Conroe Independent School District

Moorhead Junior High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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 an overall B rating in 2018-19. We earned a rating of 73 in Student Achievement, an 81 in School Progress, and a 76 in Closing the Gaps. Our campus also received the following Distinction Designations:

History

Comparative Academic Growth

On the 2019 STAAR, the following scores for all grades show the percentage at Meets Grade Level or Above:

Reading 7- 34%

Reading 8 - 38%

Math 7 - 33%

Math- 8 - 51%

Writing - 22%

Science - 41%

Social Studies - 31%

The faculty at Moorhead Junior High works with its instructional leadership 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%)

ELL: 37% (Target 40%)

Special Education: 20% (Target 23%)

Reading Meets:

White: 45% (Target 60%)

ELL: 21% (Target 29%)

Special Education: 14% (Target 19%)

Student Achievement Strengths

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

Professional Learning Communities that meet 5 days a week

Double block scheduling for 7th ELA

Student Success Center - After School Tutorial Program

Targeted Tutorials

Saturday tutorials

Classroom libraries to bring in culturally diverse literature

Support cross-curricular instruction

Increase personnel to decrease class sizes

Building teacher capacity through allocations for Math, Science, History, and ELA content campus coaches

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

Professional Learning Communities

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, ESL, and 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 2 (Prioritized): White Students, ESL Students, and SPED 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 3 (Prioritized): ESL Proficiency Standards not met based on the Federal passing standard. **Root Cause:** Lack of appropriate instructional strategies to ensure that students served in the ESL programs have access to relevant academic language and opportunities to assess their language proficiency.

Problem Statement 4: Mastery Levels on the STAAR test are below the district average

Problem Statement 5: 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..

Problem Statement 6: Writing Scores on the STAAR test are below the district average.

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 Cultural and Diversity Awareness 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.

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): Students have a difficult time during the lunch period following schoolwide rules. **Root Cause:** Lack of structure and clear expectations during the lunch period.

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

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 community. Moorhead organizes and hosts a community night which welcomes parents and community members and engages them in safe and positive activities such as movies, games, bounce houses, food, 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:** Lack of systems to provide ongoing support after school hours.

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.

Priority Problem Statements

Problem Statement 1: White Students, ESL Students, and SPED 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: White Students, ESL, and SPED students are not meeting the Meets Federal passing standard in Math.

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 Proficiency Standards not met based on the Federal passing standard.

Root Cause 3: Lack of appropriate instructional strategies to ensure that students served in the ESL programs have access to relevant academic language and opportunities to assess their language proficiency.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Number of discipline office referrals higher than we would like.

Root Cause 4: Lack of Structure, need to target and prioritize professional development for staff.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Students have a difficult time during the lunch period following schoolwide rules.

Root Cause 5: Lack of structure and clear expectations during the lunch period.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Students have shown a need for continued academic support beyond the traditional school day.

Root Cause 6: Lack of systems to provide ongoing support after school hours.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Low participation in parent organizations and academic nights.

Root Cause 7: Need to create structures in which parent feedback is used to develop parent meeting schedules and structures of academic nights.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Goals

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Moorhead student sub populations will increase 5% on the 2021 Reading STAAR exam.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark Exams, STAAR test data, summative and formative assessments, exit tickets.

Summative Evaluation: None

Strategy 1: Core teams will meet 3 days a week in PLC meetings in 7 ELA and 8 ELA and SPED teachers will be apart of theses PLCs.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement.	Feb	Apr	July	July
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**				
Problem Statements: Student Achievement 2				

Strategy 2: Moorhead Junior High will use allocated teacher resources to reduce class sizes.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principals Counselors 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 2				
Funding Sources: General Education teachers for At-Risk students - State Comp Ed - $400,000				

Strategy 3: Moorhead will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement.	Feb	Apr	July	July
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**				
Problem Statements: Student Achievement 2 - Parent and Community Engagement 1				
Funding Sources: General Education teachers for At-Risk student tutorials - State Comp Ed - $10,409				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: White Students, ESL Students, and SPED 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.

Parent and Community Engagement
Problem Statement 1: Students have shown a need for continued academic support beyond the traditional school day. **Root Cause:** Lack of systems to provide ongoing support after school hours.

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 2: Moorhead student sub populations will increase 5% on the 2021 Math STAAR exam.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark Exams, STAAR test data, summative and formative assessments, exit tickets.

