

# **Conroe Independent School District**

## **Irons Junior High School**

### **2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Irons Junior High is a 7th and 8th grade campus with a total of 1,278 Students. Irons Junior High is committed to excellence and focus on adding value to all students. In the 2022-2023 school year, Irons Jr. High earned an A accountability rating for over all student performance. Irons Junior High pursuit of academic excellence is supported by meeting our students where they are and adding value. This is accomplished by identifying students with educational gaps and then providing targeted intervention to help those students achieve success. Our staff recognizes that building strong relationships with students will in turn impact academic achievement.

### 2023 STAAR Math Performance

	Approaches	Meets	Masters
7th grade	71%	42%	8%
8th Grade	87%	48%	13%

### 2023 STAAR Reading Performance

	Approaches	Meets	Masters
7th grade	83%	59%	31%
8th grade	85%	63%	33%

### 2023 STAAR Science Performance

	Approaches	Meets	Masters
8th grade	87%	57%	27%

### 2023 STAAR Social Studies Performance

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>8th grade</b>	<b>70%</b>	<b>42%</b>	<b>18%</b>

**2023 Algebra EOC**

<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>100%</b>	<b>99%</b>	<b>90%</b>

**2023 TELPAS Progress 49%**

**Student Achievement Strengths**

Irons Junior High continues to add value to students as evident in year to year performance growth:

Comparing 2022 and 2023 STAAR Irons 8th Grade ELA increased over all performance approaches by 1% meets by 4%

Comparing 2022 and 2023 STAAR Irons 8th Grade ELA Emergent Bilingual increased approaches by 8% meets by 8%

Comparing 2022 and 2023 STAAR Irons 7th Grade ELA increased approaches by 1% meets by 3%

Comparing 2022 and 2023 STAAR Irons 8th Grade Math increased approaches by 5% meets by 1% and masters by 2%

Comparing 2022 and 2023 STAAR Irons 7th Grade Math increased approaches by 3% meets by 13% and no change in masters

Algebra 99% meets and 90% masters

TELPAS Progress increased from 29% to 49%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Limited number of ESL students reaching advanced high in TELPAS listen and speaking. **Root Cause:** Lack of fidelity when implementing summit K-12 listening and speaking program and 7 Steps strategies in the classroom.

**Problem Statement 2 (Prioritized):** 7th Grade Math emergent bilingual students have a 31% meets rate on the 7th grade STAAR. **Root Cause:** Lack of fidelity in working with teacher and support staff to develop and implement individual instructional best practices for students.

**Problem Statement 3 (Prioritized):** 8th Grade Math emergent bilingual students have a 38% meets rate on 8th grade STAAR. **Root Cause:** Lack of collaboration and fidelity in developing and implementing instructional best practices.

**Problem Statement 4 (Prioritized):** 7th Grade ELA emergent bilingual students have a 22% meets rate on 7th Grade STAAR. **Root Cause:** Lack of fidelity in working with teacher and support staff to develop and implement individual instructional best practices for students.

**Problem Statement 5 (Prioritized):** 8th Grade ELA emergent bilingual students have a 24% meets rate on 8th Grade STAAR. **Root Cause:** Lack of targeted small group instruction/extension opportunities for students performing at above meets grade level.

**Problem Statement 6 (Prioritized):** 8th Grade Social Studies emergent bilingual students have a 15% meets rate on 8th grade STAAR. **Root Cause:** Lack of targeted structured conversation and processing time.

**Problem Statement 7 (Prioritized):** 8th Grade Science emergent bilingual students have a 23% meets rate on 8th grade STAAR. **Root Cause:** Lack of teacher understanding of instructional strategies needed to meet student needs.

# Culture and Climate

## Culture and Climate Summary

Irons Jr. High has a long history of building positive relationships with all members of our school community. We have a warm, inviting family feel to our campus, leading to mutual respect among all school members. With the use of our campus-wide PBIS systems, Irons Jr. High has developed strategies that have led to high success levels. Expectations for behavior are high, and we are proud to have mature, respectful, courteous students. The culture of care extends to all community members.

A review of discipline referrals that included student misbehavior reported bullying, drug offenses, along with ISS and DAEP placements, indicates that Irons Jr. High has students who understand and follow school rules and expectations compared with similar other schools. Irons continues to focus on the whole student by meeting the academic need and addressing the emotional health, attendance, and safety of all students and staff.

