

Conroe Independent School District
Knox Junior High School
2023-2024 Campus Improvement Plan



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| Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels. | 12 |
| Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources. | 24 |
| Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students. | 26 |
| Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community. | 28 |
| Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners. | 33 |
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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Knox Junior High School is a 7th and 8th grade campus with a total of 1,396 students and is located in The Woodlands, Texas. Knox Junior High School has a legacy of academic excellence supported by meeting the needs of the whole child, including identifying students with educational gaps, and then provide targeted intervention to help those students achieve success. Utilizing Math and Reading Enrichment Class placement, Knox rigorously monitors student progression and achievement while diligently closing gaps by specifically targeting students in need.

Additionally, our staff recognizes that building strong relationships with students will in turn impact their academic achievement. It has been a goal at Knox to connect students with various student groups and clubs to build a sense of pride and a sense of belonging in each student. We believe that these connections have led to the academic engagement and accomplishments of our students.

In regard to Emergent Bilingual students (EBs), Knox JHS uses a math block which includes a regular Math class and a math enrichment class to allow these students extra time and help with mathematical concepts and practice.

At this time, final report card rankings are not out yet. However, we are hoping to continue the tradition of being an A rated campus according to the Texas Education Agency.

For the 2023 STAAR exams, Knox JHS had several gains at all three levels (Approaches, Meets, and Masters). The highlighted scores represent an increase over last year's scores.

2023 Math Performance

7th grade: **83% Approaches, 70% Meets, 43% Masters**

8th grade: 94% Approaches, **80% Meets, 54% Masters**

2023 Reading Performance

7th grade: **91% Approaches, 77% Meets,** 50% Masters

8th grade: **93% Approaches, 79% Meets,** 47% Masters

2023 Science Performance

8th grade: 91% Approaches, **73% Meets,** 37% Masters

2023 Social Studies Performance

8th grade: **82% Approaches, 57% Meets,** 35% Masters

Student Achievement Strengths

Because of intentional student placement and academic intervention, overall, Knox Junior High students continue to exceed state performance on STAAR in all grades and subjects. Staff observes students and looks for opportunities to help students stretch their learning with honors and higher level classes. We recognize the importance of academic progress for students especially as they transition to the high school campus. On the 2023 STAAR, Knox Junior High School is projected to get an A rating from Texas Education Agency. The highest areas of increases for the campus were in our Math scores. See the table below to show the growth between the 2021-2022 school year and the 2022-2023 school year.

Math STAAR Score Comparison: All Student Percentages

| Subject | 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|---------|------------------|-------------|---------------|--|------------------|-------------|---------------|
| Math 7 | 70 | 37 | 13 | | 83 | 70 | 43 |
| Math 8 | 94 | 76 | 37 | | 94 | 80 | 54 |

Math STAAR Score Comparison: Economically Disadvantaged Percentages

| Subject | 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|---------|------------------|-------------|---------------|--|------------------|-------------|---------------|
| Math 7 | 60 | 27 | 5 | | 63 | 44 | 17 |
| Math 8 | 86 | 59 | 16 | | 87 | 63 | 28 |

Math STAAR Score Comparison: Emergent Bilingual Percentages

| Subject | 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|---------|------------------|-------------|---------------|--|------------------|-------------|---------------|
| Math 7 | 61 | 27 | 5 | | 67 | 47 | 20 |
| Math 8 | 87 | 55 | 22 | | 89 | 70 | 35 |

Math STAAR Score Comparison: Special Education Percentages

| Subject | 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|---------|------------------|-------------|---------------|--|------------------|-------------|---------------|
| Math 7 | 42 | 22 | 8 | | 42 | 29 | 15 |
| Math 8 | 58 | 33 | 6 | | 63 | 39 | 8 |

Math STAAR Score Comparison: African American Percentages

| Subject | 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|---------|------------------|-------------|---------------|--|------------------|-------------|---------------|
| Math 7 | 49 | 16 | 0 | | 59 | 44 | 24 |
| Math 8 | 87 | 58 | 12 | | 92 | 54 | 25 |

Another area of strength is STAAR Social Studies Scores, especially for the All Student, Economically Disadvantaged, and Emergent Bilingual percentages. The highlighted areas represent an increase in the percentages for the 2022-2023 school year.

