

Conroe Independent School District
York Junior High School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

York Junior High will be an exemplary school community, dedicated to the highest standards of quality and excellence in all endeavors. Through effort, mutual respect, and focus on our mission and goals we will prepare our students with an education that enables them to live successfully in an ever-changing society. Working as a team, our students, parents, community members, and staff will all help to create a culture of excellence.

Vision

Continued growth for all.

Value Statement

We act with Integrity.

We embrace Diversity.

We model Dignity.

We believe everyone is Valuable.

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Culture and Climate	6
Parent and Community Engagement	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
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.	11
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	12
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	13
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.	14
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	15
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.	16
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	17
State Compensatory	19
Personnel for York Junior High School	19
Plan Notes	20
Campus Funding Summary	21
Addendums	22

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

York Junior High continues to add value to students each year as seen in previous Academic Performance Reports. For the 2018-19 school year (the most recent available state data), York received an A Accountability Rating. The growth of our students as evidenced through increased scores in most areas, reflect effective teaching.

From the 2019 TAPR, the following scores show the percentage for all grade levels at Approaches or above:

All Subjects - 90% (District - 85%)

Reading - 90% (District - 83%)

Math - 92% (District - 88%)

Science - 97% (District - 89%)

Social Studies - 90% (District 88%)

In the area of student progress, York is higher than the overall district average in all grades and subjects. We increased growth in ELA/Reading and 8th grade Math from the 2018 reports.

Student Achievement Strengths

York was able to increase scores in all areas (Approaches, Meets, and Masters) in the following subjects:

Grade 8 Reading (A - 95% 2019, 93% 2018) (Meets - 74% 2019, 63% 2018) (Masters - 48% 2019, 38% 2018)

Grade 8 Math (A - 98% 2019, 96% 2018) (Meets - 88% 2019, 80% 2018) (Masters - 48% 2019, 38% 2018)

Grade 8 Science (A - 97% 2019, 92% 2018) (Meets - 83% 2019, 78% 2018) (Masters - 56% 2019, 52% 2018)

Grade 8 Social Studies (A - 90% 2019, 85% 2018) (Meets - 61% 2019, 59% 2018) (Masters - 41% 2019, 41% 2018)

Also the scores of specific populations that were targeted increased from 2018 to 2019:

African American (all subjects)

- Approaches 83% (2019), 79% (2018)

- Meets 55% (2019), 52% (2018)

- Masters 30% (2019), 26% (2018)

Hispanic (all subjects)

- Meets 61% (2019), 58% (2018)

- Masters 35% (2019), 29% (2018)

Special Education (all subjects)

- Approaches 50% (2019), 46% (2018)

- Meets 27% (2019), 25% (2018)

Economically Disadvantaged (all subjects)

- Approaches 81% (2019), 77% (2018)

- Meets 50% (2019), 45% (2018)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Scores for Reading, Writing, and Math dropped from 2018 to 2019 across all performance levels. **Root Cause:** The need for additional training on improving planning and rigor in Professional Learning Communities previously.

Problem Statement 2: Failure rates have increased due to students working from the virtual platform. **Root Cause:** The need for additional support on how to support remote learners to be successful in a virtual setting.

Problem Statement 3 (Prioritized): York is not able to provide technology at a ratio that allows all teachers access for all classes. **Root Cause:** The need for additional ChromeBooks to support both traditional and virtual learners.

Culture and Climate

Culture and Climate Summary

The climate at York is overall warm and inviting; students and staff are celebrated for their hard work and achievements. The staff is encouraged to set high expectations for students and our students rise to those expectations. The main goal at York is to build positive relationships between staff and students in order to foster not only academic growth, but growth in all areas.

Through programs such as Grizzlies for Greatness which celebrates positive character traits in students, and Breakfast of Champions which honors academic achievements, our students are celebrated and rewarded for positive choices and participation in all life on campus.

Teachers and staff are encouraged and celebrated through monthly meals cooked and provided by the campus administration. Also, two staff members are recognized weekly by the administrative team for going above and beyond.

While this school year has brought challenges that have not been navigated previously, our staff and students continue to work towards our campus mission: York Junior High will be an exemplary school community, dedicated to the highest standards of quality and excellence in all endeavors. Through effort, mutual respect, and focus on our mission and goals we will prepare our students with an education that enables them to live successfully in an ever-changing society. Working as a team, our students, parents, community members, and staff will all help to create a culture of excellence.

