Conroe Independent School District

Knox Junior High School

2021-2022 CIP Board Item

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Knox Junior High is a 7th and 8th grade campus with a total of 1,367 students. Knox Junior High has a legacy of academic excellence supported by meeting the needs of the whole child, including identify students with educational gaps and then providing targeted intervention to help those students achieve excellence. 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 accomplishments of our students.

For the 2018-2019 (most recent available accountability rating score) Knox received an "A" Accountability Rating. In addition, Knox earned 5 distinction designations honors in: Mathematics, Social Studies, Comparative Academic Growth, Comparative Closing the Gaps, and Post Secondary Readiness. Furthermore, with a new system in place, Knox has earned a Comparative Academic Growth Rating every year.

For the 2021 STAAR, Knox scored higher than the district in all subjects. Below you will find the percentages at the "Approaches" Grade Level or above.

2021 Reading Performance

7th grade 77% (73% District)

8th grade 76% (73% District)

2021 Math Performance

7th grade 52% (48% District)

8th Grade 71% (68% District)

2021 Writing Performance

7th Grade 65% (63% District)

2021 Science Performance

8th grade 72% (71% District)

2021 Social Studies Performance

8th Grade 65% (63% District)

Knox will continue to implement the CISD Tier I Best Practices for instruction and support. Language Arts will continue to use Reading and Writing Workshops with an emphasis on mini lessons that incorporate reading, writing, speaking, and daily grammar and provide more independent practice. History will devote appropriate time and attention to all units in their Scope and Sequence. Science will utilize small group instruction, critical thinking structures, and writing for remediation. Math will focus on providing more independent practice and more opportunities for review through the school year.

Student Achievement Strengths

Knox Junior High students continues to exceed state performance in all grades and all subjects. We recognize the importance of academic progress for students especially as they transition to the high school campus. On the 2021 STAAR, Knox Junior High exceeded the state in all scored categories. Below are percentages in each category based on the subject.

2021 Reading Performance

Approaches - 7th - 87% (State 68%) 8th - 84% (State 72%)

Meets - 7th - 69% (State 44%) 8th - 64% (State 45%)

Masters - 7th - 46% (State 25%) 8th - 42% (State 21%)

2021 Math Performance

Approaches - 7th - 68% (State 54%) 8th - 80% (State 60%)

Meets - 7th - 36% (State 25%) 8th - 68% (State 35%)

Masters - 7th - 11% (State 11%) 8th - 36% (State 10%)

2021 Writing Performance

Approaches - 7th - 80% (State 61%)

Meets - 7th - 50% (State 31%)

Masters - 7th - 17% (State 9%)

2021 Science Performance

Approaches - 8th - 84% (State 67%)

Meets - 8th - 64% (State 42%)

Masters - 8th - 41% (State 23%)

2021 Social Studies Performance

Approaches - 8th - 73% (State 56%)

Meets - 8th - 48% (State 27%)

Masters - 8th - 29% (State 13%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8% **Root Cause:** During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.

Problem Statement 2 (Prioritized): In the category of "Advanced High", students scored 20-50% lower than the other TELPAS Domains. **Root Cause:** This is due to the lack of structured opportunities to practice speaking using academic language in class.

Problem Statement 3 (Prioritized): On the 2021 STAAR tests, the African American or Black student group scored 10-16 points below "All Students" on all subject tests in "Approaches and Meets" categories. **Root Cause:** Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

Problem Statement 4 (Prioritized): Identify students who are in need of intervention due to educational gaps caused by the pandemic . **Root Cause:** Due to pandemic some

students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.

Problem Statement 5 (Prioritized): STAAR scores for the Revising and Editing portion of the Writing have dropped 3-7points. **Root Cause:** Students needed more grammar lessons and independent practice time to apply those concepts.

Problem Statement 6 (Prioritized): Increase minority students for AP/Honor/Dual Credit courses. **Root Cause:** Protocols not in place to identify students with potential to take these courses.

