# Conroe Independent School District

# Moorhead Junior High School

# 2021-2022 CIP Board Item

# Table of Contents

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Moorhead Junior High will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. Our overarching objective is to achieve or exceed state accountability standards for all students in all subject areas. Moorhead Junior High had overall B rating in 2018-2019 and we would have also had an overall B rating in 2020-21 if letter ratings were assigned.

Our campus also received the following Distinctions in 2019-20:

History

Comparative Academic Growth

On the 2021 STAAR, the following scores for all grades show the percentage at Meets Grade Level or Above:

Reading 7- 42%

Reading 8- 40%

Math 7 - 15%

Math- 8 - 44%

Writing -23%

Science - 40%

Social Studies - 24%

The faculty at Moorhead Junior High works with its instructional leadership team to disaggregate data after each state assessment by every program and student group. Data is compared to the previous year. The STAAR assessment data indicates a lag with the special education, English Language Learners, and white student groups behind all other program areas.

Math Meets Grade:

White: 49% (Target 55%) in 2019 and 33% (Target 55%) in 2021

ELL: 37% (Target 40%) in 2019 and  18% (Target 40%) in 2021

Special Education: 20% (Target 23%) and 5% (Target 23%) in 2021


Reading Meets:

White: 45% (Target 60%) and 48% (Target 60%) in 2021

ELL: 21% (Target 29%) and 19% (Target 29%) in 2021

Special Education: 14% (Target 19%) and 9% (Target 19%) in 2021


**Student Achievement Strengths**

Moorhead Junior High has put the following initiatives in place to increase student performance and to raise the percentage of students attaining Meets grade level:

Professional Learning Communities that meet 5 days a week in ELA and Math

Double block scheduling for 7th ELA and our 64 lowest reading performers in 8th grade.

Student Success Center - After School Tutorial Program

Targeted Tutorials

Saturday tutorials

Classroom libraries to bring in culturally diverse literature and age specific and appropriate text.

Support cross-curricular instruction

Increase personnel to decrease class sizes

Building teacher capacity through allocations for an ELA  coach.

Readers and Writers Workshop

Guided Math

Kagan Workshops

K-12 Summit

Vocabulary.com

Ilearn.com

6th - 10th grade Vertical Alignment meetings for Reading, Math, Science, and Social Studies

Monthly professional development

Weekly Instructional leadership meetings

Live Wire student clubs to support Social Emotional Learning

Guest speakers for students

Girls in Engineering

Science Fair

Science Quiz Bowl

Academic UIL


**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** White students are not meeting the Meets Federal passing standard in Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 2 (Prioritized):** ESL students are not meeting the Meets Federal passing standard in Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 3 (Prioritized):** SPED students are not meeting the Meets Federal passing standard in Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 4 (Prioritized):** White students are not meeting the Meets Federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 5 (Prioritized):** ESL students are not meeting the Meets Federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 6 (Prioritized):** SPED students are not meeting the federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 7:** Mastery Levels on the STAAR test are below the district average

**Problem Statement 8:** Too many students are scoring at the Approaches level and need to move more to the Meets level in all STAAR tested subject and in all sub groups..

# Culture and Climate

## Culture and Climate Summary

At Moorhead Junior High, recognizing and appreciating cultural differences is a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Moorhead Junior High encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

Moorhead is committed to the social, emotional, behavioral, and academic success of all students. In Conroe ISD, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Moorhead Junior High and all of Conroe ISD follows the measures to mitigate the spread of COVID-19. Moorhead Junior High is proactive in keeping our campus, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

**Moorhead Mission and Vision**

Mission Statement: Moorhead Junior High believes in its students, supports their achievements, and builds a positive learning community. Moorhead Junior High is a student centered school where learning comes first.

Core Beliefs

• We will build relationships.

• We will meet our students' needs.

• We model Dignity.

• We believe everyone is Valuable.

At Moorhead Junior High, all staff will undergo SEL (Social Emotional) training.

