

Conroe Independent School District
York Junior High School
2021-2022 CIP Board Item



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	7
Parent and Community Engagement	8
Priority Problem Statements	9
Goals	10
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.	11
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.	15
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.	17
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.	18
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.	21
Title I Schoolwide Elements	23
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	24
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
Campus Funding Summary	24

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

York Junior High received a 2019 Overall Texas Accountability Rating of an A, and our students continue to perform above the district's average for the approaches level on all STAAR tests.

Subject:

STAAR Writing

Grade Level:

7th Grade

York	Total Students	Approaches	Meets	Masters
All Students	757	84.54%	52.05%	16.51%
Hispanic	175	79.43%	41.14%	9.71%
Black	99	70.71%	28.28%	13.13%
Sped	29	37.93%	10.34%	0%
LEP	41	53.66%	24.39%	4.88%

Subject:

STAAR Reading

Grade Level:

7th Grade

York	Total Students	Approaches	Meets	Masters
All Students	795	86.29%	66.7%	44.15%
Hispanic	190	82.63%	82.63%	38.42%
Black	110	71.23%	79.09%	30.91%
Sped	44	36.36%	36.36%	9.09%
LEP	46	67.39%	67.39%	17.39%

Subject:

Mathematics

Grade Level:

7th Grade

York	Total Students	Approaches	Meets	Masters
All Students	382	71.47%	33.25%	6.81%
Hispanic	112	76.79%	34.82%	8.04%
Black	80	56.25%	23.75%	0%
Sped	38	28.95%	5.26%	2.63%
LEP	37	67.57%	35.14%	5.41%

Subject:

Mathematics

Grade Level:

8th Grade

York	Total Students	Approaches	Meets	Masters
All Students				
Hispanic	127	88.98%	59.84%	9.45%
Black	79	78.48%	41.77%	3.80%
Sped	35	51.43%	25.71%	0%
LEP	27	77.78%	37.04%	3.70%

Subject:

Mathematics

Grade Level:

7th Pre-Algebra

York	Total Students	Approaches	Meets	Masters
All Students				
Hispanic	66	100%	93.94%	60.61%

Subject:

Mathematics

Black	28	100%	92.86%	53.57%
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Subject:

Reading

Grade Level:

8th Grade

York	Total Students	Approaches	Meets	Masters
All Students	774	83.72%	62.92%	36.05%
Hispanic	184	77.72%	52.17%	22.28%
Black	115	81.74%	55.65%	25.22%
Sped	41	34.15%	9.76%	7.32%
LEP	28	32.14%	14.29%	7.14%

Subject:

Social Studies

Grade Level:

8th Grade

York	Total Students	Approaches	Meets	Masters
All Students	730	79.73%	50.96%	30.55%
Hispanic	176	65.34%	38.64%	22.16%
Black	102	68.63%	32.35%	16.67%
Sped	33	24.24%	6.06%	3.03%
LEP	27	37.04%	11.11%	7.41%

Subject:

Science

Grade Level:

8th Grade

York	Total Students	Approaches	Meets	Masters
All Students	764	91.1%	78.01%	59.82%
Hispanic	181	87.85%	70.17%	46.96%
Black	114	87.72%	58.77%	40.35%
Sped	37	45.95%	32.43%	13.56%
LEP	28	64.29%	42.86%	25%

Student Achievement Strengths

York Junior High maintains a foundation of academic achievement through a commitment to the Professional Learning Community (PLC) structure. This helps us maintain a safe and collaborative environment for all learners and educators in our school. Through the work of our PLCs, we are able to ensure quality, first time instruction in every course. When students need additional support or additional enrichment opportunities, the collaboration that our PLCs provide offer opportunities for students to learn from other teachers so that the strengths and needs of each student are addressed.

