

Conroe Independent School District
Knox Junior High School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Knox Junior High is a 7th and 8th grade campus with a total of 1,377 students. Knox Junior High has a legacy of academic excellence supported by meeting the needs of the whole child, including identifying students with educational gaps, and then provide targeted intervention to help those students achieve success. Utilizing Math and Reading Enrichment Class placement as well as Math and Reading Interventionists, Knox rigorously monitors student progression and achievement while diligently closing gaps by specifically targeting students in need.

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

In regards to EBs, Knox places students in a Math block to allow these students extra time and help with mathematical concepts and practice.

Knox is an A rated campus according to the Texas Education Agency.

For the 2022 STAAR, Knox scored higher than the district in all subjects. Below you will find the percentages at the "Approaches" Grade Level.

2022 Math Performance

7th grade 69% (District 29%)

8th grade 92% (District 63%)

2022 Reading Performance

7th grade 89% (District 63%)

8th grade 89% (District 63%)

2022 Science Performance

8th grade 66% (District 61%)

2022 Social Studies Performance

8th grade 49% (District 45%)

Student Achievement Strengths

Because of intentional student placement and academic intervention, overall, Knox Junior High students continue to exceed state performance on STAAR in all grades and subjects. Staff observes students and looks for opportunities to help students stretch their learning with honors and higher level classes. We recognize the importance of academic progress for students especially as they transition to the high school campus. On the 2022 STAAR, Knox Junior High School received an A rating from Texas Education Agency. Below are percentages in each category based on the subject.

2022 Math Performance

Approaches 7th - 69% (State %) 8th - 92% (State %)

Meets 7th - 37% (State %) 8th - 76% (State %)

Masters 7th - 13% (State %) 8th - 37% (State %)

2022 Reading Performance

Approaches 7th - 89% (State %) 8th - 89% (State %)

Meets 7th - 70% (State %) 8th - 70% (State %)

Masters 7th - 51% (State %) 8th - 50% (State %)

2022 Science Performance

Approaches	8th - 90% (State %)
Meets	8th - 66% (State %)
Masters	8th - 44% (State %)

2022 Social Studies Performance

Approaches	8th - 77% (State %)
Meets	8th - 49% (State %)
Masters	8th - 36% (State %)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): There were some gains in '22 STAAR scores in 8th gr subjects, the gap wasn't closed sufficiently in the "meets" & "masters" categories. Math 76% 36% Reading 70% 50% Science 66% 44% Social Studies 49% 36% **Root Cause:** Students' academic achievement continues to show the negative impact of the pandemic learning environment and the need for students to re-acclimate to in-person learning.

Problem Statement 2: In the '22 TELPAS Domains in 7th & 8th, students scores slightly improved in all 4 Domains, yet Speaking in the Advanced High Rating category remains lower: 7th 8th Listening 61% 61% Speaking 6% 5% Writing 27% 45% Reading 44% 29% **Root Cause:** Students do not have enough intentional and structured opportunities to practice their speaking and especially academic vocabulary.

Problem Statement 3 (Prioritized): On both Math and Reading STAAR Scores, 7th grade African American students consistently scored lower than their counterparts by 20 or more points in the "meets" category. All AA Math 37% 17% (65 Ss) Reading 70% 49% (73 Ss) **Root Cause:** African American students are not progressing as far as their counterparts; perhaps due to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement.

Problem Statement 4: Incoming 7th grade students who did not earn "approaches" on both Math and Reading STAAR Scores and to ensure these students are appropriately placed in an intervention to address their learning gaps. **Root Cause:** Students lack of academic achievement continues to show the negative impact of the pandemic learning environment and the need for students to re-acclimate to in-person learning.

Problem Statement 5: The number of minority students selecting Honors Classes are lower than their counterparts. **Root Cause:** Depending on circumstances, these students' parents may not be informed of higher level classes, how students can be successful, and what may be required.

Problem Statement 6 (Prioritized): The "meets" STAAR Scores of Emergent Bilingual students in all content areas are lower than All. All 7th All 8th Math 37% 26% 76% 45% Reading 70% 34% 70% 32% Science 66% 33% Social Studies 49% 15% **Root Cause:** Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently.

