

**Conroe Independent School District**  
**Stockton Junior High School**  
**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

At Stockton Junior High School, we will develop in our students the knowledge, skills, and attitudes that are necessary for lifelong success. We will create a learning-centered community where we support all students by creating a safe and supportive environment where we celebrate unity in diversity through building positive self-concepts through a shared educational decision-making process.

As a first-year campus, we implemented various programs to support the needs of our diverse student population. For our Emerging Bilingual student population, we instituted the Summit K-12 program. By the end of the school year, Stockton Junior was first in Conroe ISD with 2,132 hours of program usage. The Honors Program hosted its first Honors Summer Camp with over 100 students attending over a 3 day period. Students were able to participate in after-school programs which will not only focus on academics but also critical thinking, team building, and social and emotional skills. Students were introduced to a variety of activities to build critical thinking skills, team building, and increase self-confidence.

Our Family Liaison worked with our Spanish-speaking families to bring in community resources such as: Lone Star Community College to provide continuing education, West Conroe Baptist Church literacy program to help family members obtain their GED, Family Reading Program to increase reading at home, and the Family Cafe' to help parents understand district-wide technology programs.

We will continue with the above mentioned strategies to meet all students where they are and grow them with academically, socially and emotionally so they are prepared to meet the challenges of high school and beyond.

### Student Achievement Strengths

58.70% of our LEP students made progress on the 8th Grade STAAR Math.

8th grade students performed at or above the state performance levels in both Reading and Math.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Achievement gaps exist in Reading and Math STAAR in our Emerging Bilingual student population. **Root Cause:** Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.

**Problem Statement 2:** Achievement gaps exist in Reading and Math STAAR in our Special Education student population. **Root Cause:** Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.

**Problem Statement 3:** Achievement gaps exist in Reading and Math STAAR in our White student population. **Root Cause:** Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.

**Problem Statement 4 (Prioritized):** English Learners (ELs) served in General or English as a Second Language (ESL) program did not score at the Meets level as measured by the STAAR 2021 assessments . **Root Cause:** Teachers are not are not using 7- Steps Interactive Classroom structures with fidelity.

**Problem Statement 5 (Prioritized):** English Learners (ELs) served in General or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment. **Root Cause:** Students need to understand how to transfer skills taught in all classes and apply those skills by appropriately responding to questions for the Listening, Speaking, Reading and Writing components of the online TELPAS assessment.

# Culture and Climate

## Culture and Climate Summary

At Stockton Junior High, we recognize and appreciate cultural differences and work to bring awareness to all stakeholders. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, Stockton 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. Stockton Jr High is committed to the social, emotional, behavioral, and academic success of all students. At Stockton Jr High, students successfully manage their emotions, behaviors, and make responsible decisions. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Stockton Junior High follows the measures to mitigate the spread of COVID-19. Stockton Junior High is proactive in keeping campuses, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

At Stockton Jr High, staff will undergo Cultural and Diversity Awareness training.

At Stockton Junior High, hiring campus personnel will reflect the cultural and diverse student body as a priority.

"All Means All" at Stockton Junior High, making every student's academic, social, and emotional needs a priority.

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

Stockton Junior High continues to promote school safety through Safe Schools training's and utilizes mitigation strategies to keep our schools, students, and staff safe.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** There is a need to establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures. **Root Cause:** Teachers did not receive adequate training on PBIS Foundations procedures for the campus.

**Problem Statement 2 (Prioritized):** There is a need to establishing trust and building morale of faculty and staff. **Root Cause:** There was a lack of clear communication to the staff to express expectations.

**Problem Statement 3:** There is a need to establish ways to celebrate student achievement. **Root Cause:** There was a lack of clarity on where to submit information to celebrate all student's achievements.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Stockton Jr 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 the school. Some examples include reviewing a child's school work in Canvas and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or school office when questions arise.

Stockton Jr High will continue to explore opportunities to better meet the needs of students through gaining key partners by providing opportunities for input and active engagement within the school.

