

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



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

McCullough Junior High School celebrates a long history of exceptional student academic achievement as seen in yearly accountability reports. For the 2022 Accountability Summary from the Texas Education Agency, McCullough Junior High received an overall A rating. In addition, McCullough Junior High earned 3 distinction designation honors in Science, History, 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 2022 STAAR, the following scores for all grades show the percentage at Approaches Grade Level, Meets Grade Level, and Masters Grade Level:

*All Subjects - Approaches: 94%, Meets 79%, Masters: 58% (District Approaches: 83%, Meets: 61%, Masters: 35%*

ELA/Reading - Approaches: 96%, Meets: 83%, Masters: 66%

Mathematics - Approaches: 93%, Meets: 77%, Masters: 50%

Science - Approaches: 95%, Meets: 83%, Masters: 61%

Social Studies - Approaches: 92%, Meets: 71%, Masters: 56%

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

We are on our way to recovery from the learning loss that occurred during the pandemic. Scores that have increased since last year overall or by specific sub population are listed below:

All Subjects scores increased in approaches and masters as follows:

- Approaches increased from 93% to 94%
- Masters increased from 52% to 58%

ELA/Reading scores increased in approaches, meets, and masters as follows:

- Approaches from 94% to 96%
- Meets from 81% to 83%
- Masters from 55% to 66%

African American student scores in all subjects increased in approaches from 72% to 78%.

Hispanic student scores in all subjects increased in all areas as follows:

- Approaches increased from 91% to 93%
- Meets increased from 72% to 76%
- Masters increased from 44% to 52%

Economically Disadvantaged student scores in all subjects increased in all areas as follows:

- Approaches increased from 76% to 80%
- Meets increased from 53% to 56%
- Masters increased from 25% to 33%

Special Education student scores increased in approaches and in masters as follows:

- Approaches increased from 48% to 51%
- Masters increased from 7% to 11%

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

**Problem Statement 1 (Prioritized):** Overall mathematics scores decreased in approaches, meets, and masters. **Root Cause:** The learning loss from the pandemic is evident in all areas of mathematics, most noticeably in seventh grade math scores.

**Problem Statement 2 (Prioritized):** Special Education students are not performing at pre-pandemic levels in mathematics, science, and social studies. **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 3 (Prioritized):** Economically disadvantaged students achievement decreased in the areas of mathematics and science and are lower in ELA and history than the general population. **Root Cause:** Science and mathematics are skill oriented subjects that build from year to year. Instructional practices are not at the depth required for retention of skills. There are limited opportunities for extra help.

**Problem Statement 4 (Prioritized):** Teachers experience challenges reflecting on student data and creating an action plan to address student learning needs. **Root Cause:** Not all teachers are trained on having data conversations and planning for next steps after evaluating student data.

**Problem Statement 5 (Prioritized):** Too many students fell from masters to meets or meets to approaches. **Root Cause:** Teachers and interventionists concentrated on students who did not pass or approach grade level.

**Problem Statement 6:** While Algebra masters scores increased from last year by 5%, they have not returned to pre-pandemic levels. **Root Cause:** Some algebra students do not have the depth of knowledge in arithmetic and struggle to achieve at the mastery level.

**Problem Statement 7:** While scores in ELA/Reading improved in most areas, a distinction was not earned. **Root Cause:** ELA/Reading scores in accelerated student progress, grade 7 and 8 reading performance placed us in the second quartile in our comparison group.

**Problem Statement 8:** Targets for mathematics was not met for white, socio economic disadvantaged, English Language Learners and special education students. **Root Cause:**

Progress was not a big enough focus to improve scores in this area to meet the targets.

# Culture and Climate

## Culture and Climate Summary

We implemented Levels of Misbehavior at the end of last year and plan to continue to work on that this year. We implemented a Highlander Huddle support system for students who had lengthy absences. Our OHI scores were lower than in the past but still at the interdependent level.

Our Highlander Huddle system was effective for students who had to be out for COVID-19. Disciplinary referrals increased from last year. Hallway behavior did not meet expectations. Larger than usual staff turnover occurred at the end of the year.

## Culture and Climate Strengths

Our PBIS team is strong and respected by faculty members.

Our Highlander Huddle system was effective for students who had to be out for COVID-19.

For the most part, faculty morale is good.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** There was an increase in disciplinary referrals from the previous year. **Root Cause:** Students struggled with maintaining control over their behavior in the classroom and hallways.

**Problem Statement 2:** School attendance was lower than in previous years. **Root Cause:** Students were not consistent with their attendance.