Culture and Climate Strengths

- York students feel safe while on campus.
- Teachers are given a voice in decision-making through the use of PLC's and campus committees.
- Students are celebrated at monthly breakfasts for academic and social growth.
- Staff is celebrated regularly by the campus administration.
- York focuses on the mission of being a place of respect and maximum effort by all.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a lack of space in the hallways and cafeteria as our student numbers outgrow building capacity. **Root Cause:** The need to analyze current systems and make needed adjustments that will accommodate the growing population of York Junior High.

Problem Statement 2: Student cell phone use has increased during class time and passing periods. **Root Cause:** Lack consistent expectations in regards to cell phone use in the classroom.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement is very high at York. Our parents are extremely involved in many capacities. These include serving on the PTO, helping at sporting events through the Booster Club, assisting teachers in their classrooms during special activities, and many other special events. While the protocols in place this school year have changed the visitor policy on campus, our parents are still finding ways to be involved even if just with their own student's personal education. Our goal is to make all parents feel heard and supported.

The community is a big part of the culture at York. This can be seen through the involvement in our Yorkapalooza each fall. Many community businesses and individuals volunteer their time and resources to make this community-wide event a success.

Parent and Community Engagement Strengths

- Parents are heard and validated through the policy of a 24-hour communication window. This allows all parents to get information and answers timely and effectively.
- The community is very involved in our campus through activities such as Yorkapalooza or speakers at our Breakfast of Champions/Grizzlies for Greatness celebrations.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): While many parents are involved in their student's education, this is not equal among all student groups. **Root Cause:** The need to solicit feedback from parents of under-served students in order to strengthen and build parent involvement.

Priority Problem Statements

Problem Statement 1: Scores for Reading, Writing, and Math dropped from 2018 to 2019 across all performance levels.

Root Cause 1: The need for additional training on improving planning and rigor in Professional Learning Communities previously.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is a lack of space in the hallways and cafeteria as our student numbers outgrow building capacity.

Root Cause 2: The need to analyze current systems and make needed adjustments that will accommodate the growing population of York Junior High.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: While many parents are involved in their student's education, this is not equal among all student groups.

Root Cause 3: The need to solicit feedback from parents of under-served students in order to strengthen and build parent involvement.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: York is not able to provide technology at a ratio that allows all teachers access for all classes.

Root Cause 4: The need for additional ChromeBooks to support both traditional and virtual learners.

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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: York Junior High will increase scores in Domain I in all academic achievement areas by 5% (approaches, meets, and masters) in all subjects in the 2020-21 school year.

Evaluation Data Sources: TAPR, District Benchmarks, State Assessments

Summative Evaluation: None

<p>Strategy 1: Teachers will continue to improve best practices through the use of planning as PLC's and improving best practices through continuous professional development and growth.</p> <p>Strategy's Expected Result/Impact: Increase rigor and improve teaching in the classroom which, in turn, will increase student growth and achievement.</p> <p>Staff Responsible for Monitoring: Campus and District Instructional Coaches, Team Leaders, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Data-driven small groups and pull-outs will be utilized during campus-wide advisory time to either enrich students towards the Masters level or intervene with struggling students.</p> <p>Strategy's Expected Result/Impact: Students will be given more one-on-one assistance in the small setting in order to meet individual needs and improve growth and achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coaches, administration</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional support for at risk students - State Comp Ed - \$276,133, Instructional Material for EL population - Title III - \$3,500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Scores for Reading, Writing, and Math dropped from 2018 to 2019 across all performance levels. Root Cause: The need for additional training on improving planning and rigor in Professional Learning Communities previously.</p>

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.

<p>Strategy 1: Use appropriate funds to provide useful professional development to teachers and additions to the growing building.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow and improve their craft therefore student learning will improve, as well. As construction to the building continues, there will be more spaces for student movement and learning to take place.</p> <p>Staff Responsible for Monitoring: Administration, Financial Secretary</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: PLC Conference - Title IV - \$3,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Use appropriate fund to provide needed technology to students and teachers.</p> <p>Strategy's Expected Result/Impact: Students will have better access to course content both at school and at home which will increase their engagement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 3: York is not able to provide technology at a ratio that allows all teachers access for all classes. Root Cause: The need for additional ChromeBooks to support both traditional and virtual learners.</p>
Culture and Climate
<p>Problem Statement 1: There is a lack of space in the hallways and cafeteria as our student numbers outgrow building capacity. Root Cause: The need to analyze current systems and make needed adjustments that will accommodate the growing population of York Junior High.</p>

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.