Stockton Jr High will maintain an on-campus Parent Engagement Liaison to bridge the communication gap between parents and campus staff.

## Parent and Community Engagement Strengths

High number of Parent Volunteer applications.

A parent liaison to communicate with our Spanish speaking parents.

Parent help sessions for technical support.

Communication to parents via emails, principal and department newsletters, phone calls, and website suggestion box.

Technology surveys to parents to determine technology needs.

Communication via Stockton SMORE Newsletter, Twitter, Facebook and School Messenger.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Due to a high number of Spanish speaking parents, there is a communication gap that exists between parents and school. **Root Cause:** There is a need for more support for the Family Engagement Liaison from the campus and community in order to adequately provide information and feedback to Spanish speaking parents.

**Problem Statement 2:** Parents are not familiar with the Learning Management System for the district. **Root Cause:** There is a need for additional training for parents to become familiar with the Learning Management System.

# Priority Problem Statements

**Problem Statement 1:** Achievement gaps exist in Reading and Math STAAR in our Emerging Bilingual student population.

**Root Cause 1:** Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 5:** There is a need to establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures.

**Root Cause 5:** Teachers did not receive adequate training on PBIS Foundations procedures for the campus.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** Due to a high number of Spanish speaking parents, there is a communication gap that exists between parents and school.

**Root Cause 6:** There is a need for more support for the Family Engagement Liaison from the campus and community in order to adequately provide information and feedback to Spanish speaking parents.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 4:** There is a need to establishing trust and building morale of faculty and staff.

**Root Cause 4:** There was a lack of clear communication to the staff to express expectations.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 2:** English Learners (ELs) served in General or English as a Second Language (ESL) program did not score at the Meets level as measured by the STAAR 2021 assessments .

**Root Cause 2:** Teachers are not using 7- Steps Interactive Classroom structures with fidelity.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** English Learners (ELs) served in General or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment.

**Root Cause 3:** Students need to understand how to transfer skills taught in all classes and apply those skills by appropriately responding to questions for the Listening, Speaking, Reading and Writing components of the online TELPAS assessment.

**Problem Statement 3 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:** 7th Grade Emerging Bilingual students will grow from 16% to 21% Meets on STAAR Reading and from 5% to 10% Meets on STAAR Math.



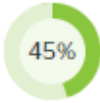




**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CFA  
Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide learning opportunities and resources such as headsets, reading materials, and bilingual dictionaries.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students language proficiency one performance level on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coach ELA/ESL Teachers</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Headsets, reading materials, and bilingual dictionaries - Title III - \$7,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train new staff and conduct regular observations to measure fidelity of the 7 Steps Structures.</p> <p><b>Strategy's Expected Result/Impact:</b> LEP students will show academic growth of 5% on the STAAR Reading test.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Planning to add an additional interventionist for the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Increase student STAAR scores 5% in both Reading and Math <b>Staff Responsible for Monitoring:</b> Administrator Campus Interventionist <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Achievement 1, 4 <b>Funding Sources:</b> Campus Interventionist - ESSER - \$66,056	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Small group instruction training specialized for LEP students will be provided by Teacher's College Program and District Coaches. <b>Strategy's Expected Result/Impact:</b> LEP students will show academic growth of 5% on the STAAR Reading test. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers Campus Interventionist Teacher's College Consultants District Coaches <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Tutorials provided for EL's in reading and math. <b>Strategy's Expected Result/Impact:</b> LEP students will show academic growth of 5% on the STAAR Reading and Math test. <b>Staff Responsible for Monitoring:</b> Administration ESL teachers <b>Problem Statements:</b> Student Achievement 5	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Achievement gaps exist in Reading and Math STAAR in our Emerging Bilingual student population. <b>Root Cause:</b> Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.
<b>Problem Statement 4:</b> English Learners (ELs) served in General or English as a Second Language (ESL) program did not score at the Meets level as measured by the STAAR 2021 assessments . <b>Root Cause:</b> Teachers are not are not using 7- Steps Interactive Classroom structures with fidelity.

