

Conroe Independent School District

McCullough Junior High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

McCullough Junior High celebrates a long history of exceptional student academic achievement as seen in yearly accountability reports. For the 2019 Accountability summary from the Texas Education Agency, McCullough Junior High received an overall A rating. In addition, McCullough Junior High earned 5 distinction designation honors (Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness). Our scores reflect effective teaching as shown by high performance in all subjects. We have specific sub populations that need to receive targeted interventions in order to meet the targets set by the state. On the 2019 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or above:

All subjects - 95% (District 85%)

Reading - 97% (District 83%)

Math - 97% (District 88%)

Writing - 92% (District 78%)

Science - 96% (District 89%)

Social Studies - 91% (District 88%)

In Domain 2, McCullough Junior High is higher than the district average for students who are showing expected or met progress. We also increased growth from 2018-2019 in all three subjects listed below.

Algebra - 99% (district 75%)

Reading - 85% (District 71%)

Math - 80% (District 74%)

Although we are proud of our student performance and growth, we have identified the work that needs to be done to facilitate the growth of every student on campus.

Student Achievement Strengths

The scores of specific sub populations we focused on increased from 2018-2019.

African American-

At Approaches Grade Level or Above: 85% (2019) / 80% (2018)

At Meets Grade Level or Above: 60% (2019) / 46% (2018)

At Masters Grade Level or Above: 31% (2019) / 21% (2018)

Two or More Races-

At Approaches Grade Level or Above: 97% (2019) / 94% (2018)

At Meets Grade Level or Above: 90% (2019) / 83% (2018)

At Masters Grade Level or Above: 70% (2019) / 61% (2018)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students receiving special education services perform lower than the district on state assessments **Root Cause:** Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students

Problem Statement 2: Some students lack the work ethic that is normally evident on our campus. **Root Cause:** Lack of accountability has caused students to not be motivated to perform as well. It is difficult to get students back on track from being virtual for such a long period.

Problem Statement 3 (Prioritized): Work completion and failure rate is much lower than normal from students that have selected to be on the remote platform. **Root Cause:** Students lack the organizational and study skills to be successful in a remote environment.

Problem Statement 4 (Prioritized): Campus is not able to provide technology at a ratio that allows student to have access in each classroom. This can contribute to difficulties navigating two learning platforms. **Root Cause:** Lack of chrome books to provide students who need one for remote learning as well as provide them in all our classrooms.

Culture and Climate

Culture and Climate Summary

Overall, the campus culture and climate of McCullough Junior High is positive. The faculty and staff feel supported and are encouraged to meet expectations of administrators, parents, and students. This year has brought challenges for teachers and staff and has brought down the morale some from past years, but this is understandable. The staff at McCullough invests in each other as well as in the lives of our students and this results in a warm, inviting culture. Our teachers and administrators strive to develop and retain successful and exceptional individuals to be part of our community. We are committed to teaching our students about diversity. The parents in our community feel supported and that they are represented fairly in campus decisions.

Through PBIS, students are trained in acceptable behaviors and are aware of high behavioral expectations from the staff. Problems with discipline decreased significantly across the campus with the implementation of several PBIS initiatives. Staff also continuously take bullying seriously so that our students feel safe and supported. Because of the significant decrease in discipline referrals and tardies, this shows that our behavioral interventions are mostly successful.

As part of a focus on health and wellness, McCullough continues to follow recommendations provided by the district and county medical experts. Our teachers and staff sanitize rooms and materials regularly, enforce the use of masks, and promote social distancing as much as possible. Our students are very compliant with all our safety rules and procedures and are respectful of the purpose.

Our students receive motivational quotes each day through the morning announcements through a program called "Project Wisdom." This offers daily character education messages to build character and social/emotional competencies.

McCullough Junior High has a large selection of campus activities available for students that promoted a large amount of student participation.

Culture and Climate Strengths

- McCullough Junior High celebrates a warm and supportive culture.
- Students feel that school is a safe environment.
- Students at McCullough respect each other and the variety of cultures for our diverse student population.
- Teachers feel they have a voice in decisions that are made.
- Administrators work closely with staff in making decisions for the campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Student cell phone use is becoming a distraction and behavior issue for students. **Root Cause:** Lack of consistency from course-to-course on acceptable use policies.