Social Studies STAAR Score Comparison: All Student Percentages

| Subject | 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|---------------|------------------|-------------|---------------|--|------------------|-------------|---------------|
| Soc Studies 8 | 80 | 49 | 36 | | 82 | 57 | 35 |

Social Studies STAAR Score Comparison: Economically Disadvantaged Percentages

| 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|------------------|-------------|---------------|--|------------------|-------------|---------------|
| 63 | 28 | 14 | | 68 | 37 | 22 |

Social Studies STAAR Score Comparison: Emergent Bilingual Percentages

| 21-22 Approaches | 21-22 Meets | 21-22 Masters | | 22-23 Approaches | 22-23 Meets | 22-23 Masters |
|------------------|-------------|---------------|--|------------------|-------------|---------------|
| 55 | 25 | 18 | | 64 | 33 | 21 |

Another area of strength is RLA STAAR Scores. For both 7th and 8th grade, students showed a significant increase in all students for Meets, which can be seen in the highlighted chart below.

RLA STAAR Score Comparison: All Student Percentages

| Subject | 21-22 App | 21-22 Meets | 21-22 Masters | | 22-23 App | 22-23 Meets | 22-23 Masters |
|---------|-----------|-------------|---------------|--|-----------|-------------|---------------|
| RLA 7 | 90 | 70 | 51 | | 91 | 77 | 50 |
| RLA 8 | 91 | 70 | 50 | | 93 | 79 | 47 |

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While the All-student performance on STAAR Exams improved in many areas, the campus still needs to improve their Academic Growth

Knox Junior High School
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component. **Root Cause:** Professional Learning Committees are not implemented with fidelity in a consistent manner, especially with the ability to make data-driven decisions. Instructional strategies are not implemented to meet the needs of the students.

Problem Statement 2 (Prioritized): On both Math and RLA STAAR Scores, 7th and 8th grade African American students consistently scored significantly lower than the All Students rate for the Meets and Masters categories. Often the difference in scores was over 20 points. **Root Cause:** African American students are not progressing as far as their counterparts which could be attributed to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement. Additionally, instructional practices in the classroom are not meeting the diverse needs of African American students.

Problem Statement 3 (Prioritized): Students who were in Special Education scored lower than their counterparts for all STAAR exams. Further, 8th Grade students for RLA, Science and Social Studies had lower STAAR scores than the previous year. **Root Cause:** Students who were in Special Education often struggle with academics due to gaps in their learning. Teachers are not properly trained to implement instructional strategies for students who are in Special Education.

Problem Statement 4: Hispanic and African American students who select Honors level courses were significantly lower than their Asian and White counterparts. **Root Cause:** Depending on circumstances, these students' parents may not be informed of higher-level classes, how students can be successful, and what may be required. Also, parents may not understand the value of taking advanced academic coursework at the junior high school level.

Problem Statement 5 (Prioritized): In all four STAAR exams at both the 7th grade and the 8th grade level, the Emergent Bilingual students scored consistently lower than their counterparts. **Root Cause:** Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently. Additionally, due to academic issues in their home language, students often struggle more academically due to the language barrier. Teachers also need instructional strategies to work with this diverse population.

Problem Statement 6 (Prioritized): Students who were economically disadvantaged scored lower than their counterparts in all STAAR exams at the 7th grade and 8th grade level. **Root Cause:** Students who were economically disadvantaged were not progressing at the same rates as their counterparts. Some reasons may be due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement.

Problem Statement 7: According to PSAT Scores, students are below in the college, career, and military readiness categories. At only 52% in the CCMR categories, there is a need to increase student preparedness. **Root Cause:** 8th grade students, their parents, and their teachers are not always informed regarding CCMR, the PSAT, subject courses, electives, and their purposes as well as the impact on students futures including making informed scheduling choices and decisions.

Problem Statement 8: In the TELPAS Domains in 7th & 8th, students scores slightly improved in all 4 Domains, yet Speaking in the Advanced High Rating category remains lower: 7th 8th Listening 61% 61% Speaking 6% 5% Writing 27% 45% Reading 44% 29% **Root Cause:** Students do not have enough intentional and structured opportunities to practice their speaking and especially academic vocabulary.

Culture and Climate

Culture and Climate Summary

Our campus understands the need to build relationships with our staff members, our students, our parents/guardians, and our community. Our PBIS Foundations team is strong, and we continue to meet the needs of our students and our staff through our work on guidelines of success, hallway behaviors and classroom behaviors. Our staff is important to the overall success of our school, and we consistently hire the best candidates available to build on our strengths. Culture and climate are extremely important to the staff. A sense of family and camaraderie exists among the staff members and is evident in the day-to-day operations of the school.