Problem Statement 7 (Prioritized): The "meets" STAAR Scores of 8th grade Economically Disadvantaged students in all content areas are lower than All. All 8th Math 76% 53% Reading 70% 46% Science 66% 41% Social Studies 49% 23% **Root Cause:** Eco Dis students are not progressing as far as their counterparts; perhaps due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement.

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

Priority Problem Statements

Problem Statement 2: There were some gains in '22 STAAR scores in 8th gr subjects, the gap wasn't closed sufficiently in the "meets" & "masters" categories. Math 76% 36% Reading 70% 50% Science 66% 44% Social Studies 49% 36%

Root Cause 2: Students' academic achievement continues to show the negative impact of the pandemic learning environment and the need for students to re-acclimate to in-person learning.

Problem Statement 2 Areas: Student Achievement

Problem Statement 7: Parents and/or families have not been able to actively be involved on campus due to a lack of opportunities.

Root Cause 7: Initial social distancing requirements impacted parental involvement (parent informational night, school festival/dances, etc.)

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 1: On both Math and Reading STAAR Scores, 7th grade African American students consistently scored lower than their counterparts by 20 or more points in the "meets" category. All AA Math 37% 17% (65 Ss) Reading 70% 49% (73 Ss)

Root Cause 1: African American students are not progressing as far as their counterparts; perhaps due to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement.

Problem Statement 1 Areas: Student Achievement

Problem Statement 6: Students acting out behaviors have increased and there was a lack of consistent discipline expectations and implementation as well as a lack of communication regarding disciplinary practices which negatively impacted campus culture.

Root Cause 6: Due to the pandemic and changes in student population, students' acting out behaviors increased and amplified, plus there were inconsistent and insufficient responses to Levels 1, 2, & 3 behaviors. Teachers and administration did not have adequate skills and responses in place to address students' behaviors.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 3: The "meets" STAAR Scores of Emergent Bilingual students in all content areas are lower than All. All 7th All 8th Math 37% 26% 76% 45% Reading 70% 34% 70% 32% Science 66% 33% Social Studies 49% 15%

Root Cause 3: Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The "meets" STAAR Scores of 8th grade Economically Disadvantaged students in all content areas are lower than All. All 8th Math 76% 53% Reading 70% 46% Science 66% 41% Social Studies 49% 23%

Root Cause 4: Eco Dis students are not progressing as far as their counterparts; perhaps due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: According to PSAT Scores, students are below in the college, career, and military readiness categories. At only 52% in the CCMR categories, there is a need to increase student preparedness.

Root Cause 5: 8th grade students, their parents, and their teachers are not always informed regarding CCMR, the PSAT, subject courses, electives, and their purposes as well as the impact on students futures including making informed scheduling choices and decisions.

Problem Statement 5 Areas: Student Achievement

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: To increase 8th grade STAAR Scores in all content areas in the "meets" and "masters" categories.