At York, we pride ourselves on knowing every student by name, strength, and need. We are a community of learners, and our acknowledgment that we all have areas where we can contribute to others and areas where we need to grow ourselves helps us cultivate the collaborative community in which we all grow. Our campus focus is on the three Es: Engagement, Equity, and Excellence. By creating engaging experiences for all learners, ensuring equitable opportunities for all learners, and striving to achieve excellent academic outcomes for all learners, we are able to grow and achieve these goals together.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students we have enrolled in advanced academic coursework is below the percentage enrolled at comparable schools in our district. [Excellence] **Root Cause:** Parents may not fully understand the value of taking advanced academic coursework in junior high, and our campus practices do not promote retention in these classes once students are enrolled.

Problem Statement 2 (Prioritized): Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard than students at other junior high schools of similar size and demographics. [Engagement] **Root Cause:** RtI, Professional Learning Communities, and enrichment are not implemented with fidelity in a consistent, systematic manner.

Problem Statement 3 (Prioritized):

Some students are exhibiting signs of learning loss and academic gaps that cause them to struggle to master grade-level TEKS and coursework. [Engagement] **Root Cause:** The challenges of pandemic teaching and learning from virtual learners, those who were quarantined, those who chose to home-school, etc. have led to inconsistent learning outcomes among students.

Problem Statement 4 (Prioritized): Students receiving special education services performed lower than the district average on state assessments. **Root Cause:** All teachers are not trained to implement achievement strategies for special education students.

Problem Statement 5 (Prioritized): Students from economically disadvantaged households performed lower than the district average on state assessments. **Root Cause:** All teachers are not trained to implement achievement strategies for economically disadvantaged students.

Problem Statement 6: English learner students performed lower than the district average on state assessments. **Root Cause:** Teachers are not equipped with differentiated instruction strategies to meet the needs of this population.

Problem Statement 7: US History STAAR scores dropped 11% in the 2020-2021 school year. **Root Cause:** Instruction did not include the full breadth of the US History TEKS.

Problem Statement 8: STAAR scores on process standards in all tested subjects have declined over the past two years. **Root Cause:** There is a lack of targeted instruction that implements process TEKS.

Culture and Climate

Culture and Climate Summary

The campus culture and climate of York Junior High is positive.

We support our staff so they can consistently meet expectations of administrators, parents, and students.

We recognize the critical importance of building relationships with each other, our students, and our community, and strive to improve these relationships with every interaction.

We continue to work to retain the best staff possible for our school, and support their growth.

We know that each person in our York community makes THE difference for our school.

We recognize that cultural responsiveness is an important part of what makes our school, and our feeder, great, and we consistently work to grow our practices so everyone has an inclusive space to work, learn, and grow.

We celebrate each other, no matter how big or small.

We listen to each other. Everyone has a voice at the table.

We work to demonstrate the Grizzly GROWL core values in all that we do!

Culture and Climate Strengths

- Students are celebrated regularly for demonstrating our GROWL traits (Growth, Respect, Ownership, Work Ethic, and Leadership).
- Teachers are given a voice in the decision-making processes on campus.
- The diversity of our students and staff is viewed as a strength and is celebrated.
- Community pride in our school is strong, and the school receives consistent parental support.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There has been a lack of consistency in implementing systems (ex. PBIS) and creating norms on campus. [Engagement] **Root Cause:** Many of these structures were principal-led, rather than teacher-led, so when there was principal turnover, the systems and processes were abandoned.

Problem Statement 2: There is a lack of alignment of student expectations with Grand Oaks High School to promote developmentally-appropriate behaviors in junior high that will lead to success in high school. [Excellence] **Root Cause:** Vertical alignment processes in the Grand Oaks feeder are still being developed, so this is a work in progress.

Problem Statement 3: The prevalent campus culture and campus practices do not reflect the diversity of our community population. [Equity] **Root Cause:** As our school has moved to being a part of a new feeder, practices have not been reevaluated to ensure they reflect the needs of our community.