Culture and Climate Strengths

Some Culture and Climate strengths are:

- Students are celebrated for their achievements through our quarterly Highlighted Knox Knight program.
- Teachers have a voice in the decision-making process on campus, and teacher morale is high.
- Our PBIS Foundations team consistently implements, monitors, and adjusts campus processes and procedures to ensure a positive learning/working environment for everyone.
- Our leadership team (i.e., administrators, counselors, instructional coaches, department chairs, and instructional coaches) works well together and is well-respected on campus.
- The diversity within our building is celebrated.
- A strong sense of pride in our school is evident along with strong parental support.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Student cell phone usage can create a potentially negative impact on student behaviors as it carries with the student into the classroom affecting classroom management and the learning environment. (Social media distractions, bullying, negative hurtful commentary) **Root Cause:** Students have a lack of responsible digital citizenship including using their phones to communicate, connect, and to check social media prior to the school day beginning and then "checking" throughout the day which can negatively impact the student's academic achievement and social emotional learning.

Problem Statement 2 (Prioritized): Student Discipline rates were higher than normal last year. Due to a Foundations' loss of ground, there is a need to "return to basics" and to clarify both students and staff members' expectations. (One-liners, Guidelines of Success, etc.) **Root Cause:** Students and faculty felt a lack of consistency in regard to classroom rules, hallway behaviors, and disciplinary consequences.

Problem Statement 3: Student Attendance rates were lower than other junior high schools. **Root Cause:** Students need to be held accountable for their attendance which has not been done with fidelity. Parents need to be informed of the laws regarding attendance and the reasons behind why attendance is so important to student learning and success.

Parent and Community Engagement

Parent and Community Engagement Summary

Knox JHS is committed to the development of strong, positive relationships with our families and our community. Our teachers send frequent electronic communication to families about what is happening within their classrooms. Two-way communication between the parent and the teacher is key for student success. In addition, we send a biweekly newsletters to all our parents and families to keep them informed about upcoming events. Throughout the year, we host many athletic and fine arts events to showcase the talents of our students.

Parent and Community Engagement Strengths

Some Parent and Community Engagement Strengths are:

- The campus sends out biweekly newsletters to keep parents up to date on the latest Knox JHS news.
- Our PTO organization maintains a strong bond with our community and regularly updates their website at every meeting. In addition, they provide monthly lunches and/or treats for our faculty.
- Our community works with our PTO to provide donations that enhance our building and/or benefit our students and staff members.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents/families are more actively engaged in getting their information from social media and other online sources. Staff need to utilize these platforms to establish and maintain communication. **Root Cause:** Communication is difficult in today's society due to the plethora of online communication methods. As a result, the campus needs to increase their online platform to keep our families and parents informed.

Problem Statement 2 (Prioritized): PTO involvement has been lower than expected for student/parent ratio. **Root Cause:** The campus continues to struggle with PTO involvement. Parents often cannot engage with the campus due to their home and work obligations which can impact their ability to be involved.

Problem Statement 3: Due to the changing needs of our community, it has been difficult for our parents to attend school-wide events. **Root Cause:** Parents and families have many obligations which can keep them from attending events. As a result, our campus needs to find ways to increase our parent participation at events.

Priority Problem Statements

Problem Statement 1: While the All-student performance on STAAR Exams improved in many areas, the campus still needs to improve their Academic Growth component.

Root Cause 1: Professional Learning Committees are not implemented with fidelity in a consistent manner, especially with the ability to make data-driven decisions. Instructional strategies are not implemented to meet the needs of the students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students who were economically disadvantaged scored lower than their counterparts in all STAAR exams at the 7th grade and 8th grade level.

Root Cause 2: Students who were economically disadvantaged were not progressing at the same rates as their counterparts. Some reasons may be due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In all four STAAR exams at both the 7th grade and the 8th grade level, the Emergent Bilingual students scored consistently lower than their counterparts.

Root Cause 3: Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently. Additionally, due to academic issues in their home language, students often struggle more academically due to the language barrier. Teachers also need instructional strategies to work with this diverse population.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Student Discipline rates were higher than normal last year. Due to a Foundations' loss of ground, there is a need to "return to basics" and to clarify both students and staff members' expectations. (One-liners, Guidelines of Success, etc.)