High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Tier I best practices in their instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Scores will increase in the "meets" and "masters" categories of all content areas.</p> <p>Staff Responsible for Monitoring: Teachers Department Chairs Instructional Coach Student Success Manager Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
	 <p>0%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Through PLC planning and professional development, teachers will continue to use and improve CISD's best instructional practices following the campus instructional model with an emphasis on feedback, content, and context.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow and improve their instruction which will increase student growth and achievement.</p> <p>Staff Responsible for Monitoring: Teachers PLC Team Leads Department Chair Campus Instructional Coach Student Success Manager</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Using Math Review, Math Teachers will teach foundational and academic knowledge prior to content lessons, spiral back over covered material every 2-3 weeks depending on students' test results, as well as utilize small group instruction to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: 8th grade Math STAAR scores will improve in the "meets" and "masters" categories.</p> <p>Staff Responsible for Monitoring: Math Enrichment Teacher Math Interventionist Math Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 6, 7</p> <p>Funding Sources: Math Enrichment Teachers - State Comp Ed - \$129,340, Math Interventionists - ESSER III - \$172,681</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: RLA Teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the chosen literature as well as practicing higher level thinking. Additionally following CFAs and depending on students' test results, RLA Teachers will utilize small group instruction and cooperative learning to help students close educational gaps with writing, grammar, and inferencing.</p> <p>Strategy's Expected Result/Impact: 8th grade Reading STAAR scores will improve in the "meets" and "masters" categories.</p> <p>Staff Responsible for Monitoring: Reading Enrichment Teacher RLA Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 6, 7</p> <p>Funding Sources: Reading Enrichment Teacher - State Comp Ed - \$61,150</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Science Teachers will teach foundational and academic vocabulary prior to content lessons and common formative assessments, spiral back over covered material every 3-5 weeks depending on students' test results, as well as utilize small group instruction and cooperative learning to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: 8th grade Science STAAR scores will improve in the "meets" and "masters" categories.</p> <p>Staff Responsible for Monitoring: Science Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Social Studies Teachers will collaborate to create BIG IDEAS for each unit using these to develop the common formative assessment. Following common formative assessment and students' results, SS Teachers will focus on spiraling and supporting TEKS to review and build upon previous knowledge and to close educational gaps.</p> <p>Strategy's Expected Result/Impact: 8th grade Social Studies STAAR scores will improve in the "meets" and "masters" categories.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: There were some gains in '22 STAAR scores in 8th gr subjects, the gap wasn't closed sufficiently in the "meets" & "masters" categories. Math 76% 36% Reading 70% 50% Science 66% 44% Social Studies 49% 36% Root Cause: Students' academic achievement continues to show the negative impact of the pandemic learning environment and the need for students to re-acclimate to in-person learning.</p>
<p>Problem Statement 6: The "meets" STAAR Scores of Emergent Bilingual students in all content areas are lower than All. All 7th All 8th Math 37% 26% 76% 45% Reading 70% 34% 70% 32% Science 66% 33% Social Studies 49% 15% Root Cause: Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently.</p>
<p>Problem Statement 7: The "meets" STAAR Scores of 8th grade Economically Disadvantaged students in all content areas are lower than All. All 8th Math 76% 53% Reading 70% 46% Science 66% 41% Social Studies 49% 23% Root Cause: Eco Dis students are not progressing as far as their counterparts; perhaps due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement.</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: Both 7th grade Math and Reading STAAR "meets" Scores of African American students will improve.


High Priority

HB3 Goal


Evaluation Data Sources: STAAR Scores
 STAAR Interim Assessments
 CFAs
 Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will teach foundational and academic knowledge prior to content lessons, spiral back over covered material every 2-3 weeks depending on students test results, as well as utilize small group instruction to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: 7th grade Math STAAR scores will improve in the "meets" categories.</p> <p>Staff Responsible for Monitoring: Math Enrichment Teacher Math Interventionist Math Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Extra Duty Tutorials - State Comp Ed - \$4,211.25, Instructional Materials - State Comp Ed - \$4,211.25, Extra Duty Pay - ESSER III - \$5,778</p>	Formative			Summative
	Oct	Dec	Mar	June