Parent and Community Engagement

Parent and Community Engagement Summary

Our York parents and community are actively engaged in all campus activities and events. York Junior High also has an active and supportive PTO that involves the community, teachers, and students. They provide resources for teachers and students, host events for students and families, and host celebrations for our staff and students.

Parent and Community Engagement Strengths

- Parents are active voices in our school community. Many of them feel comfortable voicing praise, concerns, and suggestions to all staff on campus.
- Our community is overwhelmingly supportive of the school, and they are active participants in all school activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Family engagement is stronger in some parent groups than others. **Root Cause:** We do not have any non-traditional avenues for families to be involved with the school. If parents do not have the ability to engage with us during school hours, they have minimal opportunities to be heard.

Problem Statement 2: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being.

Problem Statement 3: Some parents are reluctant to communicate directly with their child's teacher about problems related to their classrooms or content. **Root Cause:** We have not actively encouraged proactive communication and conflict resolution conversations between parents and teachers.

Priority Problem Statements

Problem Statement 2: The percentage of students we have enrolled in advanced academic coursework is below the percentage enrolled at comparable schools in our district. [Excellence]

Root Cause 2: Parents may not fully understand the value of taking advanced academic coursework in junior high, and our campus practices do not promote retention in these classes once students are enrolled.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: There has been a lack of consistency in implementing systems (ex. PBIS) and creating norms on campus. [Engagement]

Root Cause 4: Many of these structures were principal-led, rather than teacher-led, so when there was principal turnover, the systems and processes were abandoned.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 1: Family engagement is stronger in some parent groups than others.

Root Cause 1: We do not have any non-traditional avenues for families to be involved with the school. If parents do not have the ability to engage with us during school hours, they have minimal opportunities to be heard.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 3: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard than students at other junior high schools of similar size and demographics. [Engagement]

Root Cause 3: RtI, Professional Learning Communities, and enrichment are not implemented with fidelity in a consistent, systematic manner.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Some students are exhibiting signs of learning loss and academic gaps that cause them to struggle to master grade-level TEKS and coursework. [Engagement]

Root Cause 5: The challenges of pandemic teaching and learning from virtual learners, those who were quarantined, those who chose to home-school, etc. have led to inconsistent learning outcomes among students.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students receiving special education services performed lower than the district average on state assessments.

Root Cause 6: All teachers are not trained to implement achievement strategies for special education students.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Students from economically disadvantaged households performed lower than the district average on state assessments.

Root Cause 7: All teachers are not trained to implement achievement strategies for economically disadvantaged students.

Problem Statement 7 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: Increase the number of seventh grade students who successfully complete Pre-Algebra by at least 70 students.

Evaluation Data Sources: Course enrollment data
Course grade reports

Strategy 1 Details
<p>Strategy 1: Recruit a cohort of students who qualified but did not select Pre Algebra, and assign them to one teacher trained to support their success.</p> <p>Strategy's Expected Result/Impact: Retain at least 70 students in the cohort so they are eligible and prepared to take Algebra in eighth grade.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Guided Math Training for Math Teachers - ESSER - \$69,182</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students we have enrolled in advanced academic coursework is below the percentage enrolled at comparable schools in our district. [Excellence] Root Cause: Parents may not fully understand the value of taking advanced academic coursework in junior high, and our campus practices do not promote retention in these classes once students are enrolled.</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 2: Increase the percentage of economically disadvantaged students passing at the Meets grade level on STAAR reading from 49% to 53%.