Root Cause 4: Students and faculty felt a lack of consistency in regard to classroom rules, hallway behaviors, and disciplinary consequences.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Students who were in Special Education scored lower than their counterparts for all STAAR exams. Further, 8th Grade students for RLA, Science and Social Studies had lower STAAR scores than the previous year.

Root Cause 5: Students who were in Special Education often struggle with academics due to gaps in their learning. Teachers are not properly trained to implement instructional strategies for students who are in Special Education.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: On both Math and RLA STAAR Scores, 7th and 8th grade African American students consistently scored significantly lower than the All Students rate for the Meets and Masters categories. Often the difference in scores was over 20 points.

Root Cause 6: African American students are not progressing as far as their counterparts which could be attributed to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement. Additionally, instructional practices in the classroom are not meeting the diverse needs of African American students.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Student cell phone usage can create a potentially negative impact on student behaviors as it carries with the student into the classroom affecting classroom management and the learning environment. (Social media distractions, bullying, negative hurtful commentary)

Root Cause 7: Students have a lack of responsible digital citizenship including using their phones to communicate, connect, and to check social media prior to the school day beginning and then "checking" throughout the day which can negatively impact the student's academic achievement and social emotional learning.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Parents/families are more actively engaged in getting their information from social media and other online sources. Staff need to utilize these platforms to establish and maintain communication.

Root Cause 8: Communication is difficult in today's society due to the plethora of online communication methods. As a result, the campus needs to increase their online platform to keep our families and parents informed.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: PTO involvement has been lower than expected for student/parent ratio.

Root Cause 9: The campus continues to struggle with PTO involvement. Parents often cannot engage with the campus due to their home and work obligations which can impact their ability to be involved.

Problem Statement 9 Areas: Parent and Community Engagement

Goals


Goal 1: Student Achievement and Post-Secondary Success



CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Knox Junior High will increase the Academic Growth for all students in all subjects from a component score of 87% to 90%.

High Priority

Evaluation Data Sources: TEA Academic Performance Report
District Common Formative Assessments
STAAR Interim Assessments
STAAR Exams

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| Strategy 1: Tutorials will be offered before and/or after school to assist with intervention. Strategy's Expected Result/Impact: Students will excel in the classroom through an increase in their assessment scores. Also, teachers will be able to identify any issues or problem areas which might require reteaching in the classroom setting. Staff Responsible for Monitoring: Student Success Manager Department Chairs Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 | Formative | | |
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| Strategy 2 Details | | Formative Reviews | | |
|--|--|---|-----|------|
| <p>Strategy 2: A RLA Instructional coach and Math Instructional coach will be hired to assist teachers with data-driven decision making and instructional strategies. Our Student Success Manager will work in conjunction with our Instructional Coaches to assist in the delivery of STAAR and TELPAS data to our teachers.</p> <p>Strategy's Expected Result/Impact: The PLCs will analyze data regularly throughout the year to determine areas of student need. As a result, students will have higher scores on their classroom and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Department Chairs Teachers Administrators Student Success Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Math Instructional Coach - State Comp Ed - \$76,067, RLA Instructional Coach - State Comp Ed - \$81,459.40, Student Success Manager - State Comp Ed - \$80,483.20</p> | | Formative | | |
| | | Dec | Mar | June |
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| Strategy 3 Details | | Formative Reviews | | |
| <p>Strategy 3: The campus allows for students to seek help from their teachers during advisory sessions. In addition, students who are identified with identified gaps are placed into reading and/or math enrichment courses.</p> <p>Strategy's Expected Result/Impact: Students will remedy learning gaps which will result in higher performance on classroom and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Department Chairs Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Math Enrichment Teacher - State Comp Ed - \$51,065.13, Math Enrichment Teacher - State Comp Ed - \$51,065.13, RLA Enrichment Teacher - State Comp Ed - \$25,477.67, RLA Enrichment Teacher - State Comp Ed - \$25,477.67, RLA Enrichment Teacher - State Comp Ed - \$25,477.67</p> | | Formative | | |
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No Progress



Accomplished



Continue/Modify



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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: While the All-student performance on STAAR Exams improved in many areas, the campus still needs to improve their Academic Growth component. **Root Cause:** Professional Learning Committees are not implemented with fidelity in a consistent manner, especially with the ability to make data-driven decisions. Instructional strategies are not implemented to meet the needs of the students.


Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Emergent Bilingual students will increase their STAAR Math Meets percentages from 49% to 57% and their STAAR RLA Meets percentages from 57% to 63%.

High Priority

Evaluation Data Sources: TEA Academic Performance Report
District Common Formative Assessments
STAAR Interim Assessments
STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Math Teacher will teach EBs using a block schedule for continuity of instruction as well as Math Review to teach foundational and academic knowledge prior to content lessons, spiral back over covered material every 2-3 weeks depending on students' test results, as well as utilize small group instruction to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase their understanding of math concepts which will lead to improved performance on classroom and state assessments.</p> <p>Staff Responsible for Monitoring: Math Teachers Math Enrichment Teachers Department Chair Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 2: ESL and RLA teachers will teach using Summit K-12, scaffolded books and materials, plus background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the selected scaffolded literature as well as practicing higher level thinking. Additionally, following CFAs and depending on students test results, ESL and RLA teachers will utilize small group instruction and cooperative learning to help students close educational gaps with writing, grammar, and inferencing.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will improve their language acquisition and writing skills. As a result, students should perform at a higher level on classroom and state assessments (STAAR Assessments and TELPAS).</p> <p>Staff Responsible for Monitoring: ESL Teacher ESL Paraprofessional RLA Teachers Reading Enrichment Teachers Department Chair LPAC Chair Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Instructional Materials - Title III - \$2,500, Tutorials-Extra Duty Pay - Title III - \$2,750</p> | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 2 Problem Statements:


| Student Achievement |
|---|
| <p>Problem Statement 5: In all four STAAR exams at both the 7th grade and the 8th grade level, the Emergent Bilingual students scored consistently lower than their counterparts.</p> <p>Root Cause: Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently. Additionally, due to academic issues in their home language, students often struggle more academically due to the language barrier. Teachers also need instructional strategies to work with this diverse population.</p> |






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Students who are economically disadvantaged will increase their Math STAAR Meets percentages from 56% to 61% and RLA STAAR Meets percentages from 52% to 57%.

- High Priority
- Evaluation Data Sources: TEA Academic Performance Report
- District Common Formative Assessments
- STAAR Interim Assessments
- STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| Strategy 1: Tutorials will be offered before and/or after school as well as assistance will be provided in advisory. Strategy's Expected Result/Impact: Students who are economically disadvantaged will have higher performance on classroom and state assessments. Staff Responsible for Monitoring: Reading Enrichment Teachers Math Enrichment Teachers Teachers Department Chairs Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Extra Duty Tutorials - State Comp Ed - \$4,294, Instructional Materials - State Comp Ed - \$4,294 | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 2: Teachers will utilize Tier I best practices in their instruction. Instructional Coaches will work with PLCs to focus on the need for targeted instruction for both large and small groups. Strategy's Expected Result/Impact: Students will show improved academic growth and performance on CFAs, State Assessments, and classroom exams. Staff Responsible for Monitoring: Teachers Instructional Coaches Department Chair Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 6 | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div> | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 6: Students who were economically disadvantaged scored lower than their counterparts in all STAAR exams at the 7th grade and 8th grade level. Root Cause: Students who were economically disadvantaged were not progressing at the same rates as their counterparts. Some reasons may be due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement. |


Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Students who are in special education will increase their STAAR Math Meets percentages from 28% to 38% and their STAAR RLA Meets percentages from 33% to 43%.

High Priority

Evaluation Data Sources: TEA Academic Performance Report
District Common Formative Assessments
STAAR Interim Assessments
STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Math, RLA, Resource, and Enrichment Teachers will use data to identify their students' specific needs. Then, based on this information, teachers will provide targeted instruction in order to bridge any gaps in learning.</p> <p>Strategy's Expected Result/Impact: Students will become more comfortable and gain confidence in the curriculum which will allow them to achieve at higher levels on classroom and state assessments.</p> <p>Staff Responsible for Monitoring: Math Teachers RLA Teachers Math/RLA Resource Teachers Math/RLA Enrichment Teachers Department Chairs Instructional Coaches Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---|---|-----|------|
| Strategy 2: The campus will provide professional development with special education staff to develop and to train teachers in proper student support and in tiered assignments. Strategy's Expected Result/Impact: Students who are in special education will see an increase in CFAs, State Assessments, and classroom assessments. Staff Responsible for Monitoring: Case Managers Special Education Teachers District Support Coaches Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 | Formative | | |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 4 Problem Statements:


| Student Achievement |
|---|
| Problem Statement 3: Students who were in Special Education scored lower than their counterparts for all STAAR exams. Further, 8th Grade students for RLA, Science and Social Studies had lower STAAR scores than the previous year. Root Cause: Students who were in Special Education often struggle with academics due to gaps in their learning. Teachers are not properly trained to implement instructional strategies for students who are in Special Education. |







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: African American students will increase their 8th Grade STAAR Math Meets percentages from 49% to 55% and their 8th Grade STAAR RLA Meets percentages from 54% to 58%.