Problem Statement 7 (Prioritized): The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause:** Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

Problem Statement 8: On the 2021 STAAR tests, the Economic Disadvantage student group scored 12-25 points below the campus on all subject tests in "Approaches" category. **Root Cause:** Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

Culture and Climate

Culture and Climate Summary

Knox Junior High is a large school that operates like a small school. From the principal to the Custodial Staff, the staff at Knox knows the students as individuals. They know their names, their family situations, and their goals and interests. This interest in students informs all campus decisions from the Knox Rox fundraiser and school dance to the additional planning period that all core teachers are given. We invest time to make Knox a great place for kids to learn and for teachers to work.

Culture and Climate Strengths

- Knox Junior High strives to ensure a safe and orderly environment conducive to learning for all students and staff
- Students value and respect each other.
- Students are accepting of students new to KJHS and CISD.
- Students are celebrated by the faculty through SAE (students achieving excellence) and Noble Knights Award Ceremonies.
- Students are able to earn "Green Tickets" to encourage positive behavior and can earn prizes through raffles.
- Teachers are recognized by administration, fellow staff members, and students through TAE (Teachers Achieving Excellence).
- Students nominate teachers monthly for the "Teacher of the Month".
- At Knox, we encourage regular communication between staff, students, and parents to form a positive partnership among all three stakeholders.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Student cell phone use is becoming a distraction and behavior issue for students. **Root Cause:** Lack of Digital Citizenship Development where students are taught expectations for cell phone usage in each teacher's classroom.

Problem Statement 2: During the 2020-2021 school year, the Foundations program was not implemented with fidelity and consistency. **Root Cause:** Due to the pandemic guidelines and requirements, our focus shifted.

Problem Statement 3: Teachers do not feel there is a common goal focus across the curriculum. **Root Cause:** Lack of alignment with PLCs from other departments.

Parent and Community Engagement

Parent and Community Engagement Summary

Knox Junior High has a robust PTO that involves the community, teachers, and students. They provide resources for teachers and students through fund-raising and morale boosters for staff through school luncheons. Knox welcomes parents to our campus to see our Veteran's Day posters, attend athletic events and fine arts performances. Each year, we attract a large percentage of our parents to our parent and elective information nights to tour campus and classrooms in order to acclimate them to our campus.

Parent and Community Engagement Strengths

- Knox reached out to numerous families of virtual learners to provide support and resources for navigating Canvas and other aspects of virtual learning.

- Knox keeps families and students informed with a weekly emailed newsletter, continually updated website, and several social media accounts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): PTO engagement has been down in the past two years. **Root Cause:** The PTO meetings have been during the day, which excludes parents who work during the day.

Problem Statement 2 (Prioritized): Opportunities for community involvement decreased in the 20-21 school year (parent info night, school carnival, etc.). **Root Cause:** Due to COVID Safety Guidelines Knox was unable to have large- in-person gatherings.

Problem Statement 3 (Prioritized): Having parents involved in their child's academic life. **Root Cause:** Campus needs to find ways to reach under-served students in order to strengthen and build parent involvement.

Priority Problem Statements

Problem Statement 1: STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8%

Root Cause 1: During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In the category of "Advanced High", students scored 20-50% lower than the other TELPAS Domains.

Root Cause 2: This is due to the lack of structured opportunities to practice speaking using academic language in class.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Identify students who are in need of intervention due to educational gaps caused by the pandemic .

Root Cause 3: Due to pandemic some students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade.

Root Cause 4: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Increase minority students for AP/Honor/Dual Credit courses.

Root Cause 5: Protocols not in place to identify students with potential to take these courses.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: On the 2021 STAAR tests, the African American or Black student group scored 10-16 points below "All Students" on all subject tests in "Approaches and Meets" categories.

Root Cause 6: Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: STAAR scores for the Revising and Editing portion of the Writing have dropped 3-7points.

Root Cause 7: Students needed more grammar lessons and independent practice time to apply those concepts.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Opportunities for community involvement decreased in the 20-21 school year (parent info night, school carnival, etc.).

Root Cause 8: Due to COVID Safety Guidelines Knox was unable to have large- in-person gatherings.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: PTO engagement has been down in the past two years.

Root Cause 9: The PTO meetings have been during the day, which excludes parents who work during the day.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Having parents involved in their child's academic life.

Root Cause 10: Campus needs to find ways to reach under-served students in order to strengthen and build parent involvement.