Evaluation Data Sources: Interim Assessment data
STAAR data

Strategy 1 Details
<p>Strategy 1: Provide intervention support for students who have deficits in vocabulary development and comprehension. Strategy's Expected Result/Impact: Increase the number of students reading on or above grade level by 50%. Staff Responsible for Monitoring: Administrators and teachers Problem Statements: Student Achievement 5 Funding Sources: ELA Teachers for At-Risk Students - State Comp Ed - \$156,246</p>
Strategy 2 Details
<p>Strategy 2: Provide professional development for Language Arts teachers to support high quality initial instruction. Strategy's Expected Result/Impact: Increase student literacy through implementing new teaching strategies. Staff Responsible for Monitoring: Teachers Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Professional Development - ESSER - \$55,240</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 5: Students from economically disadvantaged households performed lower than the district average on state assessments. Root Cause: All teachers are not trained to implement achievement strategies for economically disadvantaged students.</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: Increase the percentage of special education students passing at the Meets standard from 36% to 40%.

Evaluation Data Sources: Interim Assessment
STAAR Math

Strategy 1 Details
<p>Strategy 1: Collaboration with special education teachers in planning to move more kids to grade level TEKS.</p> <p>Strategy's Expected Result/Impact: More students will access grade level standards and show progress towards grade level expectations.</p> <p>Staff Responsible for Monitoring: Administrators, campus coach, teacher</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: ELA Teacher for At-Risk Students - State Comp Ed - \$72,443</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 4: Students receiving special education services performed lower than the district average on state assessments. Root Cause: All teachers are not trained to implement achievement strategies for special education students.</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 4: Increase the percentage of all students passing the Meets standard on all STAAR tests by 5%.

Evaluation Data Sources: Interim Assessments
Common Formative Assessments
STAAR Exams

Strategy 1 Details
<p>Strategy 1: Targeted tutorials for students demonstrating learning loss or achievement gaps. Strategy's Expected Result/Impact: Close the learning loss gap to help students meet grade-level standards. Staff Responsible for Monitoring: Teachers Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Extra duty pay for student tutorials - ESSER - \$34,456</p>
Strategy 2 Details
<p>Strategy 2: Purchase high interest novels for classroom libraries. Strategy's Expected Result/Impact: Increase student engagement in Language Arts classrooms. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Classroom novels - ESSER - \$1,000</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 3: Some students are exhibiting signs of learning loss and academic gaps that cause them to struggle to master grade-level TEKS and coursework. [Engagement] Root Cause: The challenges of pandemic teaching and learning from virtual learners, those who were quarantined, those who chose to home-school, etc. have led to inconsistent learning outcomes among students.</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 5: All English Learners will show one proficiency level of growth on all TELPAS measures.

Evaluation Data Sources: TELPAS Data

Strategy 1 Details
<p>Strategy 1: Incorporate more complex grammar structures into daily lessons.</p> <p>Strategy's Expected Result/Impact: Improve writing and speaking proficiency of students.</p> <p>Staff Responsible for Monitoring: ESL Teacher Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</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 management of resources and operations.

Evaluation Data Sources: Financial reports

Strategy 1 Details
<p>Strategy 1: Regular planning, monitoring, and meeting with staff responsible for financial reports.</p> <p>Strategy's Expected Result/Impact: Efficient financial management</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 2: To improve instructional leadership of the administration team.

Evaluation Data Sources: Data in Strive
Book study participation

Strategy 1 Details
<p>Strategy 1: Participate in What Great Principals Do Different book study.</p> <p>Strategy's Expected Result/Impact: Grow leadership capacity in Assistant Principals</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</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 that reflect the demographics of the campus.

Evaluation Data Sources: Campus staff demographic data

Strategy 1 Details
<p>Strategy 1: Ensure a consistent list of substitute teachers who can support instruction during excessive teacher absences to maintain academic integrity.</p> <p>Strategy's Expected Result/Impact: Continued quality instruction during teacher absences</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Substitute teachers - State Comp Ed - \$18,067</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff while addressing the social, emotional, and well being of students.