- High Priority**
- Evaluation Data Sources:** TEA Academic Performance Report
- District Common Formative Assessments
- STAAR Interim Assessments
- STAAR Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Through PLC planning two times per week and monthly professional development, teachers will continue to use and improve CISD's best instructional practices following the campus instructional model with an emphasis on feedback, content, and context. Strategy's Expected Result/Impact: Teachers will continue to grow and improve their instruction which will increase student growth and achievement. Staff Responsible for Monitoring: Teachers PLCs Team Leads Department Chairs Campus Instructional Coaches Student Success Manager TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 | Formative | | |
| | Dec | Mar | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 2: Using Math Review, Math Teachers will teach foundational and academic knowledge prior to content lessons, spiral back over covered material every 2-3 weeks depending on students' test results, as well as utilize small group instruction to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: 8th grade African American Math STAAR scores will improve in the Meets category.</p> <p>Staff Responsible for Monitoring: Math Enrichment Teachers Math Instructional Coach Math Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Math Enrichment Teachers - State Comp Ed - \$51,065.13</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: RLA teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments. Teachers will spiral back over comprehension, making connections to the chosen literature as well as practicing higher level thinking. Additionally following CFAs and depending on students' test results, RLA Teachers will utilize small group instruction and cooperative learning to help students close educational gaps with writing, grammar, and inferencing.</p> <p>Strategy's Expected Result/Impact: 8th grade African American RLA STAAR Scores will improve in the Meets category.</p> <p>Staff Responsible for Monitoring: Reading Enrichment Teachers Reading Instructional Coach RLA Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 5 Problem Statements:

Student Achievement







Problem Statement 2: On both Math and RLA STAAR Scores, 7th and 8th grade African American students consistently scored significantly lower than the All Students rate for the Meets and Masters categories. Often the difference in scores was over 20 points. **Root Cause:** African American students are not progressing as far as their counterparts which could be attributed to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement. Additionally, instructional practices in the classroom are not meeting the diverse needs of African American students.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Annual Budgets


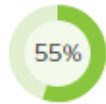




| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| Strategy 1: The campus will monitor expenses and budgeted items to ensure that campus goals are met. Strategy's Expected Result/Impact: Funds will be spent effectively, and funds are available for needed resources. Staff Responsible for Monitoring: Principal Administrators Department Chairs Financial Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Meet with financial secretary once a month to ensure budget items and processes are completed in accordance with district policy and state law. Strategy's Expected Result/Impact: Reconciliation of month reports Staff Responsible for Monitoring: Principal Financial Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Dec | Mar | June |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Campus leadership will ensure that communication is clear, and decisions are goal focused and data-driven.

Evaluation Data Sources: OHI
Staff Surveys


| Strategy 1 Details | Formative Reviews | | |
|---|--|-----|------|
| Strategy 1: Campus Administration will meet once a week to maintain clear lines of communication and consistency for the campus. Campus Administrators and Counselors will meet once a week to increase the level of communication between the two groups. Strategy's Expected Result/Impact: An increase in communication and implementation of campus goals. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus Administration will meet with PBIS/Foundation team to gather staff feedback and to improve communication. Strategy's Expected Result/Impact: Staff members will have the ability to express their needs and concerns to administration on a regular basis. Staff Responsible for Monitoring: PBIS/Foundation Team Administrators Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Dec | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Knox JHS will recruit, retain, and develop highly qualified teachers and staff to support all students.

