

**Conroe Independent School District**  
**York Junior High School**  
**2023-2024 Improvement Plan**



# Mission Statement

York Junior High will provide knowledge, skills and respectful collaboration that will prepare all students to be meaningful contributors within their school and community.

## Vision

Continued growth for all.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

For the 22-23 school year, York Junior High met all three target areas:

Domain 1: Student Achievement

Domain 2: School Progress

Domain 3: Closing Performance Gaps

These scores result in York Junior High receiving a 2023 Accountability A Rating.

On the 2023 STAAR, the following scores for all grades show the percentage of students who were at the Meets Grade Level standard or above. We are proud to report that York Junior High students outperformed the District averages in all content areas:

Reading-71%

Math- 70%

Science- 73%

Social Studies- 57%

While the campus shows overall strong scores in comparison to other school districts, there are still some gaps in student groups within our campus. These groups include special education students and economically disadvantaged. These areas need to be targeted for more personalized learning, in order to meet set targets.

### Student Achievement Strengths

York Junior High continues to push students to the Masters level in all subjects. Additionally, our 7th and 8th grade students met or improved in the Meets category based on previous years' scores. We are proud to say that we increased our overall enrollment in our Math Honors classes by 100 students, and the Meets category stayed consistent. Although our teachers are still working to improve the overall percentage of students earning Masters Level in Math, we can identify the strength that we pushed students to take risks and enroll in more Honors Level classes.

Our special education population continues to be an area of focus for York Junior High; however, we are proud to report that in several areas of RLA and Math that our students made improvements in several areas. Specifically in 8th Grade Math, our special education students increased up to 10% in Meets and Masters.

The campus is proud to have earned an Accountability Rating of A for the 22-23 school year. Additionally, we received an A rating for Student Achievement. York Junior High continues to work hard to promote collaboration among students, hands on experiences, and individualized learning to promote student success.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students were not properly exposed to enough practice time with new STAAR-mandated question types, especially in Math. **Root Cause:** Math departments at York Junior High did not have adequate enough technological resources to allow for this practice.

**Problem Statement 2 (Prioritized):** RLA STAAR scores decreased in the Masters category by 10%. **Root Cause:** There was not much exposure for students to read literature on high levels.

**Problem Statement 3 (Prioritized):** Science STAAR scores decreased by 13% in the Masters category in 8th Grade. **Root Cause:** Several staff members resigned mid year, causing for lack of exposure to labs for those students.

**Problem Statement 4 (Prioritized):** Math EOC scores decreased 16% in the Masters category. **Root Cause:** Over 100 students were moved into the Honors level classroom without having previous exposure to honors content.

**Problem Statement 5:** 7th Grade Math STAAR scores decreased in all three categories (App, Meets, Masters). **Root Cause:** Proper PLC procedures and protocols were not followed to allow for high quality instruction.

**Problem Statement 6 (Prioritized):** Overall, the Economically Disadvantaged students decreased in the Approaches category in all four subjects. **Root Cause:** Multiple math and RLA teachers resigned in the middle of the year, causing lack of appropriate exposure to content.

**Problem Statement 7 (Prioritized):** Special Education students scored the lowest at Approaches in all categories. **Root Cause:** Teachers believe the classes were created in an unbalanced way, not allowing special education students to be instructed along with general education students in the least restrictive environment.

**Problem Statement 8:** Lack of available technology has caused students to not perform at high levels with online exams. **Root Cause:** Not all core classrooms were given opportunities to have the new Chromebooks.

**Problem Statement 9:** Moving to block scheduling late in the summer caused discrepancies, confusion, and decreases in overall students' academic support. **Root Cause:** No training was provided to teachers to fully understand how to teach in a 90-minute period.

# Culture and Climate

## Culture and Climate Summary

At York Junior High, the staff has undergone training to implement strong values, expectations, and procedures in our day-to-day campus life. We strive to hire personnel that portray a "kid first" vision, and will do what it takes to make learning experiences for the students fun and engaging.

Students' academic, social and emotional needs are a priority. Additionally, the campus works hard to include all staff to have a voice. York Junior High strives to ensure a safe and orderly environment conducive to learning for all students and staff. The campus currently provides many opportunities for staff to collaborate, connect, and network during PLC, conference periods, and before/after school. York Junior High strives to ensure a safe and orderly environment conducive to learning for all students and staff through Positive Behavior Intervention Systems (PBIS), such as Foundations and CHAMPS. Staff members work hard to help students 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.

