

Conroe Independent School District
York Junior High School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 21-22 school year, York Junior High met all three target areas:

Domain 1: Student Achievement

Domain 2: School Progress

Domain 3: Closing Performance Gaps

York received an overall A rating as a campus.

On the 2022 STAAR, the following scores for all grades show the percentage of Approaches and Meets Level for each subject:

Grade 7 Reading: 89% Approaches, 66% Meets

Grade 7 Math: 68% Approaches, 25% Meets

Grade 8 Reading: 91% Approaches, 71% Meets

Grade 8 Math: 93% Approaches, 74% Meets

Grade 8 Science: 94% Approaches, 76% Meets

Grade 8 Social Studies: 88% Approaches, 60% Meets

Our areas of focus are our subpopulations that are not meeting the average level of academic performance of the rest of the student population. Specifically, those groups are our students who are Emergent Bilingual, our students who are economically disadvantaged, and our students who are African American/Black.

Student Achievement Strengths

York JH continues to push all of our students to grow academically. We are very proud of our A rating (94) in the Closing Performance Gaps domain. This shows our focus on ensuring that students from all subpopulations of our student community are achieving at high levels.

York JH also had the highest Grade 8 Science scores in Conroe ISD, and we improved our Grade 8 Social Studies Approaches score by 13% over last year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard for Math and Reading than students at other junior high schools of similar size and demographics. **Root Cause:** Content instructional strategies are not tailored to the needs of student demographics.

Problem Statement 2 (Prioritized): Students receiving Special Education services scored under 25% passing in the "Meets" grade level standard on Math STAAR tests. **Root Cause:** All teachers are not trained to implement achievement strategies for students receiving special education services.

Problem Statement 3 (Prioritized): Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects. **Root Cause:** There is a lack of instructional practices in classrooms that meet the diverse needs of all students.

Problem Statement 4 (Prioritized): Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. **Root Cause:** There is a lack of instructional practices in classrooms that meet the diverse needs of all students.

Problem Statement 5 (Prioritized): Emergent Bilingual students performed lower than the district average on state assessments **Root Cause:** Teachers require further training to implement instructional strategies for Emergent Bilinguals

Problem Statement 6: Students enrolled in seventh grade math performed three percent lower than the district average in the "meets" and "masters" categories. **Root Cause:** Students are recovering from learning loss due to virtual learning and having access to technology (calculators) that is not currently used in class.

Problem Statement 7: The percentage of students who are high school ready is lower than anticipated based on the PSAT compared to other junior highs in the district of comparable size and demographics. **Root Cause:** There is a lack of rigorous curriculum aligned with the PSAT standards and objectives.

Problem Statement 8: The percentage of students enrolled in honors or advanced academic coursework for all core subjects is below the percentage enrolled at comparable schools in our district. **Root Cause:** There is a lack of honors curriculum for advanced students.

Culture and Climate

Culture and Climate Summary

We recognize the critical importance of building relationships with each other, our students, and our community, and we strive to improve these relationships with every interaction. We support our staff so they can consistently meet expectations of administrators, parents, and students. 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, and 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) and for academic achievement.
- Teachers are given a voice in the decision-making processes on campus.
- Our Foundations team consistently implements, monitors, and adjusts campus processes and procedures to ensure a positive learning and working environment for everyone.
- 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): Our student referral rates have increased in the past school year. **Root Cause:** We perceive a regression in social and emotional skills from both adults and students on campus.

Problem Statement 2: Student interactions demonstrate a lack of respect and understanding of others from different backgrounds or beliefs. **Root Cause:** Our community presents limited opportunities for interaction with individuals from diverse backgrounds.

Problem Statement 3: Our campus has experienced a staff turnover. **Root Cause:** Our campus staff struggles to accept ownership and hold each other accountable for implementation of campus systems and processes.