## Student Achievement

**Problem Statement 5:** English Learners (ELs) served in General or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment. **Root Cause:** Students need to understand how to transfer skills taught in all classes and apply those skills by appropriately responding to questions for the Listening, Speaking, Reading and Writing components of the online TELPAS assessment.

**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:** 7th Grade Special Education students will grow from 4% to 9% Meets on STAAR Reading and from 0% to 5% Meets Math.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CFA  
Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small group instruction training specialized for Special Education, LEP, White students will be provided by Teacher's College Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show academic growth of 5% on the STAAR Reading.</p> <p><b>Staff Responsible for Monitoring:</b> 7th Grade Reading Teachers Administrators Campus Interventionist District Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Intense Guided Math training will be provided to all 7th Math teachers by Education Resource Group.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show academic growth of 5% on the STAAR Math test.</p> <p><b>Staff Responsible for Monitoring:</b> 7th Grade Math teachers Administration District Coaches</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor student progress by using Eduphoria data tracker provided by the Testing Assessment Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase by 5% in the Meets Performance Level on STAAR Reading and Math tests.</p> <p><b>Staff Responsible for Monitoring:</b> Administration 7th Grade Reading and Math teachers Campus Interventionist Campus Assessment Coach District Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Vertical alignment for math with intermediate campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> To reduce student learning gaps in mathematics. Also provide clarity for teachers regarding the depth of instruction needed.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators 7th Grade Math teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Achievement gaps exist in Reading and Math STAAR in our Emerging Bilingual student population. <b>Root Cause:</b> Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.</p>

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





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






**Performance Objective 3:** 7th Grade White students will grow from 50% to 55% Meets on STAAR Reading and from 23% to 28% Meets Math.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Summit K-12  
TELPAS Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will understand how to transfer skills taught in all classes and apply those skills by appropriately responding to questions for the Listening, Speaking, and Writing components of the TELPAS assessment using Summit K-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase by 5% on the TELPAS assessment in Listening, Speaking and Writing components.</p> <p><b>Staff Responsible for Monitoring:</b> Administrations Campus Interventionists Summit K-12 Intervention Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be Writing Across the Curriculum for daily warm-ups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase by 5% on the TELPAS Writing component.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish an after-school tutorial program that focuses on critical thinking skills, social emotional learning, and literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show 5% academic in STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers Campus Interventionists After-School Academic Coaches</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Achievement gaps exist in Reading and Math STAAR in our Emerging Bilingual student population. <b>Root Cause:</b> Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.</p> <p><b>Problem Statement 4:</b> English Learners (ELs) served in General or English as a Second Language (ESL) program did not score at the Meets level as measured by the STAAR 2021 assessments . <b>Root Cause:</b> Teachers are not are not using 7- Steps Interactive Classroom structures with fidelity.</p> <p><b>Problem Statement 5:</b> English Learners (ELs) served in General or English as a Second Language (ESL) program did not grow one language proficiency level in English as measured by the TELPAS assessment. <b>Root Cause:</b> Students need to understand how to transfer skills taught in all classes and apply those skills by appropriately responding to questions for the Listening, Speaking, Reading and Writing components of the online TELPAS assessment.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and adopt a fiscally responsible budget to meet instructional goals. <b>Strategy's Expected Result/Impact:</b> Maintain an efficient budget. <b>Staff Responsible for Monitoring:</b> Administrator	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** At Stockton Junior High, we will continue to build leadership capacity in our A-Team.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leverage Leadership as a book study.  <b>Strategy's Expected Result/Impact:</b> To increase mid-management skills and knowledge.  <b>Staff Responsible for Monitoring:</b> All A-Team members.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional Leadership Team Meetings  <b>Strategy's Expected Result/Impact:</b> To align campus vision/expectations with lead teachers, instructional support staff and administration.  <b>Staff Responsible for Monitoring:</b> All A-Team members</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Stockton Junior High Aspiring Leaders  <b>Strategy's Expected Result/Impact:</b> To increase leadership capacity in aspiring assistant principals, principals, and instructional leaders.  <b>Staff Responsible for Monitoring:</b> Anita Bundage</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Retained a full-time Parent Liaison.  <b>Strategy's Expected Result/Impact:</b> To bridge the communication gap between Spanish speaking parents and the campus.  <b>Staff Responsible for Monitoring:</b> Administrators                      ESL Coach  <b>Problem Statements:</b> Parent and Community Engagement 1  <b>Funding Sources:</b> Bilingual Parent Liaison - Title III - \$25,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attend and recruit from the CISD Teacher Job Fair.  <b>Strategy's Expected Result/Impact:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted instructional support for teachers by providing ongoing campus-wide professional development.  <b>Strategy's Expected Result/Impact:</b> Retain and grow all teachers.  <b>Staff Responsible for Monitoring:</b> Administrators                      Campus Interventionists                      District Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Culture and Climate 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 2:</b> There is a need to establishing trust and building morale of faculty and staff. <b>Root Cause:</b> There was a lack of clear communication to the staff to express expectations.</p>






