

# Conroe Independent School District

## Stockton Junior High School

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Stockton Jr High began its inaugural year the Fall of 2020 consisting of both 7th and 8th graders. The 8th grade student population consists of students from Peet Jr High and the former Washington Jr High. The 7th grade student population consists of students from our intermediate feeder campuses: Bozman, Cryar, and Travis.

Historically, students from our feeder campuses have under performed in the following areas:

English Language Proficiency

8th Grade STAAR History

7th Grade STAAR Writing

Special Education all STAAR subjects

Overall STAAR Mastery Level

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The 2019-2020 Beginning of the Year Benchmark Data reflects:

<b>7th Grade</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	62.5%	32.2%	23.1%
Writing	64.5%	34.7%	19.5%
Math	54.4%	13.8%	0.7%
Science	76.9%	49.9%	28.5%
SS	51.3%	17.5%	8.5%
<b>8th Grade</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	73.9%	47.9%	22.4%
Math	77.8%	49.6%	13.2%
Science	67.7%	35.7%	11.2%
SS	58.7%	23.3%	12.6%

**Student Achievement Strengths**

As a new campus we offer the following tutorial programs:

Before School Tutorials

After School Tutorials

Virtual Evening Tutorials

Saturday Tutorials

Accelerated PSAT Tutorials

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (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 which has resulted in the campus not meeting the indicator in Domain III of the 2019 Accountability Report. **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.

**Problem Statement 2 (Prioritized):** Achievement gaps exist in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations. **Root Cause:** Based on our data analysis, we recognize our students historically come to us with learning gaps. There is a need to close the achievement gap in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations.

**Problem Statement 3 (Prioritized):** 7th grade students are, and have been, under-performing in performance and growth levels on STAAR Writing. **Root Cause:** Writing instructional methods need to continue with fidelity through Writer's Workshop, Conventions and Craft, and Mentor Sentences in classrooms.

**Problem Statement 4:** Historically, the targeted students groups (ESL, SpEd) have not met standards on the 8th grade Social Studies STAAR .

## **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 a unified campus culture by combining students and staff from multiple campuses. **Root Cause:** Since Stockton Jr High is a new campus, there is a need to create a campus culture.

**Problem Statement 2 (Prioritized):** There is a need to establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures. **Root Cause:** Since Stockton Jr High is a new campus, there is a need to establish PBIS Foundations procedures.

**Problem Statement 3:** There is a need to establish ways to celebrate student achievement.

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

# 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):** 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.



**Problem Statement 2 (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 a parent liaison to provide information and feedback from Spanish speaking parents.

**Problem Statement 3:** There is a need to establish a campus PTO.

**Problem Statement 4:** There is a need to incorporate the use of parent volunteers.

# Priority Problem Statements

**Problem Statement 1:** There is a need to establish a unified campus culture by combining students and staff from multiple campuses.

**Root Cause 1:** Since Stockton Jr High is a new campus, there is a need to create a campus culture.

**Problem Statement 1 Areas:** Culture and Climate

**Problem Statement 2:** There is a need to establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures.

**Root Cause 2:** Since Stockton Jr High is a new campus, there is a need to establish PBIS Foundations procedures.

**Problem Statement 2 Areas:** Culture and Climate

**Problem Statement 3:** Due to a high number of Spanish speaking parents, there is a communication gap that exists between parents and school.

**Root Cause 3:** There is a need for a parent liaison to provide information and feedback from Spanish speaking parents.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** Parents are not familiar with the Learning Management System for the district.

**Root Cause 4:** There is a need for additional training for parents to become familiar with the Learning Management.

**Problem Statement 4 Areas:** Parent and Community Engagement

**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 which has resulted in the campus not meeting the indicator in Domain III of the 2019 Accountability Report.

**Root Cause 5:** 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 5 Areas:** Student Achievement

**Problem Statement 7:** Achievement gaps exist in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations.

**Root Cause 7:** Based on our data analysis, we recognize our students historically come to us with learning gaps. There is a need to close the achievement gap in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** 7th grade students are, and have been, under-performing in performance and growth levels on STAAR Writing.

**Root Cause 8:** Writing instructional methods need to continue with fidelity through Writer's Workshop, Conventions and Craft, and Mentor Sentences in classrooms.

