

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



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

At Stockton Junior High School, we will develop in our students the knowledge, skills, and attitudes that are necessary for lifelong success.

We will create a learning-centered community where we support all students by creating a safe and supportive environment where we celebrate unity in diversity through building positive self-concepts through a shared educational decision-making process.

We continue to utilize Summit K-12 to help grow our LEP students and consistently maintain a high usage of student minutes of use.

Student Achievement Strengths

Students in 7th & 8th grade Language Arts had masters level of 27% and a meets level of 59%.

Students in 7th & 8th grade Mathematics had masters level of 15% and a meets level of 45%.

Students in 8th grade Science had masters level of 15% and a meets level of 44%.

Students in 8th grade Social Studies had masters level of 11% and a meets level of 24%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters. **Root Cause:** Students struggle with comprehension and vocabulary.

Problem Statement 2 (Prioritized): In all core curriculum, our Special Ed population did not meet growth standards. **Root Cause:** Students struggle with comprehension and vocabulary.

Problem Statement 3: In eighth grade Science, students did not meet growth standards and showed a deficit from a previous years goals. **Root Cause:** Students struggled with analyzing and predicting future trends of charts and graphs.

Problem Statement 4 (Prioritized): In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. **Root Cause:** Students struggle with comprehension, grade-level text, and real contextual vocabulary.

Problem Statement 5: In seventh grade Math, students did not meet growth standards in Meets and Masters. **Root Cause:** Students struggled with fluency along with content and context lacking in rigor.

Problem Statement 6: In eight grade Math, students did not meet growth standards in Meets and Masters. **Root Cause:** Instruction in content and context lack rigor.

Problem Statement 7: Increase the percentage of students that are high school ready from 37% to 47% in English and from 21% to 29% in Math. **Root Cause:** Lack of knowledge concerning high school ready and how to close academic gaps.

Problem Statement 8: Students of two or more races did not meet standards for growth in closing the gaps of 56, SJH made a 54. **Root Cause:** Instructional Rigor and content experience.

Culture and Climate

Culture and Climate Summary

At Stockton Jr High, we recognize and appreciate cultural differences and work to bring awareness to all stakeholders. All students and personnel are valued members of our unique family, each playing a significant role in our success.

Stockton Jr High encourages staff and students to embrace what makes us different. Stockton Jr High is committed to the social, emotional, behavioral, and academic success of all students.

At Stockton Jr High, students work toward successfully managing their emotions, behaviors, and make responsible decisions. Stockton Jr High is proactive in keeping campus, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior utilizing PBIS CHAMPS/Foundations training.

We will continue to create positive experiences for our students to broaden perspectives and socially prepare them for future success.

Culture and Climate Strengths

At Stockton Jr High, hiring campus personnel will reflect the cultural and diverse student body as a priority.

"All Means All" at Stockton Jr High, making every student's academic, social, and emotional needs a priority.

At Stockton Jr High, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

Stockton Jr High continues to promote school safety through Safe Schools training's and utilizes mitigation strategies to keep our schools, students, and staff safe.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Although we have established a "stow and go" policy for cell phone usage, we still see disciplinary referrals for student violations of this policy. **Root Cause:** Inconsistencies in cell phone policy create misunderstandings of student expectations of proper cell phone usage.

Problem Statement 2 (Prioritized): Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee. **Root Cause:** Lack of clearly defined teacher and student expectations.

Problem Statement 3: Campus expectations for staff can be inconsistent at times. **Root Cause:** Through foundations and agreed-upon administrative policy to enforce more consistent efforts.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Stockton Jr High is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's school work in Canvas, campus newsletters, and notices from the school. Parents are encouraged to contact the teacher or school office when questions arise.

Stockton Jr High will continue to explore opportunities to better meet the needs of students through gaining key partners by providing opportunities for input and active engagement within the school.

Stockton Jr High will maintain the on-campus Parent Engagement Liaison to bridge the communication gap between Hispanic parents and campus staff.

Parent and Community Engagement Strengths

Parent liaison was hired to communicate with our Spanish speaking parents.

Parent help sessions for technical support.

Communication to parents via emails, principal and Learning Communities newsletters, phone calls, and website suggestion box.

Communication via Stockton SMORE Newsletter, Twitter, Facebook and School Messenger.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. **Root Cause:** A lack of policies and procedures in communication to our Spanish speaking parents.

Problem Statement 2 (Prioritized): Parents lack a sense of community with campus initiatives. **Root Cause:** The campus needs to provide outreach opportunities for parental engagement.

Problem Statement 3: Campus needs to improve their efforts through communication. **Root Cause:** Through the use of campus newsletters (S'more), Remind, and Parent Messenger.

Priority Problem Statements

Problem Statement 1: In all core curriculum, our Special Ed population did not meet growth standards.

Root Cause 1: Students struggle with comprehension and vocabulary.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters.

Root Cause 2: Students struggle with comprehension, grade-level text, and real contextual vocabulary.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee.

Root Cause 3: Lack of clearly defined teacher and student expectations.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Parents lack a sense of community with campus initiatives.

Root Cause 4: The campus needs to provide outreach opportunities for parental engagement.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school.