At Moorhead Junior High, we consider the hiring of personnel to reflect the cultural and diverse student body a priority.

"All Means All" in Conroe ISD. Every students' academic, social and emotional needs are a priority.

Moorhead Junior High strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Moorhead Junior High, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Moorhead Junior High, social emotional learning functions as an integral part of the total school environment.

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

Moorhead Junior High, we engage students, families, and our community as authentic partners in social and emotional development.

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

Moorhead Junior High provides students opportunities to participate in positive behavioral interactions and awards interactions through a student ticket incentive program incorporating the Life Skills student store.

Moorhead Junior High recognizes students and teachers of excellence through its Student of the Month and Teacher of the Month program.

Moorhead Junior High embraces new teachers through its Mentoring Moments, a new teacher mentoring program.

Our counselors engage students in LIFT and  Social Emotional small meeting groups.

**Problem Statements Identifying Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Number of discipline office referrals higher than we would like. **Root Cause:** Lack of Structure, need to target and prioritize professional development for staff.

**Problem Statement 2 (Prioritized):** There is lack of consistency from the staff in the implementation of foundations problems and procedures. **Root Cause:** We do not have consistent representation from the staff in meetings. Not all teachers implement foundations procedures.

**Problem Statement 3:** Students have a difficult time following schoolwide rules during afternoon dismissal. **Root Cause:** Lack of structure and clear expectations during afternoon dismissal.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Parents and communities are essential components to a child's successful educational experience. Moorhead Junior High is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with Moorhead Junior High. Some examples include reviewing a child's school work coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Moorhead Junior High will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

Our Parent Involvement initiatives include:

1. Parent/Teacher Organization (PTO)

2. Dazzlers Booster Club

3. Cheer Booster Club

4. Parent Principal Panel

5. Community Night

6. Band, Choir, Orchestra, and Theatre Arts performances

7. Athletic Events

8. Meet the Teacher Night

9. Open House

10. Schedule Information Night

11. 6th Grade Orientation Night

12. Monthly Smore Newsletters

13. Facebook

14. Twitter

15. School Messenger

16. School parent volunteer program

**Parent and Community Engagement Strengths**

Moorhead Junior High engages its faculty and staff with the community through various methods. These include local food trucks which are brought in weekly to support local business as well as provide meal options from the school community. Moorhead organizes and hosts various events which welcome parents and community members and engages them in safe and positive activities such as concerts, informational events and student performances.

Moorhead Junior High has an active PTO which engages many parents of the community in activities in the school. Our PTO hosts an annual Moorhead Roller Rink Fund Raiser, sponsors a school dance and a Student vs. Staff game, hosts Staff Appreciation Meals, and various other teacher appreciation events. Our PTO also supports our Student Incentive "ticket program" by supplying the school with prizes and small gift cards.

Moorhead Junior High participates in a Tailgating Party which allows parents and teachers to interact at different sporting events. Moorhead partners with the local Crime Stoppers to provide teachers with professional development on issues of cyberbullying, and other health concerns in order to assist teachers in handling issues

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Students have shown a need for continued academic support beyond the traditional school day. **Root Cause:** Students are not motivated to attend or can't due to family obligations.

**Problem Statement 2 (Prioritized):** Low participation in parent organizations and academic nights. **Root Cause:** Need to create structures in which parent feedback is used to develop parent meeting schedules and structures of academic nights.

**Problem Statement 3:** Lack of student participation in after school extra curricular activities whether they be in school or outside of school. **Root Cause:** Students do not have local youth programs, lack of transportation, and other family obligations.