Problem Statement 10 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: Increase the percent of minority students in honors and high school credit courses from 18% to 21 %.

HB3 Goal

Evaluation Data Sources: Enrollment data from course registration

Strategy 1 Details
Strategy 1: Use academic performance data to identify potential students that are not already enrolled in honors and high school credit courses.
Strategy's Expected Result/Impact: Increase % of students enrolled in higher level classes.
Staff Responsible for Monitoring: Counselors and PLCs
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 6

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: Increase minority students for AP/Honor/Dual Credit courses. **Root Cause**: Protocols not in place to identify students with potential to take these courses.

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: All Emergent Bilingual (EB) student groups will increase their reading scores on the 2022 Reading STAAR test by 5%.

> **Evaluation Data Sources:** STAAR
> CFAs
> Interim Assessments
> Campus Common Assessments
> Formative Assessments

Strategy 1 Details
Strategy 1: Language Arts teachers will use and implement ELPs Strategies to increase student participation and understanding.
Strategy's Expected Result/Impact: EB students will meet target.
Staff Responsible for Monitoring: Teachers Instructional Coach
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 2, 7
Funding Sources: EL Instructional Support - Title III - $1,400

Strategy 2 Details
Strategy 2: Interventionists will utilize tutorials, small group or 1-on-1, to address educational learning needs.
Strategy's Expected Result/Impact: Students will have targeted interventions that are focused on their individual needs.
Staff Responsible for Monitoring: Interventionists Enrichment Teachers Instructional Coach
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 4, 7
Funding Sources: Tutorials - ESSER - $2,750, Interventionists (2 Years) - ESSER - $218,923

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8% **Root Cause**: During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.
Problem Statement 2: In the category of "Advanced High", students scored 20-50% lower than the other TELPAS Domains. **Root Cause**: This is due to the lack of structured opportunities to practice speaking using academic language in class.

Student Achievement

Problem Statement 4: Identify students who are in need of intervention due to educational gaps caused by the pandemic . **Root Cause**: Due to pandemic some students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.

Problem Statement 7: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause**: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

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: Knox will increase "Meets" grade level performances by 5% in all subjects on the 2022 STAAR test.

Evaluation Data Sources: District Benchmarks
STAAR
TEA Academic Performance Report

Strategy 1 Details
Strategy 1: Teachers will continue to use and improve CISD's best instructional practices following our instructional model with emphasis on feedback, content, and context through the use of PLC planning continuous professional development and growth.
Strategy's Expected Result/Impact: Teachers will continue to grow and improve their instruction which, in turn, will increase student growth and achievement.
Staff Responsible for Monitoring: Campus and District Instructional Coaches Department Chairs and Team Leaders Administration PLCs
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1
Funding Sources: Subs for Professional Development - State Comp Ed - $1,000

Strategy 2 Details
Strategy 2: Within the PLC structure, teachers will use classroom observations, formative assessment data, common assessments, and interim assessments to strategically plan lessons that align to different learner needs.
Strategy's Expected Result/Impact: Specific planning for student needs will help fill academic gaps that exist for students.
Staff Responsible for Monitoring: Teachers Instructional Coach Administration
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 4

Strategy 3 Details

Strategy 3: Interventionist will use data to drive small-group and one-on-one tutorials for students with educational gaps created during the pandemic.

    Strategy's Expected Result/Impact: Students will be given 30 hours of small group or one-on-one instruction to meet their individual needs and improve growth and achievement.

    Staff Responsible for Monitoring: Interventionist
Enrichment Teachers
Administration

    TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

    Problem Statements: Student Achievement 1, 4, 7

    Funding Sources: Instructional Aides (1 Year) - ESSER - $57,400

Strategy 4 Details

Strategy 4: Knox will offer Saturday Tutorials open to students needing additional academic support. . Administration will personally invite students who are failing.

    Strategy's Expected Result/Impact: Student's academic gaps will be filled.

    Staff Responsible for Monitoring: Administration
Teachers

    TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

    Problem Statements: Student Achievement 1, 3, 4, 5, 7

    Funding Sources: Extra Duty Pay - State Comp Ed - $10,000

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8% **Root Cause**: During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.