Summative Evaluation: None

Strategy 1: Vertical Alignment meetings will be held quarterly for the math department.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principals	Feb	Apr	July	July
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 1				

Strategy 2: Moorhead staff will address student needs through after school tutoring , after school Targeted Tutorials and Saturday School tutorial sessions.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased participating in Targeted Tutorials.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principals Team Leads				
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 1				
Funding Sources: General Education teachers for At-Risk student tutorials - State Comp Ed - $10,409				

Strategy 3: Moorhead Junior High will use allocated teacher resources to reduce class sizes.	Reviews			
Strategy's Expected Result/Impact: Increase student achievement.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Team Leaders	Feb	Apr	July	July
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 1				
Funding Sources: General Education teachers for At-Risk students - State Comp Ed - $400,000				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: White Students, ESL, and 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.

Goal 1: Student Achievement and Post-Secondary Success:

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

Performance Objective 3: ESL student scores will increase by 10% on the English Language Proficiency standard on the 2021 STAAR exam.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark Exams, STAAR test data, summative and formative assessments, exit tickets.

Summative Evaluation: None

Strategy 1: Moorhead will utilize the K-12 Summit program to help raise our ESL students TELPAS rates.		Reviews		
Strategy's Expected Result/Impact: ESL students will meet the English Language Proficiency standard.		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal Instructional Coach Team Leaders		**Feb**	**Apr**	**July**	**July**
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 3				
Funding Sources: Dictionaries - Title III - $5,500				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: ESL Proficiency Standards not met based on the Federal passing standard. **Root Cause:** Lack of appropriate instructional strategies to ensure that students served in the ESL programs have access to relevant academic language and opportunities to assess their language proficiency.

Goal 2: Fiscal Responsibility:

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

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

Strategy 1: Moorhead will effectively manage monetary resources by allocating money to each department.	Reviews			
Strategy's Expected Result/Impact: Funds are divided equally and budget money is used responsibly.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and principal's secretary	Feb	Apr	July	July
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
Strategy 2: Moorhead will allocate a percentage of budget to use to train teachers in current and best instructional practices.	Reviews			
Strategy's Expected Result/Impact: Higher student achievement.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Feb	Apr	July	July
Title I Schoolwide Elements: 2.5, 2.6 - **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 1, 2 - Culture and Climate 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: White Students, ESL, and 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 2: White Students, ESL Students, and SPED 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.
Culture and Climate
Problem Statement 1: Number of discipline office referrals higher than we would like. **Root Cause:** Lack of Structure, need to target and prioritize professional development for staff.

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

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

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

Strategy 1: Provide mentor support for beginning teachers. (Mentoring Moments at Moorhead) and by providing opportunities to attend high quality workshops and trainings.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: High teacher retention rate.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Targeted Support Strategy**				
Strategy 2: Moorhead staff will attend and recruit from the CISD Teacher Job Fair and university job fairs, sponsor student teachers and provide meaningful teaching experiences on the campus, and will provide Sam Houston State University field level experience placement at the campus level.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Recruitment of highly qualified teachers and staff.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Team Leadership				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Parents and Community:
CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

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

Strategy 2: Moorhead will provide opportunities at school for families to be engaged in academic and social events.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Higher percentage of parent involvement.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principals Counselors				
Title I Schoolwide Elements: 2.4, 3.2 - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Parent and Community Engagement 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 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:** Lack of systems to provide ongoing support after school hours.

Goal 5: Safe Schools:

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

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

Strategy 1: Moorhead will conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.		**Reviews**			
		Formative			**Summative**
Strategy's Expected Result/Impact: Students and staff are informed of school emergency procedures in the event of an internal or external threat to student or staff safety.		**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principals					
ESF Levers: Lever 3: Positive School Culture					

Strategy 2: Moorhead will ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. We will also ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.		**Reviews**			
		Formative			**Summative**
Strategy's Expected Result/Impact: Increased student safety		**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principals					
ESF Levers: Lever 3: Positive School Culture					

Strategy 3: All Moorhead Junior High staff will complete Safe Schools and follow mitigation procedures for COVID-19.		**Reviews**			
		Formative			**Summative**
Strategy's Expected Result/Impact: Increase in student and staff safety.		**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principals					
ESF Levers: Lever 3: Positive School Culture					