# Priority Problem Statements

**Problem Statement 1**: White students are not meeting the Meets Federal passing standard in ELA.
**Root Cause 1**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
**Problem Statement 1 Areas**: Student Achievement

**Problem Statement 2**: Number of discipline office referrals higher than we would like.
**Root Cause 2**: Lack of Structure, need to target and prioritize professional development for staff.
**Problem Statement 2 Areas**: Culture and Climate

**Problem Statement 3**: There is lack of consistency from the staff in the implementation of foundations problems and procedures.
**Root Cause 3**: We do not have consistent representation from the staff in meetings. Not all teachers implement foundations procedures.
**Problem Statement 3 Areas**: Culture and Climate

**Problem Statement 4**: Students have shown a need for continued academic support beyond the traditional school day.
**Root Cause 4**: Students are not motivated to attend or can't due to family obligations.
**Problem Statement 4 Areas**: Parent and Community Engagement

**Problem Statement 5**: Low participation in parent organizations and academic nights.
**Root Cause 5**: Need to create structures in which parent feedback is used to develop parent meeting schedules and structures of academic nights.
**Problem Statement 5 Areas**: Parent and Community Engagement

**Problem Statement 6**: ESL students are not meeting the Meets Federal passing standard in Math.
**Root Cause 6**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
**Problem Statement 6 Areas**: Student Achievement

**Problem Statement 7**: SPED students are not meeting the Meets Federal passing standard in Math.
**Root Cause 7**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
**Problem Statement 7 Areas**: Student Achievement

**Problem Statement 8**: ESL students are not meeting the Meets Federal passing standard in ELA.
**Root Cause 8**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 8 Areas**: Student Achievement

**Problem Statement 9**: SPED students are not meeting the federal passing standard in ELA.
**Root Cause 9**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
**Problem Statement 9 Areas**: Student Achievement

**Problem Statement 11**: White students are not meeting the Meets Federal passing standard in Math.
**Root Cause 11**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
**Problem Statement 11 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:** Moorhead student sub populations will increase 5% on the 2022 Reading STAAR exam.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

| Strategy 1 Details |
|---|
| **Strategy 1:** ELA teams will meet 5 days a week in PLC meetings SPED teachers will be part of theses PLCs meetings. |
| **Strategy's Expected Result/Impact:** Increased student achievement. |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coach<br>Team Leaders |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** |
| **Problem Statements:** Student Achievement 4, 5, 6 |
| **Strategy 2 Details** |
| **Strategy 2:** Moorhead Junior High will use allocated teacher resources to reduce class sizes. |
| **Strategy's Expected Result/Impact:** Increased student achievement. |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors<br>Teachers |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** |
| **Problem Statements:** Student Achievement 4, 5, 6 |
| **Funding Sources:** Reduced Class Size to Address the Learning Needs of At-Risk Students. - State Comp Ed - $400,000 |

| Strategy 3 Details |
|---|

**Strategy 3:** Moorhead will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center.

    **Strategy's Expected Result/Impact:** Increase in student achievement.

    **Staff Responsible for Monitoring:** Principal
Assistant Principals
Instructional Coaches
Team leaders

    **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**

    **Problem Statements:** Student Achievement 4, 5, 6 - Parent and Community Engagement 1

    **Funding Sources:** Reduced Class Size to Address the Learning Needs of At-Risk Students - State Comp Ed - $12,009

| Strategy 4 Details |
|---|

**Strategy 4:** Moorhead will implement Kagan Cooperative Learning Strategies in ELA.

    **Strategy's Expected Result/Impact:** Increased Student Achievement.

    **Staff Responsible for Monitoring:** Administration
Teachers
Coaches

    **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

    **Problem Statements:** Student Achievement 4, 5, 6

    **Funding Sources:** Kagan Cooperative Learning Staff Development - ESSER - $7,000

| Strategy 5 Details |
|---|

**Strategy 5:** Moorhead will purchase literature books and contemporary novels for ELA classes.

    **Strategy's Expected Result/Impact:** Increased student achievement.

    **Staff Responsible for Monitoring:** Principal
Librarian
Teachers

    **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**

    **Problem Statements:** Student Achievement 4, 5, 6

    **Funding Sources:** Books for Teacher Classroom Libraries - ESSER - $22,000

## Performance Objective 1 Problem Statements:

| Student Achievement |
|---|

**Problem Statement 4**: White students are not meeting the Meets Federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

## Student Achievement

**Problem Statement 5**: ESL students are not meeting the Meets Federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 6**: SPED students are not meeting the federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

## Parent and Community Engagement

**Problem Statement 1**: Students have shown a need for continued academic support beyond the traditional school day. **Root Cause**: Students are not motivated to attend or can't due to family obligations.