Problem Statement 3: On the 2021 STAAR tests, the African American or Black student group scored 10-16 points below "All Students" on all subject tests in "Approaches and Meets" categories. **Root Cause**: Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

Problem Statement 4: Identify students who are in need of intervention due to educational gaps caused by the pandemic . **Root Cause**: Due to pandemic some students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.

Problem Statement 5: STAAR scores for the Revising and Editing portion of the Writing have dropped 3-7points. **Root Cause**: Students needed more grammar lessons and independent practice time to apply those concepts.

Problem Statement 7: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause**: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

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: African- Americans or Black student groups will increase their "Approaches" test scores in all subjects by 5% on the 2022 STAAR exam

Evaluation Data Sources: Classroom common assessments, Formal Assessments, CFAs, Interim Assessments, and STAAR.

Strategy 1 Details
Strategy 1: As a PLC, language arts classroom teachers and reading interventionists will plan lessons that are data driven and follow the Reading and Writing Workshop model.
Strategy's Expected Result/Impact: Specific planning for student needs will help fill in the academic gaps that exist for students.
Staff Responsible for Monitoring: Instructional Coaches Interventionists PLCs
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 3, 5, 7
Funding Sources: Small Group Instructional Materials - ESSER - $358, ELA SCE Teacher - State Comp Ed - $79,505

Strategy 2 Details
Strategy 2: As a PLC, math classroom teachers and math interventionists will meet to plan lessons that are data driven and incorporate more spiral review and individual practice.
Strategy's Expected Result/Impact: Specific planning for student needs will help fill in the academic gaps that exist for students.
Staff Responsible for Monitoring: PLCs Instructional Coaches Interventionist
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 3, 4
Funding Sources: Math Instructional Support - State Comp Ed - $156,460

Strategy 3 Details
Strategy 3: As a PLC, History will meet to plan lessons that are data driven and are planned out so that each unit is given the appropriate time and attention for student success.
Strategy's Expected Result/Impact: Specific planning for student needs will help fill in the academic gaps that exist for students.
Staff Responsible for Monitoring: PLCs Instructional Coaches
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 3
Funding Sources: Instructional Materials - State Comp Ed - $5,000

Strategy 4 Details
Strategy 4: As a PLC, Science will meet to plan lessons that are data driven and include small group instructions, critical thinking structures, and writing.
Strategy's Expected Result/Impact: Specific planning for student needs will help fill in the academic gaps that exist for students.
Staff Responsible for Monitoring: PLCs
Instructional Coaches
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 3
Funding Sources: Instructional Materials - State Comp Ed - $5,000

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8% **Root Cause**: During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.
Problem Statement 3: On the 2021 STAAR tests, the African American or Black student group scored 10-16 points below "All Students" on all subject tests in "Approaches and Meets" categories. **Root Cause**: Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.
Problem Statement 4: Identify students who are in need of intervention due to educational gaps caused by the pandemic . **Root Cause**: Due to pandemic some students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.
Problem Statement 5: STAAR scores for the Revising and Editing portion of the Writing have dropped 3-7points. **Root Cause**: Students needed more grammar lessons and independent practice time to apply those concepts.
Problem Statement 7: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause**: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

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 the number of Emergent Bilingual (EB) students demonstrating growth in areas of reading, writing, listening and speaking.

    Evaluation Data Sources: An 3% increase in the number of EB students demonstrating growth on TELPAS and STAAR.

Strategy 1 Details
Strategy 1: Teachers in all subjects will implement ELPs strategies to increase EB's opportunities to practice active listening, to write, to speak, and to read in class.

Strategy's Expected Result/Impact: EB students will be able to practice, listening, speaking, writing, and reading in class which will increase their TELPAS scoring and performance on STAAR.
     Staff Responsible for Monitoring: Teachers
 Interventionists
 Instructional Coaches
 Assistant Principals
 Principal
     ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Student Achievement 2, 7
     Funding Sources: Instructional Materials - Title III - $2,500

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: In the category of "Advanced High", students scored 20-50% lower than the other TELPAS Domains. **Root Cause**: This is due to the lack of structured opportunities to practice speaking using academic language in class.
Problem Statement 7: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause**: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

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
Strategy 1: A group of knowledgeable staff will vet all resources for students to determine if they are research based and effective.
Strategy's Expected Result/Impact: Funds will be spent effectively.
Staff Responsible for Monitoring: Principal

Strategy 2 Details
Strategy 2: Meet with financial secretary once a month to ensure budget items and processes are done in accordance with district policy and state law.
Strategy's Expected Result/Impact: Reconciliation of monthly reports
Staff Responsible for Monitoring: Principal

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: Knox Junior High will maintain a budget that enhances the learning of all students by correlating the budget with the campus improvement plan.