## Culture and Climate Strengths

The staff at York Junior High have developed healthy relationships with one another with a student-centered mindset. They trust one another, collaborate together, and work for the greater success of all students. Additionally, staff members at York work to send out positive messages to students through "Students Achieving Excellence" (SAE) awards every Friday.

Students are celebrated every month through the "Grizzlies for Greatness" character awards. Students who follow the Grizzly GROWL and work to promote a growth mindset, respect, ownership, work ethic, and leadership are spotlighted and honored in a special ceremony. The "Breakfast of Champions" ceremony that takes place two times each semester recognizes students who go above and beyond in everything they do, including academics, fine arts, athletics, and conduct.

Counselors at York Junior High offer daily support through problem-solving techniques, individual support, and anti-bullying strategies. They also offer a school wide mentor program in which students who need a connection for self-confidence and academic needs are given time to build relationships with the adults on campus.

The Grizzly GROWL is an acronym that is aligned with everything we do at York Junior High. It is posted in every classroom, discussed on the broadcast announcements, and used as a resource for supporting students who struggle with behavior. Students are expected to embrace the Grizzly GROWL in order to build on their character and become ready for adulthood.

A variety of student clubs are now offered at York Junior High to allow students to build on individual strengths and skills. This allows students to connect with one another outside their classroom. Clubs include Broadcast Club, Yearbook, Dungeons and Dragons Club, Chess Club, Boys to Men, Student Council, and much more. Additionally, the campus has a Leadership Academy which empowers student leaders to have a voice about current events on campus.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The Foundations Team implemented strong ideas to improve procedures, but there was minimal follow through and progress monitoring. **Root Cause:** The Foundations Team did not have adequate training on how to take data on implementation.

**Problem Statement 2:** Students and staff did not feel safe in the building, and staff did not feel a great sense of self worth. **Root Cause:** Staff felt that the discipline they saw in the building did not have effective consequences.

**Problem Statement 3 (Prioritized):** There were not a lot of extra curricular opportunities to meet the needs of all students. **Root Cause:** Teachers did not volunteer extra time for school clubs, due to feeling unappreciated and unsupported.

**Problem Statement 4:** Over 50 positions were vacant at the end of the school year. **Root Cause:** Staff members felt unappreciated, unsupported, and worked in a hostile environment.

**Problem Statement 5:** There are discrepancies between the number of discipline referrals (1900) vs the number of reportable consequences (18). **Root Cause:** Assistant Principals were not given adequate training on assigning consequences to match the behavior.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The parents and community members of York Junior High are an essential component to the child's educational career. The campus is committed to improving parent/staff/student relationships between the school and the home. Parents are encouraged to be an active participation of academic and social events happening at York Junior High.

The campus has multiple media and communication outputs to ensure the community is aware of what is happening at York Junior High. Some examples include emails from the school, monthly newsletters from the principal, weekly emails from teachers, social media posts, and more. Parents are encouraged to contact the child's teacher or counselor when questions and concerns arise.

## Parent and Community Engagement Strengths

York Junior High has a very involved Parent Teacher Organization and Athletic Booster Club. They work closely with administration and teachers on campus to develop school wide supports for all students. These include Spirit Nights which support local community business, various school dances and awards ceremonies, and "Yorkapalooza," which are community outreach events that also support instruction and giving back to the staff.

The parent community has also engaged closely with York Junior High to bring modern day supplies and needs to improve the overall "feel" of the campus.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** There was minimal parent/community communication (social media, newsletters, texts). **Root Cause:** Social media sites were not ever utilized by administration, nor were expectations and guidelines shared for parent communication.

**Problem Statement 2:** Parents did not feel welcome to volunteer in the building. **Root Cause:** Volunteers and extra support from the community were not allowed post Covid.

**Problem Statement 3 (Prioritized):** There was a barrier between the teachers and parents, involving trust and academic needs. **Root Cause:** Parents were often given information before teachers were in the know.