Root Cause 5: A lack of policies and procedures in communication to our Spanish speaking parents.

Problem Statement 5 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: 7th Grade grade Hispanic students will grow from 35% to 38% Meets on STAAR math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide students with small group instruction. Strategy's Expected Result/Impact: Increase student knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers In-class support staff</p> <p>Problem Statements: Student Achievement 4 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test. Staff Responsible for Monitoring: Math Enrichment Coach Math Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p>
<p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</p>
Parent and Community Engagement
<p>Problem Statement 1: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. Root Cause: A lack of policies and procedures in communication to our Spanish speaking parents.</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 2: 7th grade Hispanic students will grow from 48% to 51% Meets on STAAR Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide students with small group instruction focusing on vocabulary and comprehension. Strategy's Expected Result/Impact: Increasing students knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers In-class support staff</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches ELA/ELLA Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p>
<p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</p>
Parent and Community Engagement
<p>Problem Statement 1: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. Root Cause: A lack of policies and procedures in communication to our Spanish speaking parents.</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: 8th Grade Hispanic students will grow from 45% to 48% Meets on STAAR math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide students with small group instruction. Strategy's Expected Result/Impact: Increasing students knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers In-class support staff</p> <p>Problem Statements: Student Achievement 2, 4 Funding Sources: Technology Integration Tools, Reading Materials, and Bilingual Dictionaries - Title III - \$600</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test. Staff Responsible for Monitoring: Math Enrichment Coach Math Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p> <p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</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 4: 8th Grade Hispanic students will grow from 59% to 62% Meets on STAAR reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide students with small group instruction. Strategy's Expected Result/Impact: Increasing students knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: ELA Instructional Coaches ELA/ELLA Teachers In-class support staff</p> <p>Problem Statements: Student Achievement 4 Funding Sources: Technology Integration Tools, Reading Materials, and Bilingual Dictionaries - Title III - \$7,750</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test. Staff Responsible for Monitoring: ELA Instructional Coach ELA Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches ELA/ELLA Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p> <p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</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 5: 7th Grade Special Education students will grow from 12% to 15% Meets on STAAR Math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p> <p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</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 6: 7th Grade Special Education students will grow from 15% to 18% Meets on STAAR Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p> <p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</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 7: 8th Grade Special Education students will grow from 30% to 35% Meets on STAAR Math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p> <p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</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 8: 8th Grade Special Education students will grow from 28% to 31% Meets on STAAR Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			






Performance Objective 8 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p> <p>Problem Statement 4: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension, grade-level text, and real contextual vocabulary.</p>

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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and adopt a fiscally responsible budget to meet instructional goals.</p> <p>Strategy's Expected Result/Impact: Maintain an efficient budget.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee. Root Cause: Lack of clearly defined teacher and student expectations.</p>

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: Build leadership capacity for both teachers and core team leadership.

High Priority



HB3 Goal







Evaluation Data Sources: Walk-throughs

Observation

Discussions

Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Providing Stallion Shorts and Coaches "U" to increase instructional techniques. Strategy's Expected Result/Impact: To improve student academic performance and engagement. Staff Responsible for Monitoring: Staff</p> <p>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 - Parent and Community Engagement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly Instructional Leadership Team Meetings and Core Team Meetings. Strategy's Expected Result/Impact: To align campus vision/expectations with lead teachers, instructional support staff and administration. Staff Responsible for Monitoring: Leadership team Instructional Coaching Team</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Stockton Junior High Aspiring Leaders Strategy's Expected Result/Impact: To increase leadership capacity in aspiring assistant principals, principals, and instructional leaders. Staff Responsible for Monitoring: Campus Administrator Problem Statements: Culture and Climate 2	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Building relationships and fostering a sense of community within the campus environment. Strategy's Expected Result/Impact: Stronger teacher bonds Increase communication Establish learning communities Staff Responsible for Monitoring: All staff Problem Statements: Culture and Climate 2 - Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee. Root Cause: Lack of clearly defined teacher and student expectations.
Parent and Community Engagement
Problem Statement 2: Parents lack a sense of community with campus initiatives. Root Cause: The campus needs to provide outreach opportunities for parental engagement.

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: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Retained a full-time Parent Liaison. Strategy's Expected Result/Impact: To bridge the communication gap between Spanish speaking parents and the campus. Staff Responsible for Monitoring: Administrators Problem Statements: Parent and Community Engagement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Attend and recruit from the CISD Teacher Job Fair. Strategy's Expected Result/Impact: Administrators Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted instructional support for teachers by providing ongoing campus-wide professional development. Strategy's Expected Result/Impact: Retain and grow all teachers. Staff Responsible for Monitoring: Administrators Campus Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Culture and Climate

Problem Statement 2: Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee. Root Cause: Lack of clearly defined teacher and student expectations.
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Parent and Community Engagement
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Problem Statement 2: Parents lack a sense of community with campus initiatives. Root Cause: The campus needs to provide outreach opportunities for parental engagement.






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: Establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures.