## Parent and Community Engagement

**Problem Statement 1:** Due to a high number of Spanish speaking parents, there is a communication gap that exists between parents and school. **Root Cause:** The is need for more support for the Family Engagement Liaison from the campus and community in order to adequately provide information and feedback to Spanish speaking parents.

**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:** To increase communication and transparency with Stockton Junior High stakeholders.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Will increase the use of Twitter, SchoolMessenger, and Smores Newsletter to effectively communicate with Stockton Junior High stakeholders.	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
<span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span>				

#### 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:** Establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures.

**Evaluation Data Sources:** Survey  
 Observations  
 Procedural videos  
 Discipline Referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student support for social and emotional needs <b>Strategy's Expected Result/Impact:</b> To reduce student discipline referrals. <b>Staff Responsible for Monitoring:</b> Counselor (Social and Emotional Needs) <b>Funding Sources:</b> Counselor - ESSER - \$91,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Adequately train all staff on the expectations for PBIS Foundations procedures. <b>Strategy's Expected Result/Impact:</b> Increase positive student behavior in common areas of the campus. <b>Staff Responsible for Monitoring:</b> All staff <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be taught the expectations for PBIS Foundations procedures. <b>Strategy's Expected Result/Impact:</b> Students will adhere to procedures in all common areas which will lead to increased student behavior in class. <b>Staff Responsible for Monitoring:</b> All staff <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
No Progress                           Accomplished                           Continue/Modify                           Discontinue				

#### Performance Objective 2 Problem Statements:

## Culture and Climate

**Problem Statement 1:** There is a need to establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures. **Root Cause:** Teachers did not receive adequate training on PBIS Foundations procedures for the campus.

#### 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:** To increase engagement with Stockton Junior High stakeholders, we have added a Community Engagement/Parent Liaison to our staff.

**Evaluation Data Sources:** Sign-in sheets

Surveys

Phone records

Social Media

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Engagement Liaison will host Parent Cafe' to Spanish speaking parents providing necessary support regarding CISD systems.</p> <p><b>Strategy's Expected Result/Impact:</b> To build school community and school relationships understanding the importance of students academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Family Engagement Liaison MTSS Campus Coordinator</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Family Engagement Liaison will provide information and feedback to Spanish speaking parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase school and community relationships with Spanish speaking families.</p> <p><b>Staff Responsible for Monitoring:</b> Family Engagement Liaison MTSS Campus Coordinator</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

#### Performance Objective 3 Problem Statements:


<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> Due to a high number of Spanish speaking parents, there is a communication gap that exists between parents and school. <b>Root Cause:</b> The is need for more support for the Family Engagement Liaison from the campus and community in order to adequately provide information and feedback to Spanish speaking parents.</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:** Implementation of campus-wide data tracker to monitor student's academic progress.