**Problem Statement 4:** There were no opportunities for parent nights where the community can be actively engaged in their child's social/emotional upbringing. **Root Cause:** Parents felt that lack of communication from admin and teachers caused a barrier.

**Problem Statement 5:** Based on conferences with parents, their perception of the campus is that is is unwelcoming. **Root Cause:** Procedures and expectations were not seen as important.



# Priority Problem Statements

**Problem Statement 1:** RLA STAAR scores decreased in the Masters category by 10%.

**Root Cause 1:** There was not much exposure for students to read literature on high levels.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Science STAAR scores decreased by 13% in the Masters category in 8th Grade.

**Root Cause 2:** Several staff members resigned mid year, causing for lack of exposure to labs for those students.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Math EOC scores decreased 16% in the Masters category.

**Root Cause 3:** Over 100 students were moved into the Honors level classroom without having previous exposure to honors content.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Overall, the Economically Disadvantaged students decreased in the Approaches category in all four subjects.

**Root Cause 4:** Multiple math and RLA teachers resigned in the middle of the year, causing lack of appropriate exposure to content.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Special Education students scored the lowest at Approaches in all categories.

**Root Cause 5:** Teachers believe the classes were created in an unbalanced way, not allowing special education students to be instructed along with general education students in the least restrictive environment.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** The Foundations Team implemented strong ideas to improve procedures, but there was minimal follow through and progress monitoring.

**Root Cause 6:** The Foundations Team did not have adequate training on how to take data on implementation.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** There were not a lot of extra curricular opportunities to meet the needs of all students.

**Root Cause 7:** Teachers did not volunteer extra time for school clubs, due to feeling unappreciated and unsupported.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** There was minimal parent/community communication (social media, newsletters, texts).

**Root Cause 8:** Social media sites were not ever utilized by administration, nor were expectations and guidelines shared for parent communication.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 9:** There was a barrier between the teachers and parents, involving trust and academic needs.

**Root Cause 9:** Parents were often given information before teachers were in the know.

**Problem Statement 9 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements 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**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# 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:** RLA STAAR scores will increase in the Masters Level by 5% in both grade levels.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will work in only one PLC/Planning session to specifically target Honors students and the rigor of the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their Masters level scores due to the teacher pedagogy increasing in delivery of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus ELA Instructional Coach, Assistant Principal over ELA Department, Student Success Manager, ELA Department Chair</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Campus ELA Instructional Coach - State Comp Ed - \$36,966, Student Success Manager - State Comp Ed - \$20,364.50</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will work in PLC to disaggregate data in order to target specific TEKS and provide interventions to students who do not master the skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to target the specific TEKS that need additional teaching and time for students to master the objectives in order to increase capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Campus ELA Instructional Coach, Assistant Principal over ELA Department, Student Success Manager, ELA Department Chair</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Campus ELA Instructional Coach - State Comp Ed - \$36,966, Student Success Manager - State Comp Ed - \$20,364.85, General Supplies - Title III - \$3,100</p>	Formative		
	Dec	Mar	June
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



**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> RLA STAAR scores decreased in the Masters category by 10%. <b>Root Cause:</b> There was not much exposure for students to read literature on high levels.</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:** Science STAAR scores will increase in the Masters Level (8th grade) by 5%.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will work in only one PLC/Planning session to specifically target Honors students and the rigor of the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase in the Master's levels scores, because the teachers pedagogy will be increased.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Science Instructional Coach, Assistant Principal over Science department, Department Chair</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Science Campus Instructional Coach - State Comp Ed - \$38,399.50</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lab opportunities and hands on experiments will increase in the Honors level classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing real life experiences with lab work will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Science Instructional Coach, Assistant Principal over Science department, Department Chair</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Campus Science Instructional Coach - State Comp Ed - \$38,399.50</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

## Student Achievement





**Problem Statement 3:** Science STAAR scores decreased by 13% in the Masters category in 8th Grade. **Root Cause:** Several staff members resigned mid year, causing for lack of exposure to labs for those students.



