

Conroe Independent School District
Moorhead Junior High School
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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 2022-2023. We have maintained an overall B rating for the last 6 years.

Our campus also received the following Distinctions for the 2022-23 school year:

???????

On the 2023 STAAR, the following scores for all grades show the percentage at Meets Grade Level or Above:

- Reading 7- 46% up from 42%
- Reading 8- 45% up from 40%
- Math 7 - 17% up from 15%
- Math- 8 - 45% up from 44%
- Science - 43% up from 40%
- Social Studies - 26% up from 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 group achievement. These groups have not met federal accountability standards and are our targeted groups.

Math Meets Grade:

White: 49% (Target 55%) in 2019, 36% (Target 55%) in 2021 and 49% (Target 59%) in 2022.

ELL: 37% (Target 40%) in 2019, 18% (Target 40%) in 2021, and 29% (Target 40%) in 2022.

SPED: 20% (Target 23%) in 2019, 20% (Target 23%) in 2021, and 20% (Target 23%) in 2022.

Reading - The white sub pop has not met the federal standard in Reading Achievement.

2018: 45% (Target 60%)

2019: 45% (Target 60%)

2022: 56% (Target 60%)

Student Achievement Strengths

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

We use CISD/Marzano's 43 elements as our campus instructional model.

Use of Data protocols across all core content areas.

Kagan Cooperative Learning strategies

Double block scheduling for 7th and 8th ELA.

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.

Building teacher capacity through allocations for an Math coach.

Building teacher capacity through allocations for a part-time Science coach.

Readers and Writers Workshop

Guided Math

Kagan Workshops and monthly professional development on various Elements from Marzano's model

K-12 Summit

MATH XL

Weekly Instructional leadership meetings

Lowman Consulting

Live Wire student clubs to support Social Emotional Learning

Guest speakers for students

Girls in Engineering

Science Fair

Science Quiz Bowl

Academic UIL

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special Education 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 2 (Prioritized): Special education students are not meeting the Federal passing standard for Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

Problem Statement 3 (Prioritized): ESL 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 4 (Prioritized): ESL students are not meeting the Federal passing standard for Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

Problem Statement 5 (Prioritized): The number of students that are High School ready are below standards (34% in ELA and 21% in Math). **Root Cause:** Students come to Moorhead from the intermediate school setting below standards.

Problem Statement 6 (Prioritized): TELPAS scores are below the state minimum percentage.

Problem Statement 7 (Prioritized): White students are not meeting the Meets Federal passing standard in ELA.

Problem Statement 8 (Prioritized): White students are not meeting the Federal passing standard for Math.

Problem Statement 9 (Prioritized): Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups. **Root Cause:** Moorhead has a large percentage of students coming to us below grade level.

Culture and Climate

Culture and Climate Summary

Culture and Climate Strengths

Moorhead Vision: Each staff member will use **Research-Based Instructional** strategies, incorporate **Effective Student Management** strategies, and will strive to **Encourage Students and Build Relationships** in order to foster a **Positive learning environment**.

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.

We have a generally healthy OHI score at 54.

Our highest scoring areas are:

Goal Focus 73

Optimal Power Equalization 65

Innovativeness 71

Our lowest 3 areas are:

Adaptation 33

Problem Solving Adequacy 36

Autonomy 49

Culture and Climate Strengths

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): There is lack of consistency from staff in the implementation of Foundations procedures. **Root Cause:** Lack of staff buy in and implantation of procedures.

Problem Statement 2 (Prioritized): Number of discipline office referrals is higher than we would like. **Root Cause:** Lack of structure in classrooms, implementation of foundational structures and consistently following levels of mis-behavior.

Parent and Community Engagement

Parent and Community Engagement Summary

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 Fundraiser, 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): 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.

Priority Problem Statements

Problem Statement 1: Special education students are not meeting the Federal passing standard for Math.

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: Special Education students are not meeting the Federal passing standard in ELA.

Root Cause 2: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: ESL students are not meeting the Federal passing standard in ELA.

Root Cause 3: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: ESL students are not meeting the Federal passing standard for Math.

Root Cause 4: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The number of students that are High School ready are below standards (34% in ELA and 21% in Math).

Root Cause 5: Students come to Moorhead from the intermediate school setting below standards.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is lack of consistency from staff in the implementation of Foundations procedures.