**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:** Moorhead student sub populations will increase 5% on the 2022 Math STAAR exam.

   **Targeted or ESF High Priority**

   **Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

| Strategy 1 Details |
|---|
| **Strategy 1:** Math teams will meet 5 days a week in PLC meetings SPED teachers will be part of theses PLCs meetings. |
|    **Strategy's Expected Result/Impact:** Increased student achievement. |
|    **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coach<br>Team Leaders |
|    **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** |
|    **Problem Statements:** Student Achievement 1, 2, 3 |
| Strategy 2 Details |
| **Strategy 2:** Moorhead Junior High will use allocated teacher resources to reduce class sizes. |
|    **Strategy's Expected Result/Impact:** Increased student achievement. |
|    **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors<br>Teachers |
|    **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** |
|    **Problem Statements:** Student Achievement 1, 2, 3 |
|    **Funding Sources:** Reduced Class Size to Address the Learning Needs of At-Risk Students - State Comp Ed - $200,000 |

| **Strategy 3 Details** |
|---|

**Strategy 3:** Moorhead will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center.

**Strategy's Expected Result/Impact:** Increase in student achievement.

**Staff Responsible for Monitoring:** Principal
Assistant Principals
Instructional Coaches
Team leaders

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**

**Problem Statements:** Student Achievement 1, 2, 3 - Parent and Community Engagement 1

**Funding Sources:** Reduced Class Size to Address the Learning Needs of At-Risk Students - State Comp Ed - $12,009

| **Strategy 4 Details** |
|---|

**Strategy 4:** Moorhead will allocate one math teacher to serve as an interventionist.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Principal
Assistant Principals
Instructional Coach
Team Leaders

**TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 2, 3

**Funding Sources:** Math Interventionist - ESSER - $146,922

| **Strategy 5 Details** |
|---|

**Strategy 5:** Moorhead will implement Kagan Cooperative Learning Strategies in Math.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Principal
Assistant Principals
Instructional Coach
Team Leaders

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**

**Problem Statements:** Student Achievement 1, 2, 3

**Funding Sources:** Kagan Cooperative Learning Staff Development - ESSER - $7,000

| Strategy 6 Details |
|---|

**Strategy 6:** Moorhead will implement Guided Math strategies along with support from Guided Math consultants.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Principal
Assistant Principals
Instructional Coach
Team Leaders

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**

**Problem Statements:** Student Achievement 1, 2, 3

**Funding Sources:** Best Practices Staff Development - ESSER - $30,000

## Performance Objective 2 Problem Statements:

| Student Achievement |
|---|

**Problem Statement 1**: White students are not meeting the Meets Federal passing standard in Math. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 2**: ESL students are not meeting the Meets Federal passing standard in Math. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 3**: SPED students are not meeting the Meets Federal passing standard in Math. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

| Parent and Community Engagement |
|---|

**Problem Statement 1**: Students have shown a need for continued academic support beyond the traditional school day. **Root Cause**: Students are not motivated to attend or can't due to family obligations.

**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:** ESL student scores will increase by 10% on the English Language Proficiency standard on the 2022 STAAR exam.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

| Strategy 1 Details |
|---|
| **Strategy 1:** Moorhead will utilize the K-12 Summit program to help raise our ESL students TELPAS rates. |
|     **Strategy's Expected Result/Impact:** ESL students will meet the English Language Proficiency standard. <br>     **Staff Responsible for Monitoring:** Principal <br> Instructional Coach <br> Team Leaders <br>     **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <br>     **Problem Statements:** Student Achievement 5 <br>     **Funding Sources:** EL Materials and Software - Title III - $7,500 |

**Performance Objective 3 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 5**: ESL students are not meeting the Meets Federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |

**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:** Science student sub scores will increase by 5% on the 2022 STAAR Exam.