**Problem Statement 8 Areas: Student Achievement**

# 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:** English Learners (EL) will increase in the number of students scoring Advanced/Advanced High Composite on the 2021 TELPAS by 5%.

**Evaluation Data Sources:** TELPAS

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide learning opportunities and resources such as headsets, reading materials, and bilingual dictionaries.  <b>Strategy's Expected Result/Impact:</b> Increase students language proficiency one performance level on TELPAS.  <b>Staff Responsible for Monitoring:</b> Administrators                      ESL Coach                      ELA/ESL Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 1  <b>Funding Sources:</b> Headsets, reading materials, and bilingual dictionaries. - Title III - \$7,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> ESL Coach provided tutorials for EL's.  <b>Strategy's Expected Result/Impact:</b> Increase students language proficiency one performance level on TELPAS.  <b>Staff Responsible for Monitoring:</b> Campus ESL Coach  <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  <b>Funding Sources:</b> Academic Tutor - State Comp Ed - \$72,534.60</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

<p><b>Strategy 3:</b> Identify English Learners (ELs) served in General or English as a Second Language (ESL) program that did not grow one language proficiency level in English as measured by the TELPAS assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify which students who have not historically made growth in their language acquisition in order to differentiate in whole group and small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</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</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</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 which has resulted in the campus not meeting the indicator in Domain III of the 2019 Accountability Report. <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 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:** Close the achievement gaps in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged).

**Evaluation Data Sources:** Benchmark Exams  
Common Assessments  
STAAR Exams

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide support for Tier I Differentiated Instruction through modeling and training of CISD best practices. Using the following best practices strategies: Tiered Assignments, Anchor Activities, Quality Questioning, Exit Tickets, and Marzano's Building Academic Vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> African American, Hispanic, Special Education, and Economically Disadvantaged students will meet the meets performance level on the STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers Instructional 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Monitor targeted groups progress through campus and district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> African American, Hispanic, Special Education, and Economically Disadvantaged students will meet the Meets performance level on the STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers Instructional 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

<p><b>Strategy 3:</b> Provide explicit and embedded vocabulary instruction across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> African American, Hispanic, Special Education, and Economically Disadvantaged students will meet the Meets performance level on the STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers Instructional Coaches</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 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 4:</b> Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> African American, Hispanic, Special Education, and Economically Disadvantaged students will meet the Meets performance level on the STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</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 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Achievement gaps exist in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations. <b>Root Cause:</b> Based on our data analysis, we recognize our students historically come to us with learning gaps. There is a need to close the achievement gap in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations.</p>

**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:** Demonstrate a 5% increase on the 2021 STAAR Writing assessment in relation to the 2019 STAAR Writing results at Washington Junior High.

**Evaluation Data Sources:** Benchmark Exams  
Common Assessments  
STAAR Exam

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize Writer's Workshop with fidelity.  <b>Strategy's Expected Result/Impact:</b> 5% increase in STAAR Writing scores from the 2019-2020 Benchmark scores.  <b>Staff Responsible for Monitoring:</b> Administrators                      Instructional Coaches                      Department/ Team Leads                      Honors Teachers  <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 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> 7th grade students are, and have been, under-performing in performance and growth levels on STAAR Writing. <b>Root Cause:</b> Writing instructional methods need to continue with fidelity through Writer's Workshop, Conventions and Craft, and Mentor Sentences in classrooms.</p>



**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 4: Increase student achievement in all STAAR tested areas.**

**Evaluation Data Sources:** Benchmark Exams  
Common Assessments  
STAAR Exams

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will meet regularly in their PLC to refine and align curriculum using data to drive instructional practices.  <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR from the 2019-2020 Benchmark scores.  <b>Staff Responsible for Monitoring:</b> Administrators                      Instructional Coaches                      District Coaches                      Classroom Teachers  <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, 2, 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Provide support for Tier I Differentiated Instruction through modeling and training of CISD best practices. Using the following best practices strategies: Tiered Assignments, Anchor Activities, Quality Questioning, Exit Tickets, and Marzano's Building Academic Vocabulary.  <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR from the 2019-2020 Benchmark scores.  <b>Staff Responsible for Monitoring:</b> Administrators                      Classroom Teachers                      Instructional Coaches                      District 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, 2, 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Provide intensive, systematic tutoring for identified at-risk students during the day and after school.  <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR from the 2019-2020 Benchmark scores.  <b>Staff Responsible for Monitoring:</b> Administrators  <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, 2, 3  <b>Funding Sources:</b> General Ed. teaching staff for at-risk student tutorials, reading materials, calculators, and copy paper. - State Comp Ed - \$917,457.80</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