Root Cause 6: Lack of staff buy in and implantation of procedures.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups.

Root Cause 7: Moorhead has a large percentage of students coming to us below grade level.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Number of discipline office referrals is higher than we would like.

Root Cause 8: Lack of structure in classrooms, implementation of foundational structures and consistently following levels of mis-behavior.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: Low participation in parent organizations and academic nights.

Root Cause 9: Need to create structures in which parent feedback is used to develop parent meeting schedules and structures of academic nights.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: White students are not meeting the Federal passing standard for Math.

Root Cause 10:

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: White students are not meeting the Meets Federal passing standard in ELA.

Root Cause 11:

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: TELPAS scores are below the state minimum percentage.

Root Cause 12:

Problem Statement 12 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

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: White, ELL/EB (Emergent Bilinguals) and SPED sub groups will increase 5% in the Meets category on the 2024 RLA STAAR exam. These sub populations are Targeted sub pops on our campus Federal accountability.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moorhead Junior High will use allocated teacher resources to reduce class sizes. We will also allocate one teacher unit to serve as a math instructional coach.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Asst. principals, Inst. coaches, Team leads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 5, 7, 8</p> <p>Funding Sources: Allocated teacher units to reduce class sizes. We will also allocate one teacher unit to serve as a math instructional coach. - State Comp Ed - \$387,214.80</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Moorhead will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Asst. principals, Inst. coaches, Team leads</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Achievement 9</p> <p>Funding Sources: Funding to pay teachers for targeted tutoring. - State Comp Ed - \$6,302</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze individual student results on common and formative assessments by TEK. Identify individual student needs and create a plan for small group intervention and enrichment. Small group targeted instruction will take place daily in ELAR</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Asst. principals, Inst. coaches, Team leads</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 5, 9</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Moorhead will utilize a student success manager to ensure students needs and accommodations are identified and implemented with fidelity within in all classes.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal 504 Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Funding for Student Success manager - State Comp Ed - \$36,600</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Special Education 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.</p>
<p>Problem Statement 5: The number of students that are High School ready are below standards (34% in ELA and 21% in Math). Root Cause: Students come to Moorhead from the intermediate school setting below standards.</p>
<p>Problem Statement 7: White students are not meeting the Meets Federal passing standard in ELA.</p>

Student Achievement

Problem Statement 8: White students are not meeting the Federal passing standard for Math.

Problem Statement 9: Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups. **Root Cause:** Moorhead has a large percentage of students coming to us below 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: White, ELL/EB (Emergent Bilinguals) and SPED sub groups will increase 5% in the Meets category on the 2024 Math STAAR exam. These sub populations are Targeted sub pops on our campus Federal accountability.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moorhead Junior High will use allocated teacher resources to reduce class sizes. We will also allocate one teacher unit to serve as an ELA instructional coach.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 5, 7, 8</p> <p>Funding Sources: Allocated teacher units to reduce class size. We will also allocate one teacher unit to serve as an ELA instructional coach. - State Comp Ed - \$375,723.40</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Moorhead teachers will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Team leaders</p> <p>ESF Levers: Lever 2: Strategic Staffing - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 5, 9</p> <p>Funding Sources: Funding for Instructional materials and tutorials for at-risk students - State Comp Ed - \$6,301</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrating Math XL in 7th grade which will increase class time by 30 minutes for targeted students with a focus on fluency.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Team Leaders</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2, 4</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will analyze individual student results on common and formative assessments by individual TEKS. Identify individual student needs and create a plan for small group intervention and enrichment. Small group targeted instruction will take place daily in Math.</p> <p>Strategy's Expected Result/Impact: Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Team Leads</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 5, 9</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Moorhead will utilize a student success manager to ensure students needs and accommodations are identified and implemented with fidelity within in all Math classes.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals 504 Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Funding for Student Success Manager - State Comp Ed - \$36,600</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Special education students are not meeting the Federal passing standard for Math. Root Cause: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.</p>

Student Achievement

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

Problem Statement 5: The number of students that are High School ready are below standards (34% in ELA and 21% in Math). **Root Cause:** Students come to Moorhead from the intermediate school setting below standards.

Problem Statement 7: White students are not meeting the Meets Federal passing standard in ELA.