- Evaluation Data Sources:** Survey
 Observations
 Procedural videos
 Discipline Referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase student support for social and emotional needs.</p> <p>Strategy's Expected Result/Impact: To reduce student discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselor (Social and Emotional Needs) Community in Schools Liaison</p> <p>Problem Statements: Parent and Community Engagement 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Adequately train all staff on the expectations for PBIS using CHAMPS/ Foundations procedures.</p> <p>Strategy's Expected Result/Impact: Increase positive student behavior in common areas of the campus and in class.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be taught the expectations for PBIS using CHAMPS/ Foundations procedures.</p> <p>Strategy's Expected Result/Impact: Students will adhere to procedures in all common areas which will lead to increased student behavior in class.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Culture and Climate
<p>Problem Statement 2: Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee. Root Cause: Lack of clearly defined teacher and student expectations.</p>
Parent and Community Engagement
<p>Problem Statement 2: Parents lack a sense of community with campus initiatives. Root Cause: The campus needs to provide outreach opportunities for parental engagement.</p>

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: To increase engagement with Stockton Junior High stakeholders, we have added a Community Engagement/Parent Liaison to our staff.

Evaluation Data Sources: Sign-in sheets
 Surveys
 Phone records
 Social Media

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Engagement Liaison will host Parent Cafe' to Spanish speaking parents providing necessary support regarding CISD systems.</p> <p>Strategy's Expected Result/Impact: To build school community and school relationships understanding the importance of students academic success.</p> <p>Staff Responsible for Monitoring: Family Engagement Liaison</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Family Engagement Liaison will provide information and feedback to Spanish speaking parents.</p> <p>Strategy's Expected Result/Impact: Increase school and community relationships with Spanish speaking families.</p> <p>Staff Responsible for Monitoring: Family Engagement Liaison</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. **Root Cause:** A lack of policies and procedures in communication to our Spanish speaking parents.



Problem Statement 2: Parents lack a sense of community with campus initiatives. **Root Cause:** The campus needs to provide outreach opportunities for parental engagement.

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: Implementation of campus-wide data tracker to monitor student's academic progress.

Evaluation Data Sources: CFA's
Interim Assessments
Common Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide intensive, systematic instructional support for identified at-risk students</p> <p>Strategy's Expected Result/Impact: 5% increase on STAAR tests.</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: ELAR Teachers for at-risk students - State Comp Ed - \$298,290, HIST Teachers + 1 Hist Para for at-risk students - State Comp Ed - \$154,171, MATH Teachers for at-risk students - State Comp Ed - \$238,437.90, ESL Para to support at-risk ESL students - State Comp Ed - \$48,491.10, Student Success Teacher: support at-risk students - State Comp Ed - \$249,990.20, Instructional Coaches to support at-risk students - State Comp Ed - \$162,796.80, Instructional materials to support at-risk students - State Comp Ed - \$11,657</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train teachers how to access and use the data for planning lessons and instruction.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: Administrators Core Academic Teachers Enrichment Teachers Instructional Coaches District Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Train teachers how to effectively use small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: Administration Core Academic Teachers Enrichment Teachers Instructional Coaches District Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.</p>
Culture and Climate
<p>Problem Statement 2: Campus inconsistency in agreed upon policy and infrastructure and what is agreed upon by foundations committee. Root Cause: Lack of clearly defined teacher and student expectations.</p>

State Compensatory

Budget for Stockton Junior High School

Total SCE Funds: \$1,163,834.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

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Personnel for Stockton Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ana Ceron-Bonilla	PARA AIDE	1
Angelica Horton	Language Arts Teacher	1
Christel Ghrist	Instructional Coach ELAR	1
Christian Wyrick	Language Arts Teacher	1
David Moore	Math Teacher	1
Deadrian Pratt	PARA PHYS ED	1
Johnny Flores	Social Studies Teacher	1
Joslyn Pierce	Student Success Manager	1
Kerri Bushman	Student Success Manager	1
Lisette Richard	Instructional Coach MATH	1
Melanie Cazedessus	Language Arts Teacher	1
Monica Castaneda-Soto	Math Teacher	1
Morris Halsey	Math Teacher	1
Penny Pitts	Student Success Manager	1
Vicki McShan	Language Arts Teacher	1
Yvette Perry	Social Studies Teacher	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Technology Integration Tools, Reading Materials, and Bilingual Dictionaries		\$600.00
1	4	1	Technology Integration Tools, Reading Materials, and Bilingual Dictionaries		\$7,750.00
Sub-Total					\$8,350.00
Budgeted Fund Source Amount					\$8,350.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional materials to support at-risk students		\$11,657.00
5	1	1	ESL Para to support at-risk ESL students		\$48,491.10
5	1	1	HIST Teachers + 1 Hist Para for at-risk students		\$154,171.00
5	1	1	Student Success Teacher: support at-risk students		\$249,990.20
5	1	1	ELAR Teachers for at-risk students		\$298,290.00
5	1	1	Instructional Coaches to support at-risk students		\$162,796.80
5	1	1	MATH Teachers for at-risk students		\$238,437.90
Sub-Total					\$1,163,834.00
Budgeted Fund Source Amount					\$1,163,834.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,172,184.00
Grand Total Spent					\$1,172,184.00
+/- Difference					\$0.00