Strategy 4: All staff will be trained in identifying and reporting child abuse and neglect.		**Reviews**			
		Formative			**Summative**
Strategy's Expected Result/Impact: Staff is able to identify students who may be victims of child abuse or neglect and have the knowledge on how to file a CPS report.		**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Principal Assistant Principals					
ESF Levers: Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: Technology:
CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Moorhead will ensure that staff, students, and parents understand how to use CANVAS, the CISD learning management platform.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff, students, and parents will be more comfortable with the use of technology, specifically CANVAS, the CISD online learning management platform.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2: Moorhead will increase student opportunities for utilizing technology across the curriculum areas.	Reviews			
Strategy's Expected Result/Impact: Students will have access to current technology. Teachers will incorporate technology into their lessons making learning more engaging.	Formative			Summative
	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Communication:

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

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

Strategy 1: Principal will email a weekly newsletter to staff to keep everyone informed and up to date on school events, initiatives, and meetings.	Reviews			
Strategy's Expected Result/Impact: High morale, and an informed staff.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Feb	Apr	July	July
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2: Principal will text and email monthly / bi-monthly newsletters in English and Spanish to parents to keep them informed through a variety of media including: Facebook, Twitter, School Messenger, and Smore Newsletters.	Reviews			
Strategy's Expected Result/Impact: Highly engaged community and informed student body.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Feb	Apr	July	July
Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Problem Statements: Parent and Community Engagement 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: 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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Core teams will meet 3 days a week in PLC meetings in 7 ELA and 8 ELA and SPED teachers will be apart of theses PLCs.
1	1	2	Moorhead Junior High will use allocated teacher resources to reduce class sizes.
1	1	3	Moorhead will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center.
1	2	1	Vertical Alignment meetings will be held quarterly for the math department.
1	2	2	Moorhead staff will address student needs through after school tutoring , after school Targeted Tutorials and Saturday School tutorial sessions.
1	2	3	Moorhead Junior High will use allocated teacher resources to reduce class sizes.
1	3	1	Moorhead will utilize the K-12 Summit program to help raise our ESL students TELPAS rates.
2	1	2	Moorhead will allocate a percentage of budget to use to train teachers in current and best instructional practices.
3	1	1	Provide mentor support for beginning teachers. (Mentoring Moments at Moorhead) and by providing opportunities to attend high quality workshops and trainings.
3	1	2	Moorhead staff will attend and recruit from the CISD Teacher Job Fair and university job fairs, sponsor student teachers and provide meaningful teaching experiences on the campus, and will provide Sam Houston State University field level experience placement at the campus level.
4	1	1	Moorhead will provide communications, in English and Spanish, regarding campus initiatives, programs, meetings, and activities through a variety of media sources.
6	1	1	Moorhead will ensure that staff, students, and parents understand how to use CANVAS, the CISD learning management platform.
6	1	2	Moorhead will increase student opportunities for utilizing technology across the curriculum areas.

State Compensatory

Personnel for Moorhead Junior High School

Name	Position	Program	FTE
Alexandria Davis	Math Teacher	State Comp Ed	1.00
Alicia Villarreal	Science Teacher	State Comp Ed	1.00
Amy Folts	Language Arts Teacher	State Comp Ed	1.00
Austin Warnke	Language Arts Teacher	State Comp Ed	1.00
Frances Gennusa	Language Arts Teacher	State Comp Ed	1.00
Jeffrey Bruno	Math Teacher	State Comp Ed	1.00
John Waters	Social Studies Teacher	State Comp Ed	1.00
Lauryn Groppell	Language Arts Teacher	State Comp Ed	1.00
Patricia Carter	Language Arts Teacher	State Comp Ed	1.00
Rayshuna Miller	Math Teacher	State Comp Ed	1.00
Rhonda Ceaser	Science Teacher	State Comp Ed	1.00
William Becerra	Math Teacher	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Moorhead		
SCE		
Computer Equipment / AV Supplies	$10,000	0.00
Extra Duty	$11,200	0.20
General Supplies	$13,000	0.00
Instructional Support for At-Risk-Students	$786,618	12.00
SCE Total	$820,818	12.20
Title III EL		
Books	$500	0.00
Extra Duty	$3,500	0.06
General Supplies	$1,500	0.00
Title III EL Total	$5,500	0.06
Moorhead Total	$826,318	12.27

Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	General Education teachers for At-Risk students		$400,000.00
1	1	3	General Education teachers for At-Risk student tutorials		$10,409.00
1	2	2	General Education teachers for At-Risk student tutorials		$10,409.00
1	2	3	General Education teachers for At-Risk students		$400,000.00
				Sub-Total	$820,818.00
				Budgeted Fund Source Amount	$820,818.00
				+/- Difference	$0.00
Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Dictionaries		$5,500.00
				Sub-Total	$5,500.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	$0.00
				Grand Total	$826,318.00

Addendums