- Evaluation Data Sources:** CISD Job Fairs
New Teacher Campus Orientation
New Teacher/Mentor Meetings (Knights of the Round Table)
PLC Meetings
Staff Surveys

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Knox will host an "on campus" new teacher orientation, and new teachers will meet monthly in the Knights of the Round Table meetings. Strategy's Expected Result/Impact: Teachers will learn the campus' expectations and the use of campus resources including instructional coaching and hard copies of "go-to" resource information through the Knights of the Round Table meetings. Staff Responsible for Monitoring: Campus Instructional Coaches Student Success Manager Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
| | Dec | Mar | June |
| |  | | |


| Strategy 2 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 2: New teachers will be assigned a mentor teacher to meet with bi-weekly. Additionally, PLCs will provide daily support and meet at least 2 times weekly.</p> <p>Strategy's Expected Result/Impact: Teachers will receive instructional and emotional support regarding content and classroom management.</p> <p>Staff Responsible for Monitoring: Assigned Mentor Teachers Department Chairs Team Leads PLCs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |






Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Administration will work jointly with families and the community to ensure and improve learning for all students through communication and collaborative partnerships.

Evaluation Data Sources: Newsletters
Surveys
PTO Participation
Community Engagement

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Knox JHS will utilize campus website, social media, school messenger(texts/emails) and newsletters to promote campus and district information to families, community leaders, and other stakeholders. Strategy's Expected Result/Impact: The campus will have an increase in student and family engagement as well as an increase in the awareness of academics, athletics, and other events at Knox. Staff Responsible for Monitoring: Administration Librarian Instructional Coaches Student Success Manager Coaches Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 | Formative | | |
| | Dec | Mar | June |
| |  | | |

| Strategy 2 Details | | Formative Reviews | | |
|---|--|---|-----|------|
| Strategy 2: Knox JHS will create opportunities to regularly meet with parent groups, such as PTO and parent informational meetings, to give and receive feedback regarding students' academic endeavors, school procedures, social achievement, and celebrations. Strategy's Expected Result/Impact: The campus will have an increase in student attendance and participation as well as family participation and engagement. Staff Responsible for Monitoring: Administration Counselors Teachers Instructional Coaches Student Success Manager Coaches TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2 | | Formative | | |
| | | Dec | Mar | June |
| | |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:


| Parent and Community Engagement |
|---|
| Problem Statement 1: Parents/families are more actively engaged in getting their information from social media and other online sources. Staff need to utilize these platforms to establish and maintain communication. Root Cause: Communication is difficult in today's society due to the plethora of online communication methods. As a result, the campus needs to increase their online platform to keep our families and parents informed. |
| Problem Statement 2: PTO involvement has been lower than expected for student/parent ratio. Root Cause: The campus continues to struggle with PTO involvement. Parents often cannot engage with the campus due to their home and work obligations which can impact their ability to be involved. |







Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: The campus will implement KJHS Guidelines for Success, Hallway one-liners, cafeteria procedures, restroom procedures, and no cell phone usage in the classrooms in order to provide a safe and orderly school environment conducive to learning for all students and staff.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Referral Data
Foundations Committee Data
Branching Minds Behavioral Data

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| Strategy 1: Assistant principals will meet weekly to maintain consistent application of discipline based on the Levels of misbehavior. Strategy's Expected Result/Impact: The campus will see a 20% reduction in the number of referrals. Staff Responsible for Monitoring: Principal Assistant Principals Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 | Formative | | |
| | Dec | Mar | June |
| |  | | |

| Strategy 2 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 2: Teachers will attend professional development training to include positive classroom management and effective and safe response to misbehavior, which will include the campus policy of no cell phones in the classrooms and restrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will have a rise in student learning and engagement, which will boost overall teacher morale.</p> <p>Staff Responsible for Monitoring: Foundations Committee Department Chairs Instructional Coaches Student Success Manager Administration Nurse Clinic Aid</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Knox JHS will conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of the Emergency Operations Plans at both the district and the campus level.</p> <p>Strategy's Expected Result/Impact: All staff and students will be aware of the expectations during any form of emergency situation on campus.</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Student Success Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: Student cell phone usage can create a potentially negative impact on student behaviors as it carries with the student into the classroom affecting classroom management and the learning environment. (Social media distractions, bullying, negative hurtful commentary) **Root Cause:** Students have a lack of responsible digital citizenship including using their phones to communicate, connect, and to check social media prior to the school day beginning and then "checking" throughout the day which can negatively impact the student's academic achievement and social emotional learning.

Problem Statement 2: Student Discipline rates were higher than normal last year. Due to a Foundations' loss of ground, there is a need to "return to basics" and to clarify both students and staff members' expectations. (One-liners, Guidelines of Success, etc.) **Root Cause:** Students and faculty felt a lack of consistency in regard to classroom rules, hallway behaviors, and disciplinary consequences.