Problem Statement 2: PLCs have navigated away from a true PLC model and are mostly focused on planning. **Root Cause:** Lack of dedicated time for PLC planning due to increase student monitoring due to COVID-19.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is a strength for our campus. Our parent volunteers serve in many capacities. This year, those opportunities are more restricted due to COVID-19. However, in the past, they help with making copies, assistance in library, staff appreciation luncheons, displaying student projects, and any special events. Our families' have a very positive perception of our school and believe that we are effective in all we do. Parents feel very welcome and supported by both our administrators and teachers. We view their students' education and success as a top priority. Communication between parents and teachers has been at a high level this year due to the changes in learning we have experienced.

Parent and Community Engagement Strengths

When we have events on campus, it is hard to find room for everyone. The commitment from our families is evident in their mass participation. Under normal circumstances, it is common for us not to have space to seat everyone. We experience success largely due to the commitment of our parents, and the support from the community.

Parents feel well informed.

Parents feel like they can approach teachers and administrators with problems.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent participation is strong, but not equal among all student groups. **Root Cause:** Campus needs to find ways to reach under-served families.

Priority Problem Statements

Problem Statement 1: Students receiving special education services perform lower than the district on state assessments

Root Cause 1: Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Parent participation is strong, but not equal among all student groups.

Root Cause 3: Campus needs to find ways to reach under-served families.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Campus is not able to provide technology at a ratio that allows student to have access in each classroom. This can contribute to difficulties navigating two learning platforms.

Root Cause 4: Lack of chrome books to provide students who need one for remote learning as well as provide them in all our classrooms.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Work completion and failure rate is much lower than normal from students that have selected to be on the remote platform.

Root Cause 5: Students lack the organizational and study skills to be successful in a remote environment.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Student cell phone use is becoming a distraction and behavior issue for students.

Root Cause 6: Lack of consistency from course-to-course on acceptable use policies.

Problem Statement 6 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





Performance Objective 1: McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2020-21.

Targeted or ESF High Priority

Evaluation Data Sources: TEA Academic Performance Report
District Benchmarks
STAAR

Summative Evaluation: None

<p>Strategy 1: Teachers will focus on providing continuous enrichment opportunities for all students no matter their performance level. We will provide teachers with frequent staff development opportunities to increase their level of questioning as well as adding rigor to their lessons.</p> <p>Strategy's Expected Result/Impact: Increase higher level thinking which will help increase masters level performance.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Tutorials will be offered after school for both in person and virtual learners to provide intervention and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Students will excel both in the classroom and online with extra help.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutorials - State Comp Ed - \$10,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<p>Strategy 3: Staff will be provided to assist in reading and math intervention throughout the year during the day.</p> <p>Strategy's Expected Result/Impact: This will help improve scores from our lower performing students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach RTI Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Instructional Support - State Comp Ed - \$210,418</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students receiving special education services perform lower than the district on state assessments Root Cause: Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students</p>
<p>Problem Statement 3: Work completion and failure rate is much lower than normal from students that have selected to be on the remote platform. Root Cause: Students lack the organizational and study skills to be successful in a remote environment.</p>





Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Evaluation Data Sources: Audits, inventory





Summative Evaluation: None

<p>Strategy 1: Use appropriate funds to provide training opportunities to learn strategies for remote instruction for our teachers and staff.</p> <p>Strategy's Expected Result/Impact: Teachers will become more comfortable and have more resources to be successful in teaching our remote learning population.</p> <p>Staff Responsible for Monitoring: Administrators Financial Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Provide mentor support for new teachers</p> <p>Strategy's Expected Result/Impact: New teachers will be more informed about how the campus runs and will be comfortable with day to day operations to be successful.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide new teachers and veteran teachers with strategies and resources to use with our EL population.</p> <p>Strategy's Expected Result/Impact: The EL population will perform at higher levels than the previous year.</p> <p>Staff Responsible for Monitoring: EL Coordinator Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Training, technology, tutorials - Title III - \$3,900</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

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.