Strategy 2 Details	Reviews			
<p>Strategy 2: RLA teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments. Teachers will spiral back over comprehension, making connections to the chosen literature as well as practicing higher level thinking. Additionally following CFAs and depending on students' test results, RLA Teachers will utilize small group instruction and cooperative learning to help students close educational gaps with writing, grammar, and inferencing.</p> <p>Strategy's Expected Result/Impact: 7th grade Reading STAAR scores will improve in the "meets" category.</p> <p>Staff Responsible for Monitoring: Reading Enrichment Teacher RLA Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Extra Duty Tutorials - State Comp Ed - \$4,211.25, Instructional Materials - State Comp Ed - \$4,211.25, Extra Duty Pay - ESSER III - \$5,778</p>	Formative			Summative
	Oct	Dec	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: On both Math and Reading STAAR Scores, 7th grade African American students consistently scored lower than their counterparts by 20 or more points in the "meets" category. All AA Math 37% 17% (65 Ss) Reading 70% 49% (73 Ss) Root Cause: African American students are not progressing as far as their counterparts; perhaps due to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement.</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: Emergent Bilingual Students in 7th and 8th grade will improve scores in the meets category in all content areas on STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores
Interim STAAR Assessments
CFAs
Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Math Teacher will teach using a block schedule for continuity of instruction as well as Math Review to teach foundational and academic knowledge prior to content lessons, spiral back over covered material every 2-3 weeks depending on students' test results, as well as utilize small group instruction to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual Students' 7th and 8th grade Math STAAR "meets" scores will improve.</p> <p>Staff Responsible for Monitoring: Math Teacher Math Interventionist Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ESL and RLA teachers will teach using Summit K-12, scaffolded books and materials, plus background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the selected scaffolded literature as well as practicing higher level thinking. Additionally, following CFAs and depending on students test results, ESL and RLA teachers will utilize small group instruction and cooperative learning to help students close educational gaps with writing, grammar, and inferencing.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual Students' 7th and 8th grade Reading STAAR "meets" scores will improve.</p> <p>Staff Responsible for Monitoring: ESL Teacher ESL Paraprofessional RLA Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Books - Title III - \$500, Instructional Materials - Title III - \$500, Tutorials-Extra Duty Pay - Title III - \$2,500, Technology - Title III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Science and Social Studies Teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the selected scaffolded literature as well as practicing higher level thinking. Following CFAs data, teachers will spiral back to address and close gaps or any misconceptions.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual Students' 7th and 8th grade Science and Social Studies STAAR "meets" scores will improve.</p> <p>Staff Responsible for Monitoring: Science and Social Studies Teachers ESL Paraprofessional Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 6</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 6: The "meets" STAAR Scores of Emergent Bilingual students in all content areas are lower than All. All 7th All 8th Math 37% 26% 76% 45% Reading 70% 34% 70% 32% Science 66% 33% Social Studies 49% 15% **Root Cause:** Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently.

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: To increase the "meets" STAAR Scores of Eco Dis 8th grade students in all content areas.

High Priority

Evaluation Data Sources: STAAR Scores
 STAAR Interim Assessments
 CFAs
 Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Math Teachers will teach using a block schedule for continuity of instruction as well as Math Review to teach foundational and academic knowledge prior to content lessons, spiral back over covered material every 2-3 weeks depending on students' test results, as well as utilize small group instruction to help students close educational gaps.</p> <p>Strategy's Expected Result/Impact: To increase the "meets" STAAR Scores of Eco Dis 8th grade students in Math.</p> <p>Staff Responsible for Monitoring: Math Enrichment Teacher Math Interventionist Math Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Math Instructional Materials - State Comp Ed - \$4,211.25, Math Tutorials Extra Pay - State Comp Ed - \$4,211.25</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: RLA Teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the chosen literature as well as practicing higher level thinking. Additionally following CFAs and depending on students' test results, RLA Teachers will utilize small group instruction and cooperative learning to help students close educational gaps with writing, grammar, and inferencing.</p> <p>Strategy's Expected Result/Impact: To increase the "meets" STAAR Scores of Eco Dis 8th grade students in Reading.</p> <p>Staff Responsible for Monitoring: Reading Enrichment Teacher RLA Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Reading Instructional Materials - State Comp Ed - \$4,211.25, Reading Tutorials Extra Pay - State Comp Ed - \$4,211.25</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Science Teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the selected scaffolded literature as well as practicing higher level thinking. Following CFAs data, teachers will spiral back to address and close gaps or any misconceptions.</p> <p>Strategy's Expected Result/Impact: To increase the "meets" STAAR Scores of Eco Dis 8th grade students in Science.</p> <p>Staff Responsible for Monitoring: Science Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Social Studies Teachers will teach background foundational knowledge and academic vocabulary prior to content lessons and common formative assessments, spiral back over comprehension, making connections to the selected scaffolded literature as well as practicing higher level thinking. Following CFAs data, teachers will spiral back to address and close gaps or any misconceptions.</p> <p>Strategy's Expected Result/Impact: To increase the "meets" STAAR Scores of Eco Dis 8th grade students in Social Studies.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 3: On both Math and Reading STAAR Scores, 7th grade African American students consistently scored lower than their counterparts by 20 or more points in the "meets" category. All AA Math 37% 17% (65 Ss) Reading 70% 49% (73 Ss) Root Cause: African American students are not progressing as far as their counterparts; perhaps due to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement.</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: To increase 8th grade students' PSAT Scores from 52% to 55%.