<p>Strategy 1: York will provide mentor support for all new teachers to campus. Strategy's Expected Result/Impact: Teachers new to York will learn the expectations of the campus, and staff new to teaching in general will have support in the ever changing role of a classroom teacher. Staff Responsible for Monitoring: Administration, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize campus and district instructional coaches to grow and develop classroom teachers both new and veteran. Strategy's Expected Result/Impact: All teachers will work towards goals and improve their instruction. Staff Responsible for Monitoring: Administration, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 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.

Strategy 1: Provide safe opportunities for parents and community members to engage in events. Strategy's Expected Result/Impact: Parents and community members will feel more connected to the staff and students. Staff Responsible for Monitoring: Administrators Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: While many parents are involved in their student's education, this is not equal among all student groups. Root Cause: The need to solicit feedback from parents of under-served students in order to strengthen and build parent involvement.

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>Strategy 1: York will ensure that everyone on campus follows proper protocols for maintaining a safe environment during COVID-19. These include: sanitizing stations throughout the building, sanitizing desks and materials between classes, mask wearing by all staff and students, and distancing protocols.</p> <p>Strategy's Expected Result/Impact: York will assist students and staff in remaining safe and healthy.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Nurse, Staff</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: York will conduct all necessary drills to ensure the effectiveness of the Emergency Operations Plan at the district and campus level.</p> <p>Strategy's Expected Result/Impact: Staff and students will know and understand how to operate during emergency situations.</p> <p>Staff Responsible for Monitoring: Administration, Campus Police, Staff, Teachers</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Solicit input from teachers, parents and students to determine safety needs.</p> <p>Strategy's Expected Result/Impact: The ability to identify perceived areas of concern for safety including but not limited to common areas and classrooms.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: There is a lack of space in the hallways and cafeteria as our student numbers outgrow building capacity. Root Cause: The need to analyze current systems and make needed adjustments that will accommodate the growing population of York Junior High.</p>
Parent and Community Engagement
<p>Problem Statement 1: While many parents are involved in their student's education, this is not equal among all student groups. Root Cause: The need to solicit feedback from parents of under-served students in order to strengthen and build parent involvement.</p>

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>Strategy 1: Staff will be trained on new technology and online learning opportunities.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their knowledge of educational technology and it's use as a learning tool.</p> <p>Staff Responsible for Monitoring: District and campus technology coaches, administration</p> <p>Funding Sources: Chrome books, calculators - State Comp Ed - \$15,000, Chromecarts - Title IV - \$13,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



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.

<p>Strategy 1: Campus will continue to provide weekly communication with parents through newsletters, emails, and a parent Facebook page.</p> <p>Strategy's Expected Result/Impact: Parents will stay informed of what is happening on campus so that they feel included and have any questions answered in a timely manner.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for York Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Yeager	Teen Leadership Teacher	State Comp Ed	1.00
Anna Rodriguez	College Career Readiness Teacher	State Comp Ed	1.00
Lisa Scott	Language Arts Teacher	State Comp Ed	1.00
Mikaela Reese	Math Teacher	State Comp Ed	1.00
Nichole Witt	Language Arts Teacher	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
York		
SCE		
Computer Equipment / AV Supplies	\$8,000	0.00
Extra Duty	\$500	0.01
General Supplies	\$1,500	0.00
Instructional Support for At-Risk-Students	\$281,133	5.00
SCE Total	\$291,133	5.01
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$2,000	0.04
General Supplies	\$500	0.00
Title III EL Total	\$3,500	0.04
Title IV		
Computer Equipment / AV Supplies	\$16,000	0.00
Title IV Total	\$16,000	0.00
York Total	\$310,633	5.05

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional support for at risk students		\$276,133.00
6	1	1	Chrome books, calculators		\$15,000.00
Sub-Total					\$291,133.00
Budgeted Fund Source Amount					\$291,133.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Material for EL population		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	PLC Conference		\$3,000.00
6	1	1	Chromecarts		\$13,000.00
Sub-Total					\$16,000.00
Budgeted Fund Source Amount					\$16,000.00
+/- Difference					\$0.00
Grand Total					\$310,633.00

Addendums