**Evaluation Data Sources:** CFA's  
Interim Assessments  
Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide intensive, systematic instructional support for identified at-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR from the 2020-2021 test.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Instructional materials to support at-risk students - State Comp Ed - \$24,322, ESL Para to support at-risk ESL students - State Comp Ed - \$25,531, HIST Teachers + 1 Hist Para for at-risk students - State Comp Ed - \$216,246, Student Success Teacher: support at-risk students - State Comp Ed - \$85,285, ELAR Teachers for at-risk students - State Comp Ed - \$373,486, Academic Interventionist to support at-risk students - State Comp Ed - \$79,505, Substitutes for at-risk teachers - State Comp Ed - \$24,324, MATH Teachers for at-risk students - State Comp Ed - \$232,521</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train teachers how to access and use the data for planning lessons and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Core Academic Teachers Campus Interventionist Instructional Coaches District Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train teachers how to effectively use small group instruction.  <b>Strategy's Expected Result/Impact:</b> Increase student performance.  <b>Staff Responsible for Monitoring:</b> Administration            Core Academic Teachers            Campus Interventionist            Instructional Coaches            District Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will complete Common Assessments, CFA's, and Interim Assessments through online assessment platforms.  <b>Strategy's Expected Result/Impact:</b> Provide aligned data to track student growth.  <b>Staff Responsible for Monitoring:</b> Administrators            Core Academic Teachers            Campus Assessment Coordinator            Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Assist and identify students who are at-risk in reading by provide intensive reading instructional support.  <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR reading scores.  <b>Staff Responsible for Monitoring:</b> Reading Interventionist  <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 1  <b>Funding Sources:</b> Reading Interventionist - ESSER - \$144,881</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Achievement gaps exist in Reading and Math STAAR in our Emerging Bilingual student population. <b>Root Cause:</b> Teachers need trainings on how to effectively use small groups and implementation of the 7-Steps Interactive Classroom structures with fidelity.</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 2:** At Stockton Junior High, we will move to online testing for the majority of our student population by February of 2022.

# State Compensatory

## Budget for Stockton Junior High School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 15**

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

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## Personnel for Stockton Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abigail Carpenter	Language Arts Teacher	1
Aileen Salas	Language Arts Teacher	1
Amanda Dowgar	Social Studies Teacher	1
Ana Ceron Bonilla	Paraprofessional	1
David Moore	Math Teacher	1
Jarred Morris	Social Studies Teacher	1
Jeannie Dias	Paraprofessional	1
Jennifer Fleming	Language Arts Teacher	1
Kimberly Ogden	Social Studies Teacher	1
Melanie Barrera	Language Arts Teacher	1
Monica Castaneda-Soto	Math Teacher	1
Morris Halsey	Math Teacher	1
Raychelle Baines	Student Success Teacher	1
Shanita Mason	Language Arts Teacher	1
Twyla Bozeman-Dean	RTI Teacher	1

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional materials to support at-risk students		\$24,322.00
5	1	1	ESL Para to support at-risk ESL students		\$25,531.00
5	1	1	HIST Teachers + 1 Hist Para for at-risk students		\$216,246.00
5	1	1	Student Success Teacher: support at-risk students		\$85,285.00
5	1	1	ELAR Teachers for at-risk students		\$373,486.00
5	1	1	Academic Interventionist to support at-risk students		\$79,505.00
5	1	1	Substitutes for at-risk teachers		\$24,324.00
5	1	1	MATH Teachers for at-risk students		\$232,521.00
<b>Sub-Total</b>					\$1,061,220.00
<b>Budgeted Fund Source Amount</b>					\$1,061,220.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Headsets, reading materials, and bilingual dictionaries		\$7,500.00
3	1	1	Bilingual Parent Liaison		\$25,000.00
<b>Sub-Total</b>					\$32,500.00
<b>Budgeted Fund Source Amount</b>					\$32,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Campus Interventionist		\$66,056.00
4	2	1	Counselor		\$91,500.00
5	1	5	Reading Interventionist		\$144,881.00
<b>Sub-Total</b>					\$302,437.00
<b>Budgeted Fund Source Amount</b>					\$302,437.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,396,157.00

# Addendums