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

| Strategy 1 Details |
|---|
| **Strategy 1:** Science teams will meet 2- 3 days a week in PLC meetings and will implement the PLC process with fidelity. |
| **Strategy's Expected Result/Impact:** Increased student achievement. |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coach<br>Team Leaders |
| **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** |

| Strategy 2 Details |
|---|
| **Strategy 2:** Moorhead will provide weekday targeted tutoring and after school homework assistance in the Student Success Center. |
| **Strategy's Expected Result/Impact:** Increase in student achievement. |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coaches<br>Team leaders |
| **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
| **Problem Statements:** Parent and Community Engagement 1 |
| **Funding Sources:** Reduced Class Size to Address the Learning Needs of At-Risk Students - State Comp Ed - $12,009 |

| Strategy 3 Details |
|---|
| **Strategy 3:** Moorhead Junior High will use allocated teacher resources to reduce class sizes. |
| **Strategy's Expected Result/Impact:** Increased student achievement. |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors<br>Teachers |
| **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
| **Problem Statements:** Parent and Community Engagement 1 |
| **Funding Sources:** Funds will be used to hire additional staff to reduce class sizes. - State Comp Ed - $100,000 |

| **Strategy 4 Details** |
|---|
| **Strategy 4:** Moorhead Junior High will implement Kagan Cooperative Learning in Science classes. |
|     **Strategy's Expected Result/Impact:** Increased student achievement. |
|     **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coach<br>Team Leaders |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
|     **Funding Sources:** Kagan Cooperative Learning Staff Development - ESSER - $7,000 |

**Performance Objective 4 Problem Statements:**

| **Parent and Community Engagement** |
|---|
| **Problem Statement 1**: Students have shown a need for continued academic support beyond the traditional school day. **Root Cause**: Students are not motivated to attend or can't due to family obligations. |

**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:** History student sub scores will increase by 5% on the 2022 STAAR Exam.

    **Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

| Strategy 1 Details |
|---|
| **Strategy 1:** History teams will meet 2-3 time per week in PLC meetings. |
|     **Strategy's Expected Result/Impact:** Increased student achievement. |
|     **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coach<br>Team Leaders |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |

| Strategy 2 Details |
|---|
| **Strategy 2:** Moorhead Junior High will use allocated teacher resources to reduce class sizes. |
|     **Strategy's Expected Result/Impact:** Increased student achievement. |
|     **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Counselors<br>Teachers |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
|     **Funding Sources:** Reduced Class Size to Address the Learning Needs of At-Risk Students - State Comp Ed - $98,600 |

| Strategy 3 Details |
|---|
| **Strategy 3:** Moorhead will provide weekday targeted tutoring and after school homework assistance in the Student Success Center. |
|     **Strategy's Expected Result/Impact:** Increase in student achievement. |
|     **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coaches<br>Team leaders |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
|     **Problem Statements:** Parent and Community Engagement 1 |
|     **Funding Sources:** After School and Saturday Tutorials - State Comp Ed - $12,009 |

| **Strategy 4 Details** |
|---|

**Strategy 4:** Moorhead will incorporate Kagan Cooperative Learning structures in History classes.

    **Strategy's Expected Result/Impact:** Increased student achievement.

    **Staff Responsible for Monitoring:** Principal

Assistant Principals

Instructional Coach

Team Leaders

    **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

    **Funding Sources:** Kagan Cooperative Learning Staff Development - ESSER - $7,000

## Performance Objective 5 Problem Statements:

| **Parent and Community Engagement** |
|---|

**Problem Statement 1**: Students have shown a need for continued academic support beyond the traditional school day. **Root Cause**: Students are not motivated to attend or can't due to family obligations.