## Culture and Climate Strengths

At Irons Junior High data from the OHI survey indicates that teachers have a voice in decisions made for the campus. Student feedback shows that students feel safe and secure while on campus. Students report that Irons is a warm and welcoming school where teachers care about students' academic and social-emotional success. Students respect and celebrate the diversity that is represented on the Irons Jr. High Campus.

Irons Jr. High School, all staff members will attend the Tough Kid training.

Irons Jr. High School, hiring campus personnel to reflect the cultural and diverse student body is a priority.

“All Means All” at Irons Jr. High. Every students’ academic, social and emotional needs are a priority.

Irons Jr. High School strives to ensure a safe and orderly environment conducive to learning for all students and staff.

Irons Jr. High School, students develop a healthy sense of self and social awareness with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

Irons Jr. High School continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

Irons Jr. High School, we engage students, families, and our community as authentic partners in social and emotional development.

Irons Jr. High School provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

### **Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Excessive tardy referrals. **Root Cause:** Lack of training with student and staff, and need to update tardy procedures.

**Problem Statement 2 (Prioritized):** Student classroom off task and defiant behavior. **Root Cause:** Staff lack of knowledge with Irons STOIC expectations

**Problem Statement 3 (Prioritized):** OHI score dropped from 94 to 78 **Root Cause:** Lack of of empowering interdependent proactive teams.

**Problem Statement 4 (Prioritized):** Staff not completing financial request correctly. **Root Cause:** Lack of training for staff.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Community engagement is continually evident at all events at Irons Jr. High. Our community's positive interactions and feedback have been steadfast over the years. Our community's attendance at events has created positive feedback that recommends more significant events in the future. Community communication is driven with monthly newsletters, weekly campus updates, and a social media presence. Our extracurricular booster club membership is climbing every year, and they continue to support many programs at Irons Jr. High. Even with all the success, we are seeing a decline in PTO memberships the past few years.

## Parent and Community Engagement Strengths

Athletic Booster Club membership has increased yearly.

Cheer Booster Club membership has increased yearly.

Band Booster Club membership has increased yearly.

Monthly newsletters.

Social media presence.

Project mentor.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Lack of parent knowledge of available academic, mental health, social media safety, and nutrition resources at Irons Jr. High and the community. **Root Cause:** Limited communication and out reach with community members.

**Problem Statement 2:** Loss of parents involved in student academic life. **Root Cause:** Limited outreach to under-served student populations.



# Priority Problem Statements

**Problem Statement 1:** Limited number of ESL students reaching advanced high in TELPAS listen and speaking.

**Root Cause 1:** Lack of fidelity when implementing summit K-12 listening and speaking program and 7 Steps strategies in the classroom.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** 8th Grade ELA emergent bilingual students have a 24% meets rate on 8th Grade STAAR.

**Root Cause 2:** Lack of targeted small group instruction/extension opportunities for students performing at above meets grade level.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** 7th Grade ELA emergent bilingual students have a 22% meets rate on 7th Grade STAAR.

**Root Cause 3:** Lack of fidelity in working with teacher and support staff to develop and implement individual instructional best practices for students.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** 7th Grade Math emergent bilingual students have a 31% meets rate on the 7th grade STAAR.

**Root Cause 4:** Lack of fidelity in working with teacher and support staff to develop and implement individual instructional best practices for students.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** 8th Grade Math emergent bilingual students have a 38% meets rate on 8th grade STAAR.

**Root Cause 5:** Lack of collaboration and fidelity in developing and implementing instructional best practices.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** OHI score dropped from 94 to 78

**Root Cause 6:** Lack of empowering interdependent proactive teams.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Excessive tardy referrals.

**Root Cause 7:** Lack of training with student and staff, and need to update tardy procedures.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** Lack of parent knowledge of available academic, mental health, social media safety, and nutrition resources at Irons Jr. High and the community.

**Root Cause 8:** Limited communication and out reach with community members.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 9:** Staff not completing financial request correctly.