    Evaluation Data Sources: Purchased items will directly correlate to intentional goals and strategies used to increase student achievement.

Strategy 1 Details
Strategy 1: Knox will effectively manage monetary resources by allocating money to each department.
Strategy's Expected Result/Impact: Funds will be appropriated as needed, and budget money is used responsibly.
Staff Responsible for Monitoring: Principal and Principal's secretary.
TEA Priorities: Recruit, support, retain teachers and principals

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: CISD Job Fair

Strategy 1 Details
Strategy 1: Devise a committee to attend and recruit from CISD Teacher Job Fair.
Strategy's Expected Result/Impact: Highly qualified teachers hired to support maximum learning.
Staff Responsible for Monitoring: Principal Administration Teachers who are part of the committee
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Strategy 2 Details
Strategy 2: Knox will provide mentor personnel for all new teachers to the campus.
Strategy's Expected Result/Impact: Teachers new to Knox will learn the expectations of the campus. Furthermore, staff new to teaching in general will have the collegial and emotional support for this challenging phrase of their career.
Staff Responsible for Monitoring: Mentor Teachers Administration Instructional Coaches
TEA Priorities: Recruit, support, retain teachers and principals

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: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

    Evaluation Data Sources: STAAR scores

Strategy 1 Details
Strategy 1: Utilize campus website, social media, and newsletters to promote campus and district information to parents, families, and community leaders.
Strategy's Expected Result/Impact: Increase awareness of academics, activities, and events here at Knox.
Staff Responsible for Monitoring: Principal   Assistant Principal   Campus Technology Specialist   Librarian
Problem Statements: Parent and Community Engagement 1, 2, 3

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: PTO engagement has been down in the past two years. **Root Cause**: The PTO meetings have been during the day, which excludes parents who work during the day.
Problem Statement 2: Opportunities for community involvement decreased in the 20-21 school year (parent info night, school carnival, etc.). **Root Cause**: Due to COVID Safety Guidelines Knox was unable to have large- in-person gatherings.
Problem Statement 3: Having parents involved in their child's academic life. **Root Cause**: Campus needs to find ways to reach under-served students in order to strengthen and build parent involvement.

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: Regularly meet with parent groups such as PTO to give and receive feedback regarding academic and social achievements of the campus.

    Evaluation Data Sources: PTO attendance and parent feedback

Strategy 1 Details
Strategy 1: Administration will meet with the Knox PTO once a month to discuss staff, student, and campus needs. In addition, they will plan social events just as Spirit Nights, carnivals, and other student events.
Strategy's Expected Result/Impact: Provide parents and school personnel the opportunity to work together to enrich the educational experience for all students.
Staff Responsible for Monitoring: Principal
Assistant Principal
ESF Levers: Lever 3: Positive School Culture
Problem Statements: Parent and Community Engagement 1, 2, 3

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: PTO engagement has been down in the past two years. **Root Cause**: The PTO meetings have been during the day, which excludes parents who work during the day.
Problem Statement 2: Opportunities for community involvement decreased in the 20-21 school year (parent info night, school carnival, etc.). **Root Cause**: Due to COVID Safety Guidelines Knox was unable to have large- in-person gatherings.
Problem Statement 3: Having parents involved in their child's academic life. **Root Cause**: Campus needs to find ways to reach under-served students in order to strengthen and build parent involvement.

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: Create opportunities for parents to be in the building for informational meetings regarding school procedures, instructional and academic opportunities to build a collaborative relationship with school and community.