<b>Strategy 4:</b> Provide academic tutorials for ELA and History. <b>Strategy's Expected Result/Impact:</b> 5% increase on STAAR from the 2019-2020 Benchmark scores. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Coach <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 2, 3 <b>Funding Sources:</b> Academic Tutor - State Comp Ed - \$77,962.60	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</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 which has resulted in the campus not meeting the indicator in Domain III of the 2019 Accountability Report. <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.
<b>Problem Statement 2:</b> Achievement gaps exist in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations. <b>Root Cause:</b> Based on our data analysis, we recognize our students historically come to us with learning gaps. There is a need to close the achievement gap in Reading and Math STAAR in the following targeted groups (African American, Hispanic, Special Education, and Economically Disadvantaged) student populations.
<b>Problem Statement 3:</b> 7th grade students are, and have been, under-performing in performance and growth levels on STAAR Writing. <b>Root Cause:</b> Writing instructional methods need to continue with fidelity through Writer's Workshop, Conventions and Craft, and Mentor Sentences in classrooms.

**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.

<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> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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.**

<b>Strategy 1:</b> Attend and recruit from the CISD Teacher Job Fair and university job fairs. <b>Strategy's Expected Result/Impact:</b> Stockton Jr High will have a 100% highly qualified staff. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Provide mentor support for beginning teachers. <b>Strategy's Expected Result/Impact:</b> Retain and grow beginning teachers. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Mentor Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  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.

<p><b>Strategy 1:</b> Hired a full-time Parent Liaison.</p> <p><b>Strategy's Expected Result/Impact:</b> To bridge the communication gap between Spanish speaking parents and the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators ESL Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p> <p><b>Funding Sources:</b> Bilingual Parent Liaison - Title III - IMM - \$25,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Provide parents with the necessary information and assistance to help their children to be successful in learning remotely through the district's learning management system.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will be more comfortable in working through the district's learning management system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> Parents are not familiar with the Learning Management System for the district. <b>Root Cause:</b> There is a need for additional training for parents to become familiar with the Learning Management.</p>
<p><b>Problem Statement 2:</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> There is a need for a parent liaison to provide information and feedback from Spanish speaking parents.</p>

**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.

<p><b>Strategy 1:</b> Follow the CDC/ TEA measures to mitigate the spread of COVID-19.  <b>Strategy's Expected Result/Impact:</b> To limit the spread of COVID-19 among staff and students.  <b>Staff Responsible for Monitoring:</b> Nurse                      Administrators                      Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Require all staff to complete online Safe Schools district training.  <b>Strategy's Expected Result/Impact:</b> Increase knowledge and awareness to ensure we have a safe and secure campus.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Conduct fire, disaster, lock downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.  <b>Strategy's Expected Result/Impact:</b> All staff are prepared in emergency situations.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Mitigate immediate treats to staff and students  <b>Staff Responsible for Monitoring:</b> Front office staff                      Campus police officer  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 5:</b> Develop foundations procedures for commonly used areas around the campus.  <b>Strategy's Expected Result/Impact:</b> Students and staff will have an orderly and safe school environment.  <b>Staff Responsible for Monitoring:</b> Principal                      Foundations Team  <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Culture and Climate 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

<b>Strategy 6:</b> Stockton will develop a campus culture that unifies two campuses coming together as one united campus. <b>Strategy's Expected Result/Impact:</b> Stockton will establish a cohesive unified school. <b>Staff Responsible for Monitoring:</b> Principal All Staff <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

 No Progress    
 Accomplished    
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**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<b>Problem Statement 1:</b> There is a need to establish a unified campus culture by combining students and staff from multiple campuses. <b>Root Cause:</b> Since Stockton Jr High is a new campus, there is a need to create a campus culture.
<b>Problem Statement 2:</b> There is a need to establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures. <b>Root Cause:</b> Since Stockton Jr High is a new campus, there is a need to establish PBIS Foundations procedures.