**Root Cause 9:** Lack of training for staff.

**Problem Statement 9 Areas:** Culture and Climate

**Problem Statement 10:** Student classroom off task and defiant behavior.

**Root Cause 10:** Staff lack of knowledge with Irons STOIC expectations

**Problem Statement 10 Areas:** Culture and Climate

**Problem Statement 11:** 8th Grade Social Studies emergent bilingual students have a 15% meets rate on 8th grade STAAR.

**Root Cause 11:** Lack of targeted structured conversation and processing time.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 12:** 8th Grade Science emergent bilingual students have a 23% meets rate on 8th grade STAAR.

**Root Cause 12:** Lack of teacher understanding of instructional strategies needed to meet student needs.

**Problem Statement 12 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





# Goals

## 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:** Increase emergent bilingual student TELPAS progress from 49% to 56%.

**Evaluation Data Sources:** Increase student performance on TELPAS Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted small group intervention groups with summit K-12.  <b>Strategy's Expected Result/Impact:</b> Increase speaking outcomes on TELPAS  <b>Staff Responsible for Monitoring:</b> ESL teacher, PLC's, Administration</p> <p><b>Problem Statements:</b> Student Achievement 1  <b>Funding Sources:</b> Summit K-12 Intervention Software - Title III - \$5,250</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

## Performance Objective 1 Problem Statements:





Student Achievement
<p><b>Problem Statement 1:</b> Limited number of ESL students reaching advanced high in TELPAS listen and speaking. <b>Root Cause:</b> Lack of fidelity when implementing summit K-12 listening and speaking program and 7 Steps strategies in the classroom.</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:** Increase 7th grade Math emergent bilingual STAAR meets performance from 36% to 43%.

**Evaluation Data Sources:** Classroom Assessment, CFA Assessment, Interim Assessment, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use of IXL and small group intervention classes to provide accelerated instruction for targeted students.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment  <b>Staff Responsible for Monitoring:</b> PLC, Administration, Instructional Coach</p> <p><b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Math Accelerated Instruction Teacher - State Comp Ed - \$77,165</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide monthly Professional Learning in CISD best practices of vocabulary acquisition strategies.  <b>Strategy's Expected Result/Impact:</b> Students have better understanding of academic vocabulary  <b>Staff Responsible for Monitoring:</b> PLC, Instructional Coach, Admin</p> <p><b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Math Instructional Coach - State Comp Ed - \$39,510</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Class size reduction to facilitate small group instruction.  <b>Strategy's Expected Result/Impact:</b> Increased STAAR math performance  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> Teacher - State Comp Ed - \$76,067</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

## Student Achievement

**Problem Statement 2:** 7th Grade Math emergent bilingual students have a 31% meets rate on the 7th grade STAAR. **Root Cause:** Lack of fidelity in working with teacher and support staff to develop and implement individual instructional best practices for 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 3:** Increase 8th grade Math emergent bilingual STAAR meets performance from 38% to 47%.

**Evaluation Data Sources:** Classroom Assessment, CFA Assessment, Interim Assessment, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use of IXL and small group intervention classes to provide accelerated instruction for targeted students. <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment <b>Staff Responsible for Monitoring:</b> PLC, Administration, Instructional Coach  <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Math Accelerated Instruction Teacher - State Comp Ed - \$78,044	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide monthly Professional Learning in CISD best practices of vocabulary acquisition strategies. <b>Strategy's Expected Result/Impact:</b> Students have better understanding of academic vocabulary. <b>Staff Responsible for Monitoring:</b> PLC, Instructional Coach, Admin  <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Math Instructional Coach - State Comp Ed - \$39,510	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Class size reduction to facilitate small group instruction. <b>Strategy's Expected Result/Impact:</b> Increased STAAR math performance <b>Staff Responsible for Monitoring:</b> Admin  <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Math Teachers - State Comp Ed - \$237,037	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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 3 Problem Statements:**

## Student Achievement





**Problem Statement 3:** 8th Grade Math emergent bilingual students have a 38% meets rate on 8th grade STAAR. **Root Cause:** Lack of collaboration and fidelity in developing and implementing instructional best practices.

**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:** Increase 7th grade ELA emergent bilingual STAAR meets performance from 33% to 40%.