Evaluation Data Sources: Parent feedback
Attendee count for in-person Parent Information and Elective Nights

Strategy 1 Details
Strategy 1: Knox will offer an in-person parent and elective information nights for incoming 7th graders to learn about all courses, including electives offered at Knox Junior High School.
Strategy's Expected Result/Impact: Incoming 7th graders will learn about all courses offered at Knox. They will also be able to ask questions, and make the best selection for themselves.
Staff Responsible for Monitoring: Principal
Administration
Counselors
Coaches
Elective Teachers
ESF Levers: Lever 3: Positive School Culture
Problem Statements: Parent and Community Engagement 2, 3

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Opportunities for community involvement decreased in the 20-21 school year (parent info night, school carnival, etc.). **Root Cause**: Due to COVID Safety Guidelines Knox was unable to have large- in-person gatherings.
Problem Statement 3: Having parents involved in their child's academic life. **Root Cause**: Campus needs to find ways to reach under-served students in order to strengthen and build parent involvement.

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: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

> **Evaluation Data Sources:** STAAR scores
> CFAs
> Classroom Assessments
> Interim Assessments

Strategy 1 Details
Strategy 1: Ensure that technology and devices are available for all classes to access daily.
Strategy's Expected Result/Impact: Teachers will be able to access technology, via Chromebooks or the computer labs, to enhance their student's learning.
Staff Responsible for Monitoring: Teachers
Librarian
Campus Technology Specialist
Administration
Problem Statements: Student Achievement 1, 2, 4, 7
Funding Sources: Computer Equipment/AV Supplies - State Comp Ed - $8,000

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8% **Root Cause**: During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.
Problem Statement 2: In the category of "Advanced High", students scored 20-50% lower than the other TELPAS Domains. **Root Cause**: This is due to the lack of structured opportunities to practice speaking using academic language in class.
Problem Statement 4: Identify students who are in need of intervention due to educational gaps caused by the pandemic . **Root Cause**: Due to pandemic some students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.
Problem Statement 7: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause**: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

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: Using data and "Heat Mapping" to target focus areas for instruction.

    Evaluation Data Sources: Data meetings will be done after CFAs and common assessments.

Strategy 1 Details
Strategy 1: Departments will meet at the beginning of the school year to complete their Heat Mapping. They will have common goals and TEKS to focus on throughout the year.

Strategy's Expected Result/Impact: Teachers instruction will be based on the PLC goals and TEKS identified during Heat Mapping Meetings. In addition, departments will analyze data from tests to assess how their students are performing in the focus areas, and make instructional adjustments as needed.
     Staff Responsible for Monitoring: Instructional Coaches
 PLCs
 Administration
     TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Student Achievement 1, 4, 7

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: STAAR scores in the " Meets" category dropped in every assessed subject: * Reading- 9% *Writing- 8% * Math- 15% *Social Studies- 17% *Science-8% **Root Cause**: During the pandemic, students struggled academically with virtual learning. When students returned to in-person learning, it was difficult to get them back on track. In addition, the virtual learners struggled to stay in engaged.
Problem Statement 4: Identify students who are in need of intervention due to educational gaps caused by the pandemic . **Root Cause**: Due to pandemic some students were not engaged in the virtual learning environment for some time or at all resulting in educational gaps specifically in math and reading.
Problem Statement 7: The Emergent Bilingual(EB) student group scored 10 points below the campus on the 2021 Reading STAAR for both 7th and 8th grade. **Root Cause**: Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Subs for Professional Development		$1,000.00
1	3	4	Extra Duty Pay		$10,000.00
1	4	1	ELA SCE Teacher		$79,505.00
1	4	2	Math Instructional Support		$156,460.00
1	4	3	Instructional Materials		$5,000.00
1	4	4	Instructional Materials		$5,000.00
5	1	1	Computer Equipment/AV Supplies		$8,000.00
				Sub-Total	$264,965.00
				Budgeted Fund Source Amount	$264,965.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	EL Instructional Support		$1,400.00
1	5	1	Instructional Materials		$2,500.00
				Sub-Total	$3,900.00
				Budgeted Fund Source Amount	$3,900.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Tutorials		$2,750.00
1	2	2	Interventionists (2 Years)		$218,923.00
1	3	3	Instructional Aides (1 Year)		$57,400.00
1	4	1	Small Group Instructional Materials		$358.00
				Sub-Total	$279,431.00
				Budgeted Fund Source Amount	$279,431.00
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$548,296.00