**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.

<p><b>Strategy 1:</b> Provide staff development on integration of technology across the curriculum.  <b>Strategy's Expected Result/Impact:</b> Enhance knowledge and skills of teachers to improve student achievement.  <b>Staff Responsible for Monitoring:</b> Administrators                      Campus Technology Coach                      District Instructional Coach  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Increase student opportunities for utilizing technology across the curriculum areas.  <b>Strategy's Expected Result/Impact:</b> Increase student academic achievement.  <b>Staff Responsible for Monitoring:</b> Teachers                      Librarian  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Parent and Community Engagement 1  <b>Funding Sources:</b> Computer Equipment - Title IV - \$41,122</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 3:</b> Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.  <b>Strategy's Expected Result/Impact:</b> Increase students and teachers understanding and use of the LMS.  <b>Staff Responsible for Monitoring:</b> Administrators                      Teachers                      Instructional Coaches  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> Parents are not familiar with the Learning Management System for the district. <b>Root Cause:</b> There is a need for additional training for parents to become familiar with the Learning Management.</p>



**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.

<p><b>Strategy 1:</b> Provide timely communications about campus initiatives, programs, meetings, and activities through campus SMORE Newsletter, Twitter, Facebook, and School Messenger in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> To maintain an open two-way communication with all Stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches District communications All Stakeholders</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>



No Progress



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**Performance Objective 1 Problem Statements:**

**Parent and Community Engagement**

**Problem Statement 2:** 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 a parent liaison to provide information and feedback from Spanish speaking parents.

# State Compensatory

## Personnel for Stockton Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aileen Salas	Language Arts Teacher	State Comp Ed	1.00
Amanda Dowgar	Social Studies Teacher	State Comp Ed	1.00
Ana Ceron Bonilla	Paraprofessional	State Comp Ed	1.00
David Moore	Math Teacher	State Comp Ed	1.00
Jarred Morris	Social Studies Teacher	State Comp Ed	1.00
Jeannie Dias	Paraprofessional	State Comp Ed	1.00
Kimberly Ogden	Social Studies Teacher	State Comp Ed	1.00
Loree Mendoza	Language Arts Teacher	State Comp Ed	1.00
Monica Castaneda-Soto	Math Teacher	State Comp Ed	1.00
Morris Halsey	Math Teacher	State Comp Ed	1.00
Raychelle Baines	Student Success Teacher	State Comp Ed	1.00
Shanita Mason	Language Arts Teacher	State Comp Ed	1.00
Taylor Truehill	Language Arts Teacher	State Comp Ed	1.00
Twyla Bozeman-Dean	RTI Teacher	State Comp Ed	1.00
Tyeisha Wooten	Language Arts Teacher	State Comp Ed	1.00

# Plan Notes

Row Labels	Sum of Amount	Sum of FTE
<b>Stockton</b>		
SCE		
Extra Duty	\$45,320	0.82
General Supplies	\$4,680	0.00
SCE Total	\$50,000	0.82
Title III EL		
Books	\$500	0.00
Extra Duty	\$4,500	0.08
General Supplies	\$2,500	0.00
Title III EL Total	\$7,500	0.08
Title III IMM		
Paraprofessional	\$25,000	0.45
Title III IMM Total	\$25,000	0.45
Title IV		
Computer Equipment / AV Supplies	\$41,122	0.00
Title IV Total	\$41,122	0.00
Stockton Total	\$123,622	1.36

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Tutor		\$72,534.60
1	4	3	General Ed. teaching staff for at-risk student tutorials, reading materials, calculators, and copy paper.		\$917,457.80
1	4	4	Academic Tutor		\$77,962.60
<b>Sub-Total</b>					\$1,067,955.00
<b>Budgeted Fund Source Amount</b>					\$1,067,955.00
<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
<b>Sub-Total</b>					\$7,500.00
<b>Budgeted Fund Source Amount</b>					\$7,500.00
<b>+/- Difference</b>					\$0.00
Title III - IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Bilingual Parent Liaison		\$25,000.00
<b>Sub-Total</b>					\$25,000.00
<b>Budgeted Fund Source Amount</b>					\$25,000.00
<b>+/- Difference</b>					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Computer Equipment		\$41,122.00
<b>Sub-Total</b>					\$41,122.00
<b>Budgeted Fund Source Amount</b>					\$41,122.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,141,577.00

# Addendums