High Priority

HB3 Goal

Evaluation Data Sources: PSAT Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve communication with teachers, 8th grade students, and their families regarding the purpose of CCMR, the PSAT, subject courses, and electives, as well as the impact on students' futures including making informed scheduling, choices, and decisions.</p> <p>Strategy's Expected Result/Impact: Increased PSAT scores</p> <p>Staff Responsible for Monitoring: Counselors CCMR Teachers Student Success Manager</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 8</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:





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





Strategy 1 Details	Reviews			
<p>Strategy 1: For the student population, a group of knowledgeable staff will vet all resources to determine if these are researched based and effective.</p> <p>Strategy's Expected Result/Impact: Funds will be spent effectively.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with financial secretary once a month to ensure budget items and processes are completed in accordance with district policy and state law.</p> <p>Strategy's Expected Result/Impact: Reconciliation of month reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: Knox Junior High will maintain a budget that enhances the learning of all students by reconciling 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	Reviews			
<p>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 will be used responsibly. Staff Responsible for Monitoring: Principal and Principal's secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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
 New Teacher Campus Orientation
 New Teacher/Mentor Meetings
 PLC Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Knox will host an "on campus" new teacher orientation and new teachers will meet monthly. Strategy's Expected Result/Impact: Teachers will learn the campus' expectations through meeting and the use of campus resources including instructional coaching and hard copies of "go-to" resource information. Staff Responsible for Monitoring: Campus Instructional Coach Student Success Manager Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: New teachers will be assigned a mentor teacher to meet with bi-weekly, additionally PLCs will provide daily support and meet 3-4 times weekly.</p> <p>Strategy's Expected Result/Impact: Teachers will receive instructional and emotional support regarding content and classroom management.</p> <p>Staff Responsible for Monitoring: Assigned Mentor Teacher Department Chair Team Lead PLC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To recruit, retain, and develop highly qualified teachers and staff for all students.</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers hired to deliver effective learning to all students.</p> <p>Staff Responsible for Monitoring: Principal Administration Department Chair Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Student Achievement 1, 3, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: There were some gains in '22 STAAR scores in 8th gr subjects, the gap wasn't closed sufficiently in the "meets" & "masters" categories. Math 76% 36% Reading 70% 50% Science 66% 44% Social Studies 49% 36% Root Cause: Students' academic achievement continues to show the negative impact of the pandemic learning environment and the need for students to re-acclimate to in-person learning.</p> <p>Problem Statement 3: On both Math and Reading STAAR Scores, 7th grade African American students consistently scored lower than their counterparts by 20 or more points in the "meets" category. All AA Math 37% 17% (65 Ss) Reading 70% 49% (73 Ss) Root Cause: African American students are not progressing as far as their counterparts; perhaps due to learning gaps, outside stress, academic frustrations, poverty, and lack of engagement.</p>

Student Achievement

Problem Statement 6: The "meets" STAAR Scores of Emergent Bilingual students in all content areas are lower than All. All 7th All 8th Math 37% 26% 76% 45% Reading 70% 34% 70% 32% Science 66% 33% Social Studies 49% 15% **Root Cause:** Students do not have the academic language acquisition, nor opportunities to elevate and practice their skills consistently.

Problem Statement 7: The "meets" STAAR Scores of 8th grade Economically Disadvantaged students in all content areas are lower than All. All 8th Math 76% 53% Reading 70% 46% Science 66% 41% Social Studies 49% 23% **Root Cause:** Eco Dis students are not progressing as far as their counterparts; perhaps due to lack of resources and/or materials, learning gaps, outside stress, academic frustrations, opportunities for tutoring (before or after school, homework help, etc.), and lack of engagement.

Goal 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 families and the community to ensure and improve learning for all students through communication, collaborative partnerships, and unity of purpose.

Evaluation Data Sources: STAAR Scores
 STAAR Interim Assessments
 CFAs
 Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: To utilize campus website, social media, and newsletters to promote campus and district information to families, community leaders, and other stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased student and family engagement and awareness of academics, athletics, plus events at Knox.</p> <p>Staff Responsible for Monitoring: Administration Campus Technology Specialist Librarian Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Creating opportunities to regularly meet with parent groups, such as PTO and parent informational meetings, to give and receive feedback regarding students' academic endeavors, school procedures, social achievement, and celebrations.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and participation as well as family participation and engagement.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Administration Counselors Teachers Coaches</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Parents and/or families have not been able to actively be involved on campus due to a lack of opportunities. Root Cause: Initial social distancing requirements impacted parental involvement (parent informational night, school festival/dances, etc.)</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: Student behaviors will improve which will have a positive impact on school climate and culture.

