

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



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	4
Parent and Community Engagement	6
Priority Problem Statements	7
Goals	9
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.	10
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.	25
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.	28
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.	30
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.	33
State Compensatory	35
Budget for Stockton Junior High School	36
Personnel for Stockton Junior High School	36
Campus Funding Summary	36

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

At Stockton Junior High School, we will develop in our students the knowledge, skills, and attitudes that are necessary for lifelong success.

We will create a learning-centered community where we support all students by creating a safe and supportive environment where we celebrate unity in diversity through building positive self-concepts through a shared educational decision-making process.

We continue to utilize Summit K-12 to help grow our LEP students and consistently maintain a high usage of student minutes of use.

Student Achievement Strengths

Students in 7th grade Language Arts had masters level of 24% and a meets level of 42%.

Students in 8th grade Language Arts had a masters level of 21% and a meets level of 35%.

Students in 8th grade math had a masters level of 16% and meets level of 57%.

Algebra students had a masters level of 61% and a meets level of 85%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In eighth grade History, students failed to meet grade-level standards for Meets and Masters. **Root Cause:** Instructional planning has been at the lower level of blooms with knowledge based questions and structures that are not geared toward higher level critical thinking skills that students need to meet those standards.

Problem Statement 2 (Prioritized): In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters. **Root Cause:** Students struggle with comprehension and vocabulary.

Problem Statement 3 (Prioritized): In all core curriculum, our Special Ed population did not meet growth standards. **Root Cause:** Students struggle with comprehension and vocabulary.

Problem Statement 4 (Prioritized): In eighth grade Science, students did not meet growth standards and showed a deficit from a previous years goals. **Root Cause:** Students struggled with analyzing and predicting future trends of charts and graphs.

Problem Statement 5 (Prioritized): In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters. **Root Cause:** Students struggle with comprehension, grade-level text, and real contextual vocabulary.

Problem Statement 6: In seventh grade Math, students did not meet growth standards in Meets and Masters. **Root Cause:** Students struggled with fluency along with content and context lacking in rigor.

Problem Statement 7: In eight grade Math, students did not meet growth standards in Meets and Masters. **Root Cause:** Instruction in content and context lack rigor.

Problem Statement 8: Increase the percentage of students that are high school ready from 37% to 47% in English and from 21% to 29% in Math. **Root Cause:** Lack of knowledge concerning high school ready and how to close academic gaps.

Culture and Climate

Culture and Climate Summary

At Stockton Jr High, we recognize and appreciate cultural differences and work to bring awareness to all stakeholders. All students and personnel are valued members of our unique family, each playing a significant role in our success.

Stockton Jr High encourages staff and students to embrace what makes us different. Stockton Jr High is committed to the social, emotional, behavioral, and academic success of all students.

At Stockton Jr High, students work toward successfully managing their emotions, behaviors, and make responsible decisions. Stockton Jr High is proactive in keeping campus, staff, and students safe, as well as, taking a positive proactive instructional approach to behavior utilizing PBIS CHAMPS/Foundations training.

We will continue to create positive experiences for our students to broaden perspectives and socially prepare them for future success.

Culture and Climate Strengths

At Stockton Jr High, hiring campus personnel will reflect the cultural and diverse student body as a priority.

"All Means All" at Stockton Jr High, making every student's academic, social, and emotional needs a priority.

At Stockton Jr High, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

Stockton Jr High continues to promote school safety through Safe Schools training's and utilizes mitigation strategies to keep our schools, students, and staff safe.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Although we have established foundational expectations for common areas, we still see a significant number of disciplinary referrals stemming from student violations of these expectations. **Root Cause:** Inconsistencies in accountability and supervision throughout the building created an environment of confusion and disruption.

Problem Statement 2: Although we have established a "stow and go" policy for cell phone usage, we still see a significant number of disciplinary referrals for student violations of this policy. **Root Cause:** Inconsistencies in accountability and supervision throughout the building created an environment of confusion and disruption.

Problem Statement 3: Campus cohesiveness was hard to establish and maintain throughout the school year. **Root Cause:** Lack of clearly defined teacher and student expectations.