<p>Strategy 1: Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of events taking place on campus in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide opportunities virtually for families to be engaged in academic and social events.</p> <p>Strategy's Expected Result/Impact: Families will be able to participate in and attend as many events as possible virtually as we have had to make adjustments during this time on capacities during school events.</p> <p>Staff Responsible for Monitoring: Administrators Activity Sponsors CISD Police</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent participation is strong, but not equal among all student groups. Root Cause: Campus needs to find ways to reach under-served families.





Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Safety Reports, Audits

Summative Evaluation: None

<p>Strategy 1: Administrators, teachers, and staff will ensure that everyone on campus is following district protocols for maintaining a safe environment during COVID-19. Examples: hand sanitizing stations, sanitation of classrooms between classes, mask wearing by all individuals, and hand washing stations.</p> <p>Strategy's Expected Result/Impact: The campus will have a minimal exposure/infection rate.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Nurses Staff</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level</p> <p>Strategy's Expected Result/Impact: Staff and students will be aware of how to operate during emergency situations on campus.</p> <p>Staff Responsible for Monitoring: Teachers Staff Administrators CISD Police</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

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: Usage reports

Summative Evaluation: None

<p>Strategy 1: Provide meaningful opportunities for students to access technology for learning.</p> <p>Strategy's Expected Result/Impact: Both remote and in person students will be able to facilitate learning through online experiences.</p> <p>Staff Responsible for Monitoring: Teachers Technology Staff</p> <p>Problem Statements: Student Achievement 4</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide materials and training for teachers on how to facilitate live remote instruction sessions.</p> <p>Strategy's Expected Result/Impact: Students learning virtually will be able to have a classroom experience while at home.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Technology Staff Administrators</p> <p>Funding Sources: Document Cameras, Chrome books, Microphones - Title IV - \$4,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Purchase of two Chrome carts so that the ratio of computers to students becomes smaller.</p> <p>Funding Sources: Chrome Carts - Title IV - \$12,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 4: Campus is not able to provide technology at a ratio that allows student to have access in each classroom. This can contribute to difficulties navigating two learning platforms. Root Cause: Lack of chrome books to provide students who need one for remote learning as well as provide them in all our classrooms.</p>





Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent/Student Feedback

Summative Evaluation: None

<p>Strategy 1: Campus will provide a weekly newsletter to parents that communicates important information pertaining to school. This will include academic information, athletic updates, student support opportunities, tutorial information, and any other information pertinent to that week.</p> <p>Strategy's Expected Result/Impact: Parents will have a clear understanding of what is happening on campus and know who to contact with any questions they may have.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Coaches Teachers Counselors</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Staff will be provided to assist in reading and math intervention throughout the year during the day.

State Compensatory

Personnel for McCullough Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Register	Math Teacher	State Comp Ed	1.00
Caitlin Kahney	Language Arts	State Comp Ed	1.00
Montana Loftis	Science Teacher	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
McCullough		
SCE		
Extra Duty	\$4,120	0.07
General Supplies	\$3,000	0.00
Instructional Support for At-Risk-Students	\$210,418	3.00
Substitutes	\$2,880	0.05
SCE Total	\$220,418	3.13
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$300	0.00
Extra Duty	\$2,600	0.05
General Supplies	\$500	0.00
Title III EL Total	\$3,900	0.05
Title IV		
Computer Equipment / AV Supplies	\$16,000	0.00
Title IV Total	\$16,000	0.00
McCullough Total	\$240,318	3.17

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$10,000.00
1	1	3	Instructional Support		\$210,418.00
Sub-Total					\$220,418.00
Budgeted Fund Source Amount					\$220,418.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Training, technology, tutorials		\$3,900.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Document Cameras, Chrome books, Microphones		\$4,000.00
6	1	3	Chrome Carts		\$12,000.00
Sub-Total					\$16,000.00
Budgeted Fund Source Amount					\$16,000.00
+/- Difference					\$0.00
Grand Total					\$240,318.00

Addendums