Problem Statement 8: White students are not meeting the Federal passing standard for Math.





Problem Statement 9: Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups. **Root Cause:** Moorhead has a large percentage of students coming to us below 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 3: ELL/EB student scores will increase by 10% on the English Language Proficiency standard on the 2024 TELPAS exam.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moorhead will utilize the K-12 Summit program towards the goal of increasing individual student TELPAS performance.</p> <p>Strategy's Expected Result/Impact: ESL students will meet the English Language Proficiency standard.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Team Leaders</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: EL materials and software - Title III - \$14,116</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: History teachers will be utilizing The seven steps to a language rich environment. Additionally, ELA teachers will pre-teach academic vocabulary within each genre/unit. Students will also have access to talk-read/talk-write applications on computers to help aid in fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement





Problem Statement 3: ESL 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.

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 scores will increase by 5% in the Meets category on the 2024 STAAR Exam in all sub pops.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moorhead teachers will provide weekday targeted tutoring and after school homework assistance in the Student Success Center.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Team leaders</p> <p>Problem Statements: Student Achievement 9</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Moorhead Junior High will use allocated teacher resources to reduce class sizes.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5, 9</p> <p>Funding Sources: Funds will be used to hire additional staff to reduce class size. - State Comp Ed - \$161,454.80</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 5: The number of students that are High School ready are below standards (34% in ELA and 21% in Math). **Root Cause:** Students come to Moorhead from the intermediate school setting below standards.





Problem Statement 9: Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups. **Root Cause:** Moorhead has a large percentage of students coming to us below 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 5: History student scores will increase by 5% in the Meets category on the 2024 STAAR Exam in all sub pops.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moorhead Junior High will use allocated teacher resources to reduce class sizes.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reduced class size to address the learning needs of At-Risk students - State Comp Ed - \$76,799</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Moorhead teachers will provide weekday targeted tutoring and after school homework assistance in the Student Success Center.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Team leaders</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 9</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement





Problem Statement 9: Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups. **Root Cause:** Moorhead has a large percentage of students coming to us below grade level.

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: Monthly budget review, statements

Strategy 1 Details	Formative Reviews		
<p>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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Moorhead will allocate a percentage of budget to use to train teachers in current and best instructional practices. Strategy's Expected Result/Impact: Higher student achievement. Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 5, 9</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 5: The number of students that are High School ready are below standards (34% in ELA and 21% in Math). Root Cause: Students come to Moorhead from the intermediate school setting below standards.</p> <p>Problem Statement 9: Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups. Root Cause: Moorhead has a large percentage of students coming to us below 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 2: Moorhead administrators will support teachers and staff with instruction, student management, and parent communications.

Evaluation Data Sources: Benchmarks, CFAs, STAAR, discipline data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will attend PLC meetings with fidelity Strategy's Expected Result/Impact: Increase in PLC productivity Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Evaluation Data Sources: PIEMS data, certification records





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide mentor support for beginning teachers through Mentoring Moments at Moorhead and by providing opportunities to attend high quality workshops and trainings.</p> <p>Strategy's Expected Result/Impact: Recruitment of highly qualified teachers an staff.</p> <p>Staff Responsible for Monitoring: Principal Asst. principals Instructional Leadership Team</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Admin will attend job fairs hosted by universities, and Conroe ISD.</p> <p>Strategy's Expected Result/Impact: Recruitment of highly qualified candidates.</p> <p>Staff Responsible for Monitoring: Administrative staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Evaluation Data Sources: Data from School Messenger, Data from Smore.com

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moorhead will provide communications in English and Spanish, regarding campus initiatives, programs, meetings and activities through a variety of media sources.</p> <p>Strategy's Expected Result/Impact: Informed parents and community members.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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Performance Objective 2: Moorhead Staff will strive to reduce the number of discipline referrals for the 23-24 school year through implementation of the 3 levels of misbehavior and Tier I best practices.