**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:** None

| Strategy 1 Details |
|---|
| **Strategy 1:** Moorhead will effectively manage monetary resources by allocating money to each department. |
|     **Strategy's Expected Result/Impact:** Funds are divided equally and budget money is used responsibly. |
|     **Staff Responsible for Monitoring:** Principal and principal's secretary |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning |

**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:** Moorhead will allocate a percentage of budget to use to train teachers in current and best instructional practices.

    **Evaluation Data Sources:** Higher student achievement.

| Strategy 1 Details |
|---|
| **Strategy 1:** Moorhead will allocate ESSR funds and general campus funds towards teacher professional development. |
|     **Strategy's Expected Result/Impact:** Higher student achievement |
|     **Staff Responsible for Monitoring:** Administrators |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction |

**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:** None

| Strategy 1 Details |
|---|
| **Strategy 1:** Provide mentor support for beginning teachers through Mentoring Moments at Moorhead and by providing opportunities to attend high quality workshops and trainings. |
|     **Strategy's Expected Result/Impact:** Recruitment of highly qualified teachers an staff. |
|     **Staff Responsible for Monitoring:** Principal <br> Asst. principals <br> Instructional Leadership Team |
|     **ESF Levers:** Lever 2: Effective, Well-Supported Teachers |

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

**Evaluation Data Sources:** None

| Strategy 1 Details |
|---|
| **Strategy 1:** We will provide incentives for students to stay after school for tutoring through healthy snacks. |
|     **Strategy's Expected Result/Impact:** Increased student participation in tutorials |
|     **Staff Responsible for Monitoring:** All staff |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture |
|     **Funding Sources:** Tutorials - ESSER - $5,060 |

| Strategy 2 Details |
|---|
| **Strategy 2:** Moorhead will provide opportunities at school for families to be engaged in academic and social events. |
|     **Strategy's Expected Result/Impact:** Higher percentage of parent involvement. |
|     **Staff Responsible for Monitoring:** Principal |
|     Asst. Principals |
|     Counselors |
|     **ESF Levers:** Lever 3: Positive School Culture |

**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:** Moorhead Junior High administration will ensure that 100% of the staff has successfully completed Safe Schools.

   **Evaluation Data Sources:** Safe School Data

| Strategy 1 Details |
|---|
| **Strategy 1:** Moorhead Admin will review the Safe Schools completion rate to check for staff compliance. |
|     **Strategy's Expected Result/Impact:** All staff trained on district Safe Schools protocols. |
|     **Staff Responsible for Monitoring:** Principal |
|     **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture |

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

**Evaluation Data Sources:** None

| Strategy 1 Details |
|---|
| **Strategy 1:** Moorhead will provide communications in English and Spanish, regarding campus initiatives, programs, meetings and activities through a variety of media sources. |
|     **Strategy's Expected Result/Impact:** Informed parents and community members. |
|     **Staff Responsible for Monitoring:** Principal |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** |

**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.

| Strategy 1 Details |
|---|
| **Strategy 1:** Moorhead will increase student opportunities for utilizing technology across the curriculum areas.   We will purchase additional Chromecarts with ESSR funds to enhance student instruction. |
| **Strategy's Expected Result/Impact:** Students will have access to current technology.  Teachers will incorporate technology into their lessons making learning more engaging. |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Instructional Coaches |
| **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
| **Funding Sources:** Technology Devices - ESSER - $66,822 |

| Strategy 2 Details |
|---|
| **Strategy 2:** Moorhead will increase student opportunities for utilizing technology across the curriculum. |
| **Strategy's Expected Result/Impact:** Students will have access to current technology.  Teachers will incorporate technology into their lessons making learning more engaging. |
| **Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br> Inst. Coaches |
| **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction |

**Goal 5:** Effective Instruction

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

**Performance Objective 2:** The Moorhead Instructional Leadership Team will develop the framework for our campus PLC (Professional Learning Community) process and implement it in all subject areas with fidelity.