High Priority

Evaluation Data Sources: Referral Data
 Foundations Committee Data
 Branching Minds Behavioral Data
 Staff Survey
 Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant principals will meet monthly to maintain consistent application of discipline. Strategy's Expected Result/Impact: Improved and consistent behavioral consequences Staff Responsible for Monitoring: Principal Assistant Principals Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend professional development training to include positive classroom management and effective and safe response to misbehavior.</p> <p>Strategy's Expected Result/Impact: Increased learning and student engagement as well as positive teacher morale.</p> <p>Staff Responsible for Monitoring: Foundations Committee Department Chairs Instructional Coach Student Success Manager Administration Nurse Clinic Aid</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 3</p> <p>Funding Sources: Nurse and Clinic Aide - ESSER III - \$35,054</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will carefully observe and monitor at risk students or any student who is acting out and implement student check in when necessary.</p> <p>Strategy's Expected Result/Impact: There will be a decrease in students' misbehavior and an increase in student participation and engagement in the learning environment.</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coach Student Success Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 3</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 3: Students acting out behaviors have increased and there was a lack of consistent discipline expectations and implementation as well as a lack of communication regarding disciplinary practices which negatively impacted campus culture. **Root Cause:** Due to the pandemic and changes in student population, students' acting out behaviors increased and amplified, plus there were inconsistent and insufficient responses to Levels 1, 2, & 3 behaviors. Teachers and administration did not have adequate skills and responses in place to address students' behaviors.

Goal 5: Effective Instruction





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

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize technology with Tier I best practices in their instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Scores will increase in the "meets" and "masters" categories of all content areas.</p> <p>Staff Responsible for Monitoring: Teachers Department Chairs Instructional Coach Student Success Manager Administration Walk Through/Observation</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Through PLC planning and professional development, teachers will continue to use and improve CISD's best instructional practices following the campus instructional model with an emphasis on feedback, content, and context.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow and improve their instruction which will increase student growth and achievement.</p> <p>Staff Responsible for Monitoring: Teachers PLC Team Leads Department Chair Campus Instructional Coach Student Success Manager Administration Walk Through/Observation</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 6, 7</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: During PLC meetings, teachers will use data to target focus areas for instruction.</p> <p>Strategy's Expected Result/Impact: Students' engagement in classroom learning and performance on assessments will improve.</p> <p>Staff Responsible for Monitoring: Teachers PLC Team Leads Department Chair Campus Instructional Coach Student Success Manager Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 6, 7</p>	Formative			Summative
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Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Instructional Materials		\$500.00
1	3	2	Books		\$500.00
1	3	2	Technology		\$500.00
1	3	2	Tutorials-Extra Duty Pay		\$2,500.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Enrichment Teachers		\$129,340.00
1	1	4	Reading Enrichment Teacher		\$61,150.00
1	2	1	Instructional Materials		\$4,211.25
1	2	1	Extra Duty Tutorials		\$4,211.25
1	2	2	Instructional Materials		\$4,211.25
1	2	2	Extra Duty Tutorials		\$4,211.25
1	4	1	Math Instructional Materials		\$4,211.25
1	4	1	Math Tutorials Extra Pay		\$4,211.25
1	4	2	Reading Tutorials Extra Pay		\$4,211.25
1	4	2	Reading Instructional Materials		\$4,211.25
Sub-Total					\$224,180.00
Budgeted Fund Source Amount					\$224,180.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Interventionists		\$172,681.00
1	2	1	Extra Duty Pay		\$5,778.00
1	2	2	Extra Duty Pay		\$5,778.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Nurse and Clinic Aide		\$35,054.00
Sub-Total					\$219,291.00
Budgeted Fund Source Amount					\$219,291.00
+/- Difference					\$0.00
Grand Total Budgeted					\$447,471.00
Grand Total Spent					\$447,471.00
+/- Difference					\$0.00