Evaluation Data Sources: VIEW IT data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PBIS committee Staff Development</p> <p>Strategy's Expected Result/Impact: Staff development will better prepare our Foundations committee to develop structures, train staff in campus Foundations procedures.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our Foundations will implement the 3 Levels of Misbehavior campus wide with fidelity.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to effectively manage students in the classroom and will be able to identify level 1, 2, and 3 mis-behaviors and implement corresponding positive behavior interventions.</p> <p>Staff Responsible for Monitoring: Admin, District Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 2</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Our campus behavior coach will work with teachers on implementation of effective classroom management strategies.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, teacher growth in classroom management strategies</p> <p>Staff Responsible for Monitoring: Behavior coach, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Funding for campus behavior coach - State Comp Ed - \$76,433</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: There is lack of consistency from staff in the implementation of Foundations procedures. Root Cause: Lack of staff buy in and implantation of procedures.</p>
<p>Problem Statement 2: Number of discipline office referrals is higher than we would like. Root Cause: Lack of structure in classrooms, implementation of foundational structures and consistently following levels of mis-behavior.</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: Moorhead will encourage parent participation by involving more families in the school organizations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Moorhead PTO will meet bimonthly in order to organize and promote campus events and fundraisers. Strategy's Expected Result/Impact: Increased community involvement and school support. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Booster Clubs will meet monthly in order to organize and promote campus events and fundraisers. Strategy's Expected Result/Impact: Increased student support and parent involvement. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: 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.</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: We will 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	Formative Reviews		
<p>Strategy 1: Moorhead will increase student opportunities for utilizing technology across the curriculum areas. We will purchase additional Chromecarts from available funds to enhance student instruction.</p> <p>Strategy's Expected Result/Impact: Students will have access to current technology. Teachers will incorporate technology into their lessons making learning more engaging.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Moorhead will increase student opportunities for utilizing technology across the curriculum.</p> <p>Strategy's Expected Result/Impact: Students will have access to current technology. Teachers will incorporate technology into their lessons making learning more engaging.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Inst. Coaches</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Meet or exceed a 5% increase of Emergent Bilinguals (EBs) served in Bilingual and ESL will advance one TELPAS proficiency level over the previous year.

Evaluation Data Sources: Lesson plans, team meeting agenda

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teachers with instructional strategies/accommodations to scaffold instruction according to the various language proficiency's and language domains.</p> <p>Strategy's Expected Result/Impact: Well planned, effective instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Inst. Coaches Team Leads</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 4, 6</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: ESL 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.</p>
<p>Problem Statement 4: ESL students are not meeting the Federal passing standard for Math. Root Cause: Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.</p>
<p>Problem Statement 6: TELPAS scores are below the state minimum percentage.</p>

State Compensatory

Budget for Moorhead Junior High School

Total SCE Funds: \$1,593,978.00

Total FTEs Funded by SCE: 11.5

Brief Description of SCE Services and/or Programs

We use SCE funds to pay teachers extra duty pay for after school and Saturday tutorials. The bulk of the SCE funds allocated to our campus go towards funding additional staff allocations to reduce class size.

Personnel for Moorhead Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandria Davis	Math	0.5
Alicia Villarreal	Science	1
Chelsea Mathews	ELA	1
Ja'Keia Brooks	ELA	1
Jeffrey Bruno	Math	1
John Waters	History	1
Katelyn Copeland	ELA	1
Lauryn Groppell	ELA	1
Lora James	ELA	1
Rayshuna Miller	Math	1
Rhonda Ceaser	Science	1
William Becerra	Math	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	EL materials and software		\$14,116.00
Sub-Total					\$14,116.00
Budgeted Fund Source Amount					\$14,116.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Allocated teacher units to reduce class sizes. We will also allocate one teacher unit to serve as a math instructional coach.		\$387,214.80
1	1	2	Funding to pay teachers for targeted tutoring.		\$6,302.00
1	1	4	Funding for Student Success manager		\$36,600.00
1	2	1	Allocated teacher units to reduce class size. We will also allocate one teacher unit to serve as an ELA instructional coach.		\$375,723.40
1	2	2	Funding for Instructional materials and tutorials for at-risk students		\$6,301.00
1	2	5	Funding for Student Success Manager		\$36,600.00
1	4	2	Funds will be used to hire additional staff to reduce class size.		\$161,454.80
1	5	1	Reduced class size to address the learning needs of At-Risk students		\$76,799.00
4	2	3	Funding for campus behavior coach		\$76,433.00
Sub-Total					\$1,163,428.00
Budgeted Fund Source Amount					\$1,163,428.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,177,544.00
Grand Total Spent					\$1,177,544.00
+/- Difference					\$0.00