    **Evaluation Data Sources:** Lesson plans, team meeting agenda

| Strategy 1 Details |
| --- |
| **Strategy 1:** The Moorhead Instructional Leadership Team will review and refine the PLC process for our school and set expectations for its delivery in PLC meetings. |
|     **Strategy's Expected Result/Impact:** Well planned, effective instruction in all classrooms. |
|     **Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br>Inst. Coaches<br>Team Leads |
|     **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
|     **Problem Statements:** Student Achievement 1, 2, 3, 4, 5, 6 |

**Performance Objective 2 Problem Statements:**

| Student Achievement |
| --- |
| **Problem Statement 1**: White students are not meeting the Meets Federal passing standard in Math. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |
| **Problem Statement 2**: ESL students are not meeting the Meets Federal passing standard in Math. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |
| **Problem Statement 3**: SPED students are not meeting the Meets Federal passing standard in Math. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |
| **Problem Statement 4**: White students are not meeting the Meets Federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |
| **Problem Statement 5**: ESL students are not meeting the Meets Federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |
| **Problem Statement 6**: SPED students are not meeting the federal passing standard in ELA. **Root Cause**: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge. |

# Title I Schoolwide Elements

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

| State Comp Ed | | | | | |
|:---:|:---:|:---:|:---|:---:|:---:|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | Reduced Class Size to Address the Learning Needs of At-Risk Students. | | $400,000.00 |
| 1 | 1 | 3 | Reduced Class Size to Address the Learning Needs of At-Risk Students | | $12,009.00 |
| 1 | 2 | 2 | Reduced Class Size to Address the Learning Needs of At-Risk Students | | $200,000.00 |
| 1 | 2 | 3 | Reduced Class Size to Address the Learning Needs of At-Risk Students | | $12,009.00 |
| 1 | 4 | 2 | Reduced Class Size to Address the Learning Needs of At-Risk Students | | $12,009.00 |
| 1 | 4 | 3 | Funds will be used to hire additional staff to reduce class sizes. | | $100,000.00 |
| 1 | 5 | 2 | Reduced Class Size to Address the Learning Needs of At-Risk Students | | $98,600.00 |
| 1 | 5 | 3 | After School and Saturday Tutorials | | $12,009.00 |
| | | | | **Sub-Total** | $846,636.00 |
| | | | | **Budgeted Fund Source Amount** | $846,636.00 |
| | | | | **+/- Difference** | $0.00 |

| Title III | | | | | |
|:---:|:---:|:---:|:---|:---:|:---:|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 1 | EL Materials and Software | | $7,500.00 |
| | | | | **Sub-Total** | $7,500.00 |
| | | | | **Budgeted Fund Source Amount** | $7,500.00 |
| | | | | **+/- Difference** | $0.00 |

| ESSER | | | | | |
|:---:|:---:|:---:|:---|:---:|:---:|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 4 | Kagan Cooperative Learning Staff Development | | $7,000.00 |
| 1 | 1 | 5 | Books for Teacher Classroom Libraries | | $22,000.00 |
| 1 | 2 | 4 | Math Interventionist | | $146,922.00 |
| 1 | 2 | 5 | Kagan Cooperative Learning Staff Development | | $7,000.00 |
| 1 | 2 | 6 | Best Practices Staff Development | | $30,000.00 |
| 1 | 4 | 4 | Kagan Cooperative Learning Staff Development | | $7,000.00 |
| 1 | 5 | 4 | Kagan Cooperative Learning Staff Development | | $7,000.00 |

| ESSER | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 1 | 1 | Tutorials | | $5,060.00 |
| 5 | 1 | 1 | Technology Devices | | $66,822.00 |
| | | | | **Sub-Total** | $298,804.00 |
| | | | | **Budgeted Fund Source Amount** | $298,804.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total** | $1,152,940.00 |