**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:** Math EOC scores will increase in the Masters Level by 8%.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will implement formative assessments through reflections, so that students may convey understanding of content.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to use "on the spot" assessments to ensure student understanding of content is being mastered.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Math Instructional Coach, Assistant Principal over Math department, Student Success Manager, Department Chair</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Campus Math Instructional Coach - State Comp Ed - \$38,399.50, Student Success Manager - State Comp Ed - \$20,364.85</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will participate in PLC 2-3 times per week, with a targeted agenda focused on data and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to target the specific TEKS that need additional teaching and time for students to master the objectives in order to increase capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Math Instructional Coach, Student Success Manager, Assistant Principal over Math department, Department Chair</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Campus Math Instructional Coach - State Comp Ed - \$38,399.50, Student Success Manager - State Comp Ed - \$20,364.85</p>	Formative		
	Dec	Mar	June
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**Performance Objective 3 Problem Statements:**





**Student Achievement**

**Problem Statement 4:** Math EOC scores decreased 16% in the Masters category. **Root Cause:** Over 100 students were moved into the Honors level classroom without having previous exposure to honors content.

**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:** In all tested subjects, Economically Disadvantaged students will increase in the Approaches category between 3-5%.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> In PLC, teachers will disaggregate assessment data by looking at overall achievement, as well as targeting and identifying Eco Dis students for academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> By taking time to target Economically Disadvantaged students for tutoring and interventions, they will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, Instructional Coaches, Department Chairs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> Teacher - State Comp Ed - \$74,725</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 6:</b> Overall, the Economically Disadvantaged students decreased in the Approaches category in all four subjects. <b>Root Cause:</b> Multiple math and RLA teachers resigned in the middle of the year, causing lack of appropriate exposure to content.</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:** Special Education students will show growth in Math and RLA within the Approaches Grade Level.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Special Ed students will receive accelerated learning instruction through an elective/enrichment class in both Math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in special education will improve in both Math and Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, Instructional Coaches, Department Chairs, Special Education Team</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Teacher - State Comp Ed - \$73,200</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Special Ed teachers will attend all content-area PLC/Planning sessions to implement on-grade level content with their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show improvement in both Reading and Math because they had more exposure to on-grade level curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, Instructional Coaches, Department Chairs, Special Education Teachers, Language Arts and Math Teachers</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Teacher - State Comp Ed - \$73,200</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 5 Problem Statements:**





## Student Achievement

**Problem Statement 7:** Special Education students scored the lowest at Approaches in all categories. **Root Cause:** Teachers believe the classes were created in an unbalanced way, not allowing special education students to be instructed along with general education students in the least restrictive environment.