**Problem Statement 3:** There were many new hires at McCullough especially in the ELA department. **Root Cause:** More staff members than expected retired or resigned.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Events that were scheduled had to be postponed or cancelled due to spike in COVID-19 levels. Our PTO Board worked hard to keep things as normal as possible with their support. Communication between parents and staff occurred via email or zoom. Toward the end of the year we were able to hold events on campus similar to previous years.

## Parent and Community Engagement Strengths

Toward the end of the year we were able to invite parents back into the building for performances and an elective fair.

We have a strong PTO Board and membership.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent participation is strong but not equal among all student groups. **Root Cause:** There were limited activities for working parents to participate.

**Problem Statement 2 (Prioritized):** There were not enough schoolwide events for parents to attend. **Root Cause:** Pandemic related reasons caused the cancellation of many schoolwide events that were well attended in the past.

**Problem Statement 3:** Communication with parents was largely electronic rather than in person or via phone. In some cases this caused misunderstanding or misinterpreting tone. **Root Cause:** It was easier to communicate via email. Large group informational meetings were either cancelled or held via zoom due to the pandemic.

# Priority Problem Statements

**Problem Statement 1:** Overall mathematics scores decreased in approaches, meets, and masters.

**Root Cause 1:** The learning loss from the pandemic is evident in all areas of mathematics, most noticeably in seventh grade math scores.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 6:** There was an increase in disciplinary referrals from the previous year.

**Root Cause 6:** Students struggled with maintaining control over their behavior in the classroom and hallways.

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

**Problem Statement 2:** Special Education students are not performing at pre-pandemic levels in mathematics, science, and social studies.

**Root Cause 2:** Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 7:** There were not enough schoolwide events for parents to attend.

**Root Cause 7:** Pandemic related reasons caused the cancellation of many schoolwide events that were well attended in the past.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 3:** Economically disadvantaged students achievement decreased in the areas of mathematics and science and are lower in ELA and history than the general population.

**Root Cause 3:** Science and mathematics are skill oriented subjects that build from year to year. Instructional practices are not at the depth required for retention of skills. There are limited opportunities for extra help.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Teachers experience challenges reflecting on student data and creating an action plan to address student learning needs.

**Root Cause 4:** Not all teachers are trained on having data conversations and planning for next steps after evaluating student data.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Too many students fell from masters to meets or meets to approaches.

**Root Cause 5:** Teachers and interventionists concentrated on students who did not pass or approach grade level.

**Problem Statement 5 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

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

# Goals

## Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** McCullough will increase meets grade level performances on all subjects for all students from 79% to 84%.

### High Priority

**Evaluation Data Sources:** TEA Academic Performance Report, District Common Formative Assessments, Interim Assessments, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials will be offered before and after school as well as during an advisory period to provide intervention and enrichment opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will excel in the classroom with extra help. Teachers will identify problem areas that need focus.</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Manager Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> Tutorials - State Comp Ed - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> An ELA/Reading and Math Interventionist will be hired and retained.  <b>Strategy's Expected Result/Impact:</b> Improve the progress measure of students in all performance levels.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Success Manager</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 3, 5  <b>Funding Sources:</b> ELA/Reading Interventionist - ESSER III - \$75,594, Math Interventionist - ESSER III - \$75,594</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize a flexible scheduling program during advisory to allow students to receive academic and enrichment assistance during the school day. Students will have a home base at the beginning of the week with the same advisory teacher for planning and scheduling purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make a connection with their advisory teacher.  <b>Staff Responsible for Monitoring:</b> Assistant Principal  Student Success Manager  Math Instructional Coach</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5  <b>Funding Sources:</b> Enriching Students Program - ESSER III - \$10,126</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Overall mathematics scores decreased in approaches, meets, and masters. <b>Root Cause:</b> The learning loss from the pandemic is evident in all areas of mathematics, most noticeably in seventh grade math scores.</p> <p><b>Problem Statement 2:</b> Special Education students are not performing at pre-pandemic levels in mathematics, science, and social studies. <b>Root Cause:</b> Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students.</p>

## Student Achievement

**Problem Statement 3:** Economically disadvantaged students achievement decreased in the areas of mathematics and science and are lower in ELA and history than the general population. **Root Cause:** Science and mathematics are skill oriented subjects that build from year to year. Instructional practices are not at the depth required for retention of skills. There are limited opportunities for extra help.

**Problem Statement 4:** Teachers experience challenges reflecting on student data and creating an action plan to address student learning needs. **Root Cause:** Not all teachers are trained on having data conversations and planning for next steps after evaluating student data.