Goal 5: Effective Instruction







CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Teachers will utilize technology to improve their instructional practices and to ensure all students are engaged in a highly effective learning environment.

High Priority

- Evaluation Data Sources:** STAAR Scores
STAAR Interim Assessments
CFAs
Common Assessments
Walk Through/Observations

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| Strategy 1: Teachers will utilize technology with Tier I best practices in their instruction. Strategy's Expected Result/Impact: STAAR Scores will increase in the "meets" and "masters" categories of all content areas. Staff Responsible for Monitoring: Department Chairs Instructional Coaches Student Success Manager Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | |
| | Dec | Mar | June |
| |  | | |






| Strategy 2 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 2: Through PLC planning and professional development in instructional technology, teachers will continue to use and improve CISD's best instructional practices following the campus instructional model with an emphasis on feedback, content, and context.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow and improve their instruction, which will increase student growth and achievement.</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Department Chairs Campus Instructional Coaches Student Success Manager Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will be provided with opportunities for staff development to learn new ways to incorporate technology into their classrooms.</p> <p>Strategy's Expected Result/Impact: Students will become more familiar and confident with using technology and technology tools which will translate to improved performance on their classroom and state assessments.</p> <p>Staff Responsible for Monitoring: District and Campus Instructional Coaches Teachers Team Leads Department Chairs Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Teachers will utilize data to drive instruction.

- High Priority
- Evaluation Data Sources: CFAs
DCFAs
Interim Assessments
STAAR Scores

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| Strategy 1: During PLC meetings, teachers will use data to target focus areas for instruction. Strategy's Expected Result/Impact: Students' engagement in classroom learning and performance on assessments will improve. Staff Responsible for Monitoring: Teachers Team Leads Department Chairs Campus Instructional Coaches Student Success Manager Administration TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1 | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|--|
| Problem Statement 1: While the All-student performance on STAAR Exams improved in many areas, the campus still needs to improve their Academic Growth component. Root Cause: Professional Learning Committees are not implemented with fidelity in a consistent manner, especially with the ability to make data-driven decisions. Instructional strategies are not implemented to meet the needs of the students. |

State Compensatory

Budget for Knox Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

Personnel for Knox Junior High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|--------------------------|------------|
| Abbie Speight | RLA Enrichment Teacher | 1 |
| Brittany Queener | Math Enrichment Teacher | 1 |
| Elizabeth Buenger | RLA Enrichment Teacher | 1 |
| James Doggett | Math Enrichment Teacher | 1 |
| Steve Dixen | Math Enrichment Teacher | 1 |
| Tiffany Lee | Math Instructional Coach | 1 |
| Twyla Bozeman-Dean | RLA Instructional Coach | 1 |
| Vivian Henry | RLA Enrichment Teacher | 1 |

Campus Funding Summary

| Title III | | | | | |
|-----------------------------|-----------|----------|--------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | Instructional Materials | | \$2,500.00 |
| 1 | 2 | 2 | Tutorials-Extra Duty Pay | | \$2,750.00 |
| Sub-Total | | | | | \$5,250.00 |
| Budgeted Fund Source Amount | | | | | \$5,250.00 |
| +/- Difference | | | | | \$0.00 |
| State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Math Instructional Coach | | \$76,067.00 |
| 1 | 1 | 2 | Student Success Manager | | \$80,483.20 |
| 1 | 1 | 2 | RLA Instructional Coach | | \$81,459.40 |
| 1 | 1 | 3 | RLA Enrichment Teacher | | \$25,477.67 |
| 1 | 1 | 3 | RLA Enrichment Teacher | | \$25,477.67 |
| 1 | 1 | 3 | Math Enrichment Teacher | | \$51,065.13 |
| 1 | 1 | 3 | RLA Enrichment Teacher | | \$25,477.67 |
| 1 | 1 | 3 | Math Enrichment Teacher | | \$51,065.13 |
| 1 | 3 | 1 | Instructional Materials | | \$4,294.00 |
| 1 | 3 | 1 | Extra Duty Tutorials | | \$4,294.00 |
| 1 | 5 | 2 | Math Enrichment Teachers | | \$51,065.13 |
| Sub-Total | | | | | \$476,226.00 |
| Budgeted Fund Source Amount | | | | | \$476,226.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$481,476.00 |
| Grand Total Spent | | | | | \$481,476.00 |
| +/- Difference | | | | | \$0.00 |