Evaluation Data Sources: Teen Leadership student rosters

Strategy 1 Details
<p>Strategy 1: Ensure students are granted opportunities to receive electives geared towards student need.</p> <p>Strategy's Expected Result/Impact: Students in teen leadership acquire skills to help navigate their needs.</p> <p>Staff Responsible for Monitoring: Teen Leadership staff</p> <p>Funding Sources: Teen Leadership Teacher for At-Risk Students - State Comp Ed - \$83,983</p>
Strategy 2 Details
<p>Strategy 2: Hire a Positive Behavior Support Liaison to implement Foundations on campus and support the social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Students will have systems of support to meet their social and emotional needs.</p> <p>Staff Responsible for Monitoring: PBIS Liaison Support Services Liaison Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: PBIS Liaison (2 Years) - ESSER - \$134,995</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: There has been a lack of consistency in implementing systems (ex. PBIS) and creating norms on campus. [Engagement] Root Cause: Many of these structures were principal-led, rather than teacher-led, so when there was principal turnover, the systems and processes were abandoned.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: To provide opportunities at school for families to be engaged in academic and social events.

Evaluation Data Sources: Attendance at school-sponsored events

Strategy 1 Details
<p>Strategy 1: Host academic night to showcase student accomplishments.</p> <p>Strategy's Expected Result/Impact: Allow parents to see the academic work students are doing at school.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Provide timely, effective communication to families and the community.

Evaluation Data Sources: Parent Newsletter engagement data

Strategy 1 Details
<p>Strategy 1: Send a concise, digital newsletter using Smore to parents at least once a month.</p> <p>Strategy's Expected Result/Impact: Provide consistent communication with parents.</p> <p>Staff Responsible for Monitoring: Principal</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: Increase the number of Bilingual/ESL students showing progress on TELPAS from 42% to 45%.

Evaluation Data Sources: TELPAS
Campus based assessments

Strategy 1 Details
<p>Strategy 1: Continue to utilize research based practices that increase linguistic attainment and academic success for this student group.</p> <p>Strategy's Expected Result/Impact: TELPAS scores to increase from 42% to 45%</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Funding Sources: EL Instructional materials and tutoring - Title III - \$3,000, Instructional material and books - State Comp Ed - \$18,067, Bilingual/ESL instructional material and books - Title III - \$500</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: Ensure that all students and staff utilize technology to maximize learning for all students and enhance the educational practices of teachers.

Strategy 1 Details
<p>Strategy 1: Utilize software to create student-led lessons that allow for small group or personalized learning.</p> <p>Strategy's Expected Result/Impact: Increase student engagement on targeted TEKS to support mastery.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Nearpod License - ESSER - \$15,000</p>
Strategy 2 Details
<p>Strategy 2: Purchase Chromebooks so more classrooms have daily access to student computers.</p> <p>Strategy's Expected Result/Impact: Allow teachers to incorporate engaging technology applications in lessons.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Chromebooks - ESSER - \$33,441</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard than students at other junior high schools of similar size and demographics. [Engagement] Root Cause: RtI, Professional Learning Communities, and enrichment are not implemented with fidelity in a consistent, systematic manner.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ELA Teachers for At-Risk Students		\$156,246.00
1	3	1	ELA Teacher for At-Risk Students		\$72,443.00
3	1	1	Substitute teachers		\$18,067.00
4	1	1	Teen Leadership Teacher for At-Risk Students		\$83,983.00
5	1	1	Instructional material and books		\$18,067.00
Sub-Total					\$348,806.00
Budgeted Fund Source Amount					\$348,806.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	EL Instructional materials and tutoring		\$3,000.00
5	1	1	Bilingual/ESL instructional material and books		\$500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Math Training for Math Teachers		\$69,182.00
1	2	2	Professional Development		\$55,240.00
1	4	1	Extra duty pay for student tutorials		\$34,456.00
1	4	2	Classroom novels		\$1,000.00
4	1	2	PBIS Liaison (2 Years)		\$134,995.00
5	2	1	Nearpod License		\$15,000.00
5	2	2	Chromebooks		\$33,441.00
Sub-Total					\$343,314.00
Budgeted Fund Source Amount					\$343,314.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$695,620.00