**Problem Statement 5:** Too many students fell from masters to meets or meets to approaches. **Root Cause:** Teachers and interventionists concentrated on students who did not pass or approach grade level.





**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Increase meets grade level performance in our special education population on all subjects from 26% to 31%.

**High Priority**

**Evaluation Data Sources:** STAAR scores  
Common Formative Assessments  
Interim Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers on teaching practices that foster achievement and retention in special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of special education students. Teachers will become more comfortable and have resources to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Manager Special Education Case Managers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Special Education students are not performing at pre-pandemic levels in mathematics, science, and social studies. <b>Root Cause:</b> Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students.</p>

**Goal 1: Student Achievement and Post-Secondary Success**





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3: Mathematics STAAR meets performance for both 7th and 8th grade will increase from 50% to 56%**

**High Priority**

**Evaluation Data Sources:** STAAR scores, Common Formative Assessments, Interim Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategic monitoring of progress data in math PLC groups. Students will complete data tracking for all assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Both students and teachers are aware of improvement needed for increased performance.</p> <p><b>Staff Responsible for Monitoring:</b> Math Instructional Coach Math Department Chairs Student Success Manager Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Problem Statements:</b> Student Achievement 1, 3, 4, 5</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hire and retain a 7th grade math teacher for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic growth in math Targeted intervention for students</p> <p><b>Staff Responsible for Monitoring:</b> Math Instructional Coach Student Success Manager</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p> <p><b>Funding Sources:</b> Math Teacher - State Comp Ed - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire and retain a math instructional Coach</p> <p><b>Strategy's Expected Result/Impact:</b> Math teachers will improve teaching practices. Student growth progress will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Instructional Coach - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Overall mathematics scores decreased in approaches, meets, and masters. <b>Root Cause:</b> The learning loss from the pandemic is evident in all areas of mathematics, most noticeably in seventh grade math scores.</p>
<p><b>Problem Statement 3:</b> Economically disadvantaged students achievement decreased in the areas of mathematics and science and are lower in ELA and history than the general population. <b>Root Cause:</b> Science and mathematics are skill oriented subjects that build from year to year. Instructional practices are not at the depth required for retention of skills. There are limited opportunities for extra help.</p>
<p><b>Problem Statement 4:</b> Teachers experience challenges reflecting on student data and creating an action plan to address student learning needs. <b>Root Cause:</b> Not all teachers are trained on having data conversations and planning for next steps after evaluating student data.</p>
<p><b>Problem Statement 5:</b> Too many students fell from masters to meets or meets to approaches. <b>Root Cause:</b> Teachers and interventionists concentrated on students who did not pass or approach grade level.</p>



**Goal 1: Student Achievement and Post-Secondary Success**





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** STAAR meets performance on all subjects for socio economic disadvantaged students will increase from 56% to 61%

**High Priority**

**Evaluation Data Sources:** STAAR scores  
Common Formative Assessments  
Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials will be offered before and after school and during advisory.  <b>Strategy's Expected Result/Impact:</b> Targeted instruction for students                      Accessible tutorials                      Improved academic growth and achievement.  <b>Staff Responsible for Monitoring:</b> Student Success Manager                      Math Instructional Coach                      ELA/Reading and math interventionists                      Core Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Economically disadvantaged students achievement decreased in the areas of mathematics and science and are lower in ELA and history than the general population. <b>Root Cause:</b> Science and mathematics are skill oriented subjects that build from year to year. Instructional practices are not at the depth required for retention of skills. There are limited opportunities for extra help.</p>

**Goal 1: Student Achievement and Post-Secondary Success**





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 5:** Increase the academic growth for all students in all subjects from a component score of 80 to 82.

**High Priority**

**Evaluation Data Sources:** STAAR scores  
Common Formative Assessments  
Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted intervention based on data analysis and discussion in Professional Learning Communities in the core areas focusing on all students at all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve academic growth. Teachers will know effective teaching and learning practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Student Success Manager Math Instructional Coach Core Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Science Teacher - State Comp Ed - \$57,762, ELA/Reading Teacher - State Comp Ed - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 5 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 5:</b> Too many students fell from masters to meets or meets to approaches. <b>Root Cause:</b> Teachers and interventionists concentrated on students who did not pass or approach grade level.</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:** Audits, inventory





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor expenses and budgeted items to ensure that campus goals are met.  <b>Strategy's Expected Result/Impact:</b> Funds are available for needed resources.  <b>Staff Responsible for Monitoring:</b> Principal                      Department Chairs                      Directors                      Financial Secretary</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** Campus leadership will ensure that communication is clear and decisions are goal focused.