**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:** York JH will work to have a clean financial audit throughout the year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus secretary and principal will lead the staff in a training of financial responsibilities and procedures at the beginning of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Training other staff members in the building and providing clear expectations will help the campus have a clean audit.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Principal, Financial Secretary, Associate Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** York JH will work to have less than 20% turnover at the end of the year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will strive to provide positive interactions, culture-building activities, and intentional celebrations of staff.  <b>Strategy's Expected Result/Impact:</b> Staff members will want to stay at the campus, displaying a low turnover rate.  <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Counselors, Instructional Coaches, Assistant Principals</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Parent and Community Engagement 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> New staff to York will be given a mentor to support their instructional needs, classroom management, and build community among the staff.  <b>Strategy's Expected Result/Impact:</b> Providing a mentor and support system to new staff will create a low staff turnover rate.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture  <b>Problem Statements:</b> Parent and Community Engagement 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 3:</b> There was a barrier between the teachers and parents, involving trust and academic needs. <b>Root Cause:</b> Parents were often given information before teachers were in the know.</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:** The Foundations Team will have set monthly meetings with a definitive agenda, specific implementation of procedures, and follow through, with fidelity.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Foundations meetings will occur on the last Tuesday of the month, and be led by the PBIS Coach and Student Support Services Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Scheduling monthly meetings will keep the focus on improving safe and collaborative culture within the building.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Foundations Team, PBIS Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Discipline referral training will occur, along with ongoing support to teachers, to help reduce the number of referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be a decrease in the overall input of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, PBIS Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The Foundations Team will create a Levels of Behavior chart to support staff members in classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing the Levels of Behavior will help decrease the number of referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, PBIS Coach, Foundations Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> The Foundations Team implemented strong ideas to improve procedures, but there was minimal follow through and progress monitoring. <b>Root Cause:</b> The Foundations Team did not have adequate training on how to take data on implementation.</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:** The campus will provide extra curricular activities, such as dances, special events, and school clubs to maintain and promote school spirit.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The students in the Principal's Leadership Academy will work closely with the principal each month to share ideas to improve the overall student culture on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Having conversations with students will help to improve meaningful events for them.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The associate principal will develop an interest form for students, parents, and staff to create new school clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> To create more opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 2 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 3:</b> There were not a lot of extra curricular opportunities to meet the needs of all students. <b>Root Cause:</b> Teachers did not volunteer extra time for school clubs, due to feeling unappreciated and unsupported.</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:** Campus administration will implement monthly parent newsletters, weekly emails and texts, and consistent social media posts to communicate important information.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The principal will receive SMORE training in order to send clean, clear, and detailed newsletters to families. The Facebook and Twitter pages will promote campus achievements, awards, and activities to share positive events on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is to increase the amount of communication shared between campus and community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 3 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There was minimal parent/community communication (social media, newsletters, texts). <b>Root Cause:</b> Social media sites were not ever utilized by administration, nor were expectations and guidelines shared for parent communication.</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 4:** The campus will be open to families, visitors, volunteers, and conferences, in order to promote a welcoming environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff members will send positive forms of communication each Friday, including by not limited to SAEs, phone calls, and emails.  <b>Strategy's Expected Result/Impact:</b> Sending home positive communication will increase the trust and build relationships between staff and parents.  <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, Teachers</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Parent and Community Engagement 1, 3</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 4 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There was minimal parent/community communication (social media, newsletters, texts). <b>Root Cause:</b> Social media sites were not ever utilized by administration, nor were expectations and guidelines shared for parent communication.</p> <p><b>Problem Statement 3:</b> There was a barrier between the teachers and parents, involving trust and academic needs. <b>Root Cause:</b> Parents were often given information before teachers were in the know.</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:** PLCs and problem-solving teams will work to create unique learning experiences for students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A team of 10 will attend Get Your Teach On for professional development in order to promote innovative learning experiences in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is to improve high quality instruction opportunities that are built on real life experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 6 - Parent and Community Engagement 3</p> <p><b>Funding Sources:</b> General Supplies - State Comp Ed - \$8,714.95</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 6:</b> Overall, the Economically Disadvantaged students decreased in the Approaches category in all four subjects. <b>Root Cause:</b> Multiple math and RLA teachers resigned in the middle of the year, causing lack of appropriate exposure to content.</p>
Parent and Community Engagement
<p><b>Problem Statement 3:</b> There was a barrier between the teachers and parents, involving trust and academic needs. <b>Root Cause:</b> Parents were often given information before teachers were in the know.</p>

# State Compensatory

## Budget for York Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

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

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## Personnel for York Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alondra Belle	Student Success Manager	1
Cassandra De La Garza	Math Instructional Coach	1
Diana Garza	Teacher	1
Jatricia Henry	Science Instructional Coach	1
Marinah Parkinson	Teacher	1
Paige Peace	Teacher	1
Sierra Freeze	Language Arts Instructional Coach	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies		\$3,100.00
<b>Sub-Total</b>					\$3,100.00
<b>Budgeted Fund Source Amount</b>					\$3,100.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus ELA Instructional Coach		\$36,966.00
1	1	1	Student Success Manager		\$20,364.50
1	1	2	Campus ELA Instructional Coach		\$36,966.00
1	1	2	Student Success Manager		\$20,364.85
1	2	1	Science Campus Instructional Coach		\$38,399.50
1	2	2	Campus Science Instructional Coach		\$38,399.50
1	3	1	Student Success Manager		\$20,364.85
1	3	1	Campus Math Instructional Coach		\$38,399.50
1	3	2	Campus Math Instructional Coach		\$38,399.50
1	3	2	Student Success Manager		\$20,364.85
1	4	1	Teacher		\$74,725.00
1	5	1	Teacher		\$73,200.00
1	5	2	Teacher		\$73,200.00
5	1	1	General Supplies		\$8,714.95
<b>Sub-Total</b>					\$538,829.00
<b>Budgeted Fund Source Amount</b>					\$538,829.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$541,929.00
<b>Grand Total Spent</b>					\$541,929.00
<b>+/- Difference</b>					\$0.00