Parent and Community Engagement

Parent and Community Engagement Summary

York JH is committed to developing and maintaining strong positive relationships with our families and our community. Our teachers send weekly emails to update families about what is happening in their classes instructionally, and we encourage two-way communication between families and our school. We send a monthly newsletter to all families to keep everyone informed about what is happening at York. We host family nights for academics, counseling, and we work with Grand Oaks HS and CISD Support Teams to provide information to families that is relevant beyond junior high. We are very grateful for the support our school receives from our families and our community!

Parent and Community Engagement Strengths

York JH has an involved Parent Teacher Organization. They work closely with the administration and teachers on campus to develop school wide supports for all staff and students. They host monthly treats for teachers, support classroom and campus materials requests, and organize celebrations for our students such as A/B Honor Roll, Grizzlies for Greatness, and Yorkapalooza.

Our campus Foundations team also works with the community to get support for our campus. We have had local business owners provide customer service training to our office staff, have received donations, and host Spirit Nights in our community to support local businesses and our campus.

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: Staff has limited knowledge of specific community needs.

Problem Statement 3: Some parents are reluctant to communicate directly with their child's teacher about problems related to their classrooms or content.

Priority Problem Statements

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

Root Cause 3: Content instructional strategies are not tailored to the needs of student demographics.

Problem Statement 3 Areas: Student Achievement

Problem Statement 1: Our student referral rates have increased in the past school year.

Root Cause 1: We perceive a regression in social and emotional skills from both adults and students on campus.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: Family engagement is stronger in some parent groups than others.

Root Cause 2: 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 Areas: Parent and Community Engagement

Problem Statement 4: Students receiving Special Education services scored under 25% passing in the "Meets" grade level standard on Math STAAR tests.

Root Cause 4: All teachers are not trained to implement achievement strategies for students receiving special education services.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects.

Root Cause 5: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group.

Root Cause 6: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Emergent Bilingual students performed lower than the district average on state assessments

Root Cause 7: Teachers require further training to implement instructional strategies for Emergent Bilinguals

Problem Statement 7 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
- 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 Success Initiative (SSI) data for Grades 5 and 8
- 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: York JH will increase our percentage of students who Meet standards on all STAAR tests from 69% to 75%.

High Priority





HB3 Goal

Evaluation Data Sources: CFA Data

Interim Assessment Data

Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All academic Professional Learning Community teams will participate in monthly data analysis sessions to track and plan student progress and growth.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement Inform instructional practice and plan for teaching adjustments Provide data for small group reteach/tutorial sessions Allow collaboration on best instructional practices</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: York JH will hire and retain an Academic Interventionist.</p> <p>Strategy's Expected Result/Impact: Monitor intervention strategies and support student achievement growth.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Academic Interventionist - State Comp Ed - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard for Math and Reading than students at other junior high schools of similar size and demographics. Root Cause: Content instructional strategies are not tailored to the needs of student demographics.</p>
<p>Problem Statement 2: Students receiving Special Education services scored under 25% passing in the "Meets" grade level standard on Math STAAR tests. Root Cause: All teachers are not trained to implement achievement strategies for students receiving special education services.</p>
<p>Problem Statement 3: Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
<p>Problem Statement 4: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
<p>Problem Statement 5: Emergent Bilingual students performed lower than the district average on state assessments Root Cause: Teachers require further training to implement instructional strategies for Emergent Bilinguals</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: York JH will increase the percentage of students who meet grade-level standards and receive special education services in each subject by at least 5%.

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH will participate in Lead4ward training for Special Education teachers to improve classroom practices and supports in the General Education setting.</p> <p>Strategy's Expected Result/Impact: Increased academic success for students Increased instructional effectiveness for staff</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Special Education Department Chair</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: York JH teachers of Special Education students will participate in Professional Development to address effective strategies to notice and react when students are not engaged (Art and Science Instructional Strategy #23)</p> <p>Strategy's Expected Result/Impact: Increased student engagement in classrooms Increased student achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal Special Education Department Chair</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Students receiving Special Education services scored under 25% passing in the "Meets" grade level standard on Math STAAR tests. **Root Cause:** All teachers are not trained to implement achievement strategies for students receiving special education services.