**Evaluation Data Sources:** Classroom Assessment, CFA Assessment, Interim Assessment, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide monthly Professional Learning in CISD best practices of vocabulary acquisition strategies.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment  <b>Staff Responsible for Monitoring:</b> PLC. Administration</p> <p><b>Problem Statements:</b> Student Achievement 4  <b>Funding Sources:</b> ELA Instructional Coach - State Comp Ed - \$39,754</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use of Imagine Learning and small group intervention classes to provide accelerated instruction for targeted students.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment  <b>Staff Responsible for Monitoring:</b> PLC, Administration, Instructional Coach</p> <p><b>Problem Statements:</b> Student Achievement 4  <b>Funding Sources:</b> Accelerated Instruction Teacher - State Comp Ed - \$41,974</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 4:</b> 7th Grade ELA emergent bilingual students have a 22% meets rate on 7th Grade STAAR. <b>Root Cause:</b> Lack of fidelity in working with teacher and support staff to develop and implement individual instructional best practices for students.</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:** Increase 8th grade ELA emergent bilingual STAAR meets performance from 31% to 40%.

**Evaluation Data Sources:** Classroom Assessment, CFA Assessment, Interim Assessment, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide monthly Professional Learning in CISD best practices of vocabulary acquisition strategies.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment  <b>Staff Responsible for Monitoring:</b> PLC. Administration</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 5  <b>Funding Sources:</b> ELA Instructional Coach - State Comp Ed - \$39,753</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use of Imagine Learning and small group intervention classes to provide accelerated instruction for targeted students.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment  <b>Staff Responsible for Monitoring:</b> PLC, Administration, Instructional Coach</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 5  <b>Funding Sources:</b> Accelerated Instruction Teacher - State Comp Ed - \$41,974</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 5 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 5:</b> 8th Grade ELA emergent bilingual students have a 24% meets rate on 8th Grade STAAR. <b>Root Cause:</b> Lack of targeted small group instruction/extension opportunities for students performing at above meets grade level.</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:** Increase 8th grade Social Studies emergent bilingual STAAR meets performance from 14% to 20%.

**Evaluation Data Sources:** Classroom Assessment, CFA Assessment, Interim Assessment, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide monthly Professional Learning in CISD best practices of vocabulary acquisition strategies.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR Assessment  <b>Staff Responsible for Monitoring:</b> PLC, Administration</p> <p><b>Problem Statements:</b> Student Achievement 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 6 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 6:</b> 8th Grade Social Studies emergent bilingual students have a 15% meets rate on 8th grade STAAR. <b>Root Cause:</b> Lack of targeted structured conversation and processing time.</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:** Increase 8th grade Science emergent bilingual STAAR meets performance from 23% to 35%.

**Evaluation Data Sources:** Classroom Assessment, CFA Assessment, Interim Assessment, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide monthly Professional Learning in CISD best practices of vocabulary acquisition strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> PLC, Instructional Coach, Admin</p> <p><b>Problem Statements:</b> Student Achievement 7</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 7 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 7:</b> 8th Grade Science emergent bilingual students have a 23% meets rate on 8th grade STAAR. <b>Root Cause:</b> Lack of teacher understanding of instructional strategies needed to meet student needs.</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.

**Evaluation Data Sources:** Financial Statements and Audits

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Quarterly training of staff in proper financial procedures. <b>Strategy's Expected Result/Impact:</b> No finding in review audits. <b>Staff Responsible for Monitoring:</b> Administration, Financial Secretary  <b>Problem Statements:</b> Culture and Climate 4	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Culture and Climate</b>
<b>Problem Statement 4:</b> Staff not completing financial request correctly. <b>Root Cause:</b> Lack of training for staff.

**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: Increase OHI adaptation from 71 to 81.**

**Evaluation Data Sources:** OHI, staff feedback

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional coaches working biweekly with our cross curricular teams to improve communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase OHI adaptation</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Culture and Climate 3</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 2 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 3:</b> OHI score dropped from 94 to 78 <b>Root Cause:</b> Lack of of empowering interdependent proactive teams.</p>




**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.

**Evaluation Data Sources:** Exit Interviews, Staff Retention Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend CISD Job fair. <b>Strategy's Expected Result/Impact:</b> Hire highly qualified staff. <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> Culture and Climate 2	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**





<b>Culture and Climate</b>
<b>Problem Statement 2:</b> Student classroom off task and defiant behavior. <b>Root Cause:</b> Staff lack of knowledge with Irons STOIC expectations