**Evaluation Data Sources:** OHI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administration, including assistant principals and counselors, will meet once a week.  <b>Strategy's Expected Result/Impact:</b> Cohesiveness in communication and implementation of campus goals.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** T-TESS walkthroughs and evaluations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide mentor support for new teachers.  <b>Strategy's Expected Result/Impact:</b> New teachers will be more informed about how the campus runs and will be comfortable with day to day operations to be successful.  <b>Staff Responsible for Monitoring:</b> Administrators                      Mentoring Teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide new teachers and veteran teachers with strategies and resources to use with our EL population.  <b>Strategy's Expected Result/Impact:</b> The EL population will perform at higher levels than the previous year.  <b>Staff Responsible for Monitoring:</b> EL Coordinator, Administrators</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Training, technology, tutorials - Title III - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide monthly staff development for our novice teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that novice teachers are supported and have the resources necessary to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**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: Work jointly with parents and the community to maximize learning for all students through communication.**

**Evaluation Data Sources:** Feedback from stakeholders  
 PTO Board  
 Newsletter on at least a monthly basis

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communication Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be informed of events taking place on campus in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Coaches                      Directors</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> Parent and Community Engagement 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 2:</b> There were not enough schoolwide events for parents to attend. <b>Root Cause:</b> Pandemic related reasons caused the cancellation of many schoolwide events that were well attended in the past.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.





**Performance Objective 2:** To provide a safe and orderly school environment conducive to learning for all students and staff.

**High Priority**

**Evaluation Data Sources:** Safety Reports, Audits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators, teachers, and staff will ensure that everyone on campus is following district protocols for safety.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will operate in a safe manner.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Faculty/Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be aware of how to operate during emergency situations on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Faculty/Staff Administrators CISD Police</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Focus on maintaining PBIS strategies previously established. Implement Levels of Misbehavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer disciplinary referrals More consistent classroom management strategies</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hire and retain a Nurse and two Nurse's Aides.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient clinic in which students feel supported when ill or hurt.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Health Services - ESSER III - \$43,007</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> There was an increase in disciplinary referrals from the previous year. <b>Root Cause:</b> Students struggled with maintaining control over their behavior in the classroom and hallways.</p>





**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3: Facilitate parent engagement by offering opportunities for involvement at school**

**Evaluation Data Sources:** Calendar of events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for parents to attend informational events such as Coffee Talks with the counselors, science fair overview, advanced math opportunities, registration information, athletic events, and fine arts performances.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to make more informed decisions to assist in student success. Students will enjoy coming to school to participate in extra-curricular events. A sense of school community and spirit will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors Coaches Directors Department Chairs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**





Parent and Community Engagement
<p><b>Problem Statement 2:</b> There were not enough schoolwide events for parents to attend. <b>Root Cause:</b> Pandemic related reasons caused the cancellation of many schoolwide events that were well attended in the past.</p>

**Goal 5: Effective Instruction**

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

**Performance Objective 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide meaningful opportunities for students to access technology for learning and assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instruction and achievement through the use of technology.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Technology staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide technology staff development to improve and advance skills of instructional technology for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher confidence in utilizing technology Engaging lessons</p> <p><b>Staff Responsible for Monitoring:</b> Campus Technology Coach District Instructional Technology Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  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>				

# State Compensatory

## Budget for McCullough Junior High School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for McCullough Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Caitlin Ballard	ELA Teacher	1
Jennifer Burks	Math Teacher	1
Montana Loftis	Science Teacher	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Training, technology, tutorials		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials		\$10,000.00
1	3	2	Math Teacher		\$70,000.00
1	5	1	Science Teacher		\$57,762.00
1	5	1	ELA/Reading Teacher		\$70,000.00
<b>Sub-Total</b>					\$207,762.00
<b>Budgeted Fund Source Amount</b>					\$207,762.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELA/Reading Interventionist		\$75,594.00
1	1	2	Math Interventionist		\$75,594.00
1	1	3	Enriching Students Program		\$10,126.00
1	3	3	Math Instructional Coach		\$70,000.00
4	2	4	Health Services		\$43,007.00
<b>Sub-Total</b>					\$274,321.00
<b>Budgeted Fund Source Amount</b>					\$274,321.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$487,083.00
<b>Grand Total Spent</b>					\$487,083.00
<b>+/- Difference</b>					\$0.00