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 of the number of 7th grade and 8th grade students achieving Masters in reading to 60%.

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase enrollment and retention in honors level language arts courses by 10%.</p> <p>Strategy's Expected Result/Impact: Support student achievement at higher levels.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Interventionist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Language Arts Teacher - State Comp Ed - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Enroll all students in a Writing Enrichment course to support academic success in all courses. Strategy's Expected Result/Impact: Improve student expression of comprehension in coursework Support success with new STAAR question types Staff Responsible for Monitoring: Principal Assistant Principals Counselors Instructional Coach Interventionist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 Funding Sources: Language Arts Teacher - State Comp Ed - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard for Math and Reading than students at other junior high schools of similar size and demographics. Root Cause: Content instructional strategies are not tailored to the needs of student demographics.</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: York JH will increase the Meets Grade Level STAAR standard for students who are economically disadvantaged to at least 60% in all categories.

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH will offer targeted tutorials for students before school, after school, and during Grizzly Den to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Students will have targeted systems of support and intervention to ensure high levels of academic achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Instructional Coach Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Extra Duty Pay - ESSER III - \$50,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all 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: York JH will grow all of our students who are Emergent Bilingual at least one TELPAS proficiency level in all categories.

Evaluation Data Sources: Formative Assessments
 Writing Samples
 TELPAS scores

Strategy 1 Details	Reviews			
<p>Strategy 1: All students who are Emergent Bilingual will receive individualized coaching at least once per semester.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Individualized support plans for each student</p> <p>Staff Responsible for Monitoring: Assistant Principal EB Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will receive support in effective instructional strategies for EB learners from our EB teacher at least once each quarter.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for all students Increased proficiency in effective teaching strategies for all teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Professional Development Materials - Title III - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 5: Emergent Bilingual students performed lower than the district average on state assessments Root Cause: Teachers require further training to implement instructional strategies for Emergent Bilinguals</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 6: York JH will raise the percentage of students who Meet Grade Level and Master Grade Level in both 7th grade and 8th grade math by 5%.

High Priority

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH will hire a Math Interventionist for the 2022-2023 school year. Strategy's Expected Result/Impact: Increase achievement in math at all levels Increase instructional strategies for teachers Support individualized learning plans for struggling students Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: Math Interventionist - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: York JH will hire and retain two math teachers to implement effective practices for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase achievement in math at all levels Increase instructional strategies for teachers Support individualized learning plans for struggling students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Math Teachers - State Comp Ed - \$140,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: York JH will continue Guided Math instructional support in the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for</p> <p>Staff Responsible for Monitoring: Increase achievement in math at all levels Increase instructional strategies for teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: Guided Math Consultant - ESSER III - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 1: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard for Math and Reading than students at other junior high schools of similar size and demographics. Root Cause: Content instructional strategies are not tailored to the needs of student demographics.</p>
<p>Problem Statement 2: Students receiving Special Education services scored under 25% passing in the "Meets" grade level standard on Math STAAR tests. Root Cause: All teachers are not trained to implement achievement strategies for students receiving special education services.</p>

Student Achievement

Problem Statement 3: Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects. **Root Cause:** There is a lack of instructional practices in classrooms that meet the diverse needs of all students.

Problem Statement 4: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. **Root Cause:** There is a lack of instructional practices in classrooms that meet the diverse needs of all students.

Problem Statement 5: Emergent Bilingual students performed lower than the district average on state assessments **Root Cause:** Teachers require further training to implement instructional strategies for Emergent Bilinguals





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 7: York JH will increase growth in our Asian student population math scores from 75 to 86.

High Priority

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a Math Interventionist to support targeted interventions in all math classes.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:





Student Achievement
<p>Problem Statement 1: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard for Math and Reading than students at other junior high schools of similar size and demographics. Root Cause: Content instructional strategies are not tailored to the needs of student demographics.</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 8: York JH will increase the percentage of students who achieve Masters Grade Level on the 8th Grade Science STAAR from 55% to 60%.