**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: Decrease tardy referrals from 1240 to 900.**

**Evaluation Data Sources:** Campus tardy referral data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Weekly tardy sweeps. <b>Strategy's Expected Result/Impact:</b> Students are on time to class. <b>Staff Responsible for Monitoring:</b> Administration, Foundations Team  <b>Problem Statements:</b> Culture and Climate 1	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Training students, parents, and staff of hallway expectations. <b>Strategy's Expected Result/Impact:</b> Students are on time to class. <b>Staff Responsible for Monitoring:</b> Administration, Foundations Team  <b>Problem Statements:</b> Culture and Climate 1	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Culture and Climate</b>
<b>Problem Statement 1:</b> Excessive tardy referrals. <b>Root Cause:</b> Lack of training with student and staff, and need to update tardy procedures.

**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:** Administration will work to effectively communicate with parents through newsletters, school messenger (texts/emails), and social media.

**Evaluation Data Sources:** Parent Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent survey twice a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey to evaluate effectiveness of communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**



Parent and Community Engagement
<p><b>Problem Statement 1:</b> Lack of parent knowledge of available academic, mental health, social media safety, and nutrition resources at Irons Jr. High and the community. <b>Root Cause:</b> Limited communication and out reach with community members.</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 3: Decrease student in class referrals.**

**Evaluation Data Sources:** Parent, Teacher, Student Surveys  
Observation, referral data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Foundations team trains staff in Irons Certified STOIC. <b>Strategy's Expected Result/Impact:</b> Reduced student referrals <b>Staff Responsible for Monitoring:</b> Foundations Team  <b>Problem Statements:</b> Culture and Climate 2	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Train staff in levels of behavior. <b>Strategy's Expected Result/Impact:</b> Reduce student referrals <b>Staff Responsible for Monitoring:</b> Foundations Team  <b>Problem Statements:</b> Culture and Climate 2	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**





<b>Culture and Climate</b>
<b>Problem Statement 2:</b> Student classroom off task and defiant behavior. <b>Root Cause:</b> Staff lack of knowledge with Irons STOIC expectations

**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: Intentional Professional Learning with Robert Marzano's New Art and Science of Teaching.**

**Evaluation Data Sources:** Professional Learning Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Training in Irons 8 of Marzano New Art and Science</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in tier one best practice in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> PLC's, Administration</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**





Student Achievement
<p><b>Problem Statement 1:</b> Limited number of ESL students reaching advanced high in TELPAS listen and speaking. <b>Root Cause:</b> Lack of fidelity when implementing summit K-12 listening and speaking program and 7 Steps strategies in the classroom.</p>

**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:** Ensure all students and staff utilize technology to maximize learning for all students and enhance teachers' educational practices.

**Evaluation Data Sources:** Lesson Plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Technology Training <b>Strategy's Expected Result/Impact:</b> Increase in teacher technology knowledge. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches  <b>Problem Statements:</b> Student Achievement 1	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Limited number of ESL students reaching advanced high in TELPAS listen and speaking. <b>Root Cause:</b> Lack of fidelity when implementing summit K-12 listening and speaking program and 7 Steps strategies in the classroom.

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Summit K-12 Intervention Software		\$5,250.00
<b>Sub-Total</b>					\$5,250.00
<b>Budgeted Fund Source Amount</b>					\$5,250.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Accelerated Instruction Teacher		\$77,165.00
1	2	2	Math Instructional Coach		\$39,510.00
1	2	3	Teacher		\$76,067.00
1	3	1	Math Accelerated Instruction Teacher		\$78,044.00
1	3	2	Math Instructional Coach		\$39,510.00
1	3	3	Math Teachers		\$237,037.00
1	4	1	ELA Instructional Coach		\$39,754.00
1	4	2	Accelerated Instruction Teacher		\$41,974.00
1	5	1	ELA Instructional Coach		\$39,753.00
1	5	2	Accelerated Instruction Teacher		\$41,974.00
<b>Sub-Total</b>					\$710,788.00
<b>Budgeted Fund Source Amount</b>					\$710,788.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$716,038.00
<b>Grand Total Spent</b>					\$716,038.00
<b>+/- Difference</b>					\$0.00