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH science teachers will increase family engagement through information nights, consistent communication, and campus systems of support.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement of students Increased awareness and support from families</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Interventionist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 3, 4, 5</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:






Student Achievement
<p>Problem Statement 3: Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
<p>Problem Statement 4: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
<p>Problem Statement 5: Emergent Bilingual students performed lower than the district average on state assessments Root Cause: Teachers require further training to implement instructional strategies for Emergent Bilinguals</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 9: York JH will increase the percentage of students who achieve Meets Grade Level Standard on the social studies STAAR test from 61% to 70%.

Evaluation Data Sources: CFA Data
Interim Assessment Data
Formative Assessment Data






Strategy 1 Details	Reviews			
<p>Strategy 1: York JH social studies teachers will use teacher and student data trackers throughout the school year to monitor and adjust instruction, create small groups, and reteach concepts.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement of students Increased effectiveness of teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Student Success Manager</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: York JH administrators will meet with the campus financial secretaries to review campus expenses, budget status, and effective planning to meet campus goals.

Evaluation Data Sources: Campus budget
Campus Improvement Plans






Strategy 1 Details	Reviews			
<p>Strategy 1: York JH principal will meet with the campus secretary and activities account secretary once a month to ensure best financial practices are followed.</p> <p>Strategy's Expected Result/Impact: Our campus funds will be utilized according to district guidelines.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: York JH Leadership Team will improve our OHI in the areas of Goal Focus and Communication Adequacy by at least 15 points.

Evaluation Data Sources: OHI
Foundations Surveys






Strategy 1 Details	Reviews			
<p>Strategy 1: York JH Leadership Team will work with campus Foundations to gather staff feedback and respond to needs and concerns.</p> <p>Strategy's Expected Result/Impact: Campus staff will have more avenues to express needs and concerns outside of weekly newsletters and monthly staff meetings.</p> <p>Staff Responsible for Monitoring: York Campus Leadership Foundations Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 recruit, retain, and support highly qualified staff to support all students.

Evaluation Data Sources: TTESS Observation Data
Professional Development Support

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH Campus Support Team will provide professional development, individual teacher and team support, and instructional rounds to create an environment of support for our staff in addition to administrative support.</p> <p>Strategy's Expected Result/Impact: Teachers will have multiple sources of support on campus so their needs can be addressed effectively.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Support Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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: York JH will reduce our number of referrals by 25%.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Retain our Positive Behavior Intervention Support Liaison. Strategy's Expected Result/Impact: Build relationships with students Facilitate effective implementation of Foundations systems Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 Funding Sources: Positive Behavior Support Liaison - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: York JH will continue to implement effective Foundations systems and provide systems of feedback and support for all staff members and students.</p> <p>Strategy's Expected Result/Impact: Improvement in perception of school culture and climate by staff, students, and families.</p> <p>Staff Responsible for Monitoring: Principal PBIS Liaison Foundations Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Culture and Climate
<p>Problem Statement 1: Our student referral rates have increased in the past school year. Root Cause: We perceive a regression in social and emotional skills from both adults and students on campus.</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: York JH will establish systems to support the social and emotional growth of our students through GROWL character lessons, counselor small groups, PBIS Liaison monitoring, mentors, and individualized support plans.

Evaluation Data Sources: PBIS Tracker
Counselor Small Group Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: York counseling team will create weekly GROWL character lessons for all students to participate in during Grizzly Den.</p> <p>Strategy's Expected Result/Impact: Students will have a dedicated opportunity to talk about what success looks like in junior high.</p> <p>Staff Responsible for Monitoring: Principal Counseling Team Foundations Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Our student referral rates have increased in the past school year. Root Cause: We perceive a regression in social and emotional skills from both adults and students on campus.</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: York JH will hold events for parents to collaborate on their students' education and support their learning outside of school.

Evaluation Data Sources: Attendance at parent events

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH will host grade level family meetings to learn more about what to expect in each grade level, learn more about CTE pathways, learn more about PSAT 8, learn about honors classes, and more.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of school systems and support.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: York JH will host a parent night for students in honors science courses to support their understanding of the required projects and systems of support.</p> <p>Strategy's Expected Result/Impact: Increased support and success for students in science honors.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Instructional Coach Science Department</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: York JH will support families of students in level 7th grade math with strategies and action items to support learning at home as well as in school.</p> <p>Strategy's Expected Result/Impact: Increased academic success for students in 7th grade math Increased family engagement in academics</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Instructional Coach Math Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4 - Parent and Community Engagement 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 1: Fewer York students achieved the "Meets" grade level standard and "Masters" grade level standard for Math and Reading than students at other junior high schools of similar size and demographics. Root Cause: Content instructional strategies are not tailored to the needs of student demographics.</p>
<p>Problem Statement 2: Students receiving Special Education services scored under 25% passing in the "Meets" grade level standard on Math STAAR tests. Root Cause: All teachers are not trained to implement achievement strategies for students receiving special education services.</p>
<p>Problem Statement 3: Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
<p>Problem Statement 4: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
Parent and Community Engagement
<p>Problem Statement 1: 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.</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: York JH will continue our campus focus on our "Focus 5" instructional strategies from Marzano's The Art and Science of Teaching (2. Tracking Student Progress; 22. Organizing Students to Interact; 23. Notice and React When Students are Not Engaged; 33. Establish Rules and Procedures; 44. Demonstrating Value and Respect for Reluctant Learners)

Evaluation Data Sources: TTESS
Classroom Observations
Meeting Agendas and Topics

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH will offer at least three Learning Lunches/Quick PD opportunities and Instructional Rounds each semester.</p> <p>Strategy's Expected Result/Impact: Instructional practices that support all learners</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 4 - Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 3: Students who are African American/Black performed lower than any other racial subpopulation on all STAAR subjects. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
<p>Problem Statement 4: Students who are economically disadvantaged performed lower on state assessments than comparable schools in our comparison group. Root Cause: There is a lack of instructional practices in classrooms that meet the diverse needs of all students.</p>
Culture and Climate
<p>Problem Statement 1: Our student referral rates have increased in the past school year. Root Cause: We perceive a regression in social and emotional skills from both adults and students on campus.</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: York JH will ensure that technology is utilized to enhance the educational practices of teachers in order to maximize learning for all students.

Evaluation Data Sources: Classroom Observations
Interim Test Data

Strategy 1 Details	Reviews			
<p>Strategy 1: York JH will purchase more classroom Chromecarts to increase the number of STAAR tested subjects with dedicated technology access to practice new question types and online testing environments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on STAAR tests</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Chromecarts - ESSER III - \$97,082, Chromecarts - State Comp Ed - \$64,099</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for York Junior High School

Total SCE Funds:

Total FTEs Funded by SCE: 5

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>
Angela Jacobson	Language Arts Teacher	1
Anne Gaber	Language Arts Teacher	1
Jennifer Bass	Interventionist	1
Mikaela Reese	Math Teacher	1
Patricia Knobloch	Math Teacher	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Professional Development Materials		\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Interventionist		\$70,000.00
1	3	1	Language Arts Teacher		\$70,000.00
1	3	2	Language Arts Teacher		\$70,000.00
1	6	2	Math Teachers		\$140,000.00
5	2	1	Chromecarts		\$64,099.00
Sub-Total					\$414,099.00
Budgeted Fund Source Amount					\$414,099.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Extra Duty Pay		\$50,000.00
1	6	1	Math Interventionist		\$70,000.00
1	6	3	Guided Math Consultant		\$15,000.00
4	1	1	Positive Behavior Support Liaison		\$70,000.00
5	2	1	Chromecarts		\$97,082.00
Sub-Total					\$302,082.00
Budgeted Fund Source Amount					\$302,082.00
+/- Difference					\$0.00
Grand Total Budgeted					\$720,181.00
Grand Total Spent					\$720,181.00
+/- Difference					\$0.00