Problem Statement 4 (Prioritized): Goals and expectations were not clearly established for staff and students. **Root Cause:** Lack of consistent communication provided by administration.

Problem Statement 5 (Prioritized): In eighth grade History, students failed to meet grade-level standards for Meets and Masters. **Root Cause:** Instructional planning has been at the lower level of blooms with knowledge based questions and structures that are not geared toward higher level critical thinking skills that students need to meet those standards.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Stockton Jr High is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's school work in Canvas, campus newsletters, and notices from the school. Parents are encouraged to contact the teacher or school office when questions arise.

Stockton Jr High will continue to explore opportunities to better meet the needs of students through gaining key partners by providing opportunities for input and active engagement within the school.

Stockton Jr High will maintain the on-campus Parent Engagement Liaison to bridge the communication gap between Hispanic parents and campus staff.

Parent and Community Engagement Strengths

Parent liaison was hired to communicate with our Spanish speaking parents.

Parent help sessions for technical support.

Communication to parents via emails, principal and Learning Communities newsletters, phone calls, and website suggestion box.

Communication via Stockton SMORE Newsletter, Twitter, Facebook and School Messenger.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. **Root Cause:** A lack of policies and procedures in communication to our Spanish speaking parents.

Problem Statement 2: There is a lack of communication of information between parents and the school community. **Root Cause:** Information of activities and school related items were not being communicated in a timely matter.

Problem Statement 3: Parents lack a sense of community with campus initiatives. **Root Cause:** The campus needs to provide outreach opportunities for parental engagement.

Priority Problem Statements

Problem Statement 5: In eighth grade History, students failed to meet grade-level standards for Meets and Masters.

Root Cause 5: Instructional planning has been at the lower level of blooms with knowledge based questions and structures that are not geared toward higher level critical thinking skills that students need to meet those standards.

Problem Statement 5 Areas: Student Achievement - Culture and Climate

Problem Statement 3: Although we have established foundational expectations for common areas, we still see a significant number of disciplinary referrals stemming from student violations of these expectations.

Root Cause 3: Inconsistencies in accountability and supervision throughout the building created an environment of confusion and disruption.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school.

Root Cause 4: A lack of policies and procedures in communication to our Spanish speaking parents.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 6: In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters.

Root Cause 6: Students struggle with comprehension and vocabulary.

Problem Statement 6 Areas: Student Achievement

Problem Statement 1: In all core curriculum, our Special Ed population did not meet growth standards.

Root Cause 1: Students struggle with comprehension and vocabulary.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In eighth grade Science, students did not meet growth standards and showed a deficit from a previous years goals.

Root Cause 2: Students struggled with analyzing and predicting future trends of charts and graphs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 8: Goals and expectations were not clearly established for staff and students.

Root Cause 8: Lack of consistent communication provided by administration.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 7: In ELA, Special education and Hispanic students did not meet grade-level standards in Meets or Masters.

Root Cause 7: Students struggle with comprehension, grade-level text, and real contextual vocabulary.

Problem Statement 7 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: 7th Grade grade Hispanic students will grow from 17% to 22% Meets on STAAR math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide students with small group instruction. Strategy's Expected Result/Impact: Increase student knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers In-class support staff Problem Statements: Student Achievement 2 Funding Sources: Interventionist - ESSER III - \$70,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test. Staff Responsible for Monitoring: Math Enrichment Coach Math Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Additional Teacher Allocation - ESSER II - \$70,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test. Staff Responsible for Monitoring: Administrators Instructional Coaches Math Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension and vocabulary.

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: 7th grade Hispanic students will grow from 43% to 48% Meets on STAAR Reading.





High Priority

HB3 Goal

Evaluation Data Sources: CFA

Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide students with small group instruction focusing on vocabulary and comprehension. Strategy's Expected Result/Impact: Increasing students knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers In-class support staff Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test. Staff Responsible for Monitoring: Administrators Instructional Coaches ELA/ELLA Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension and vocabulary.

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: 8th Grade Hispanic students will grow from 36% to 41% Meets on STAAR math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide students with small group instruction. Strategy's Expected Result/Impact: Increasing students knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers In-class support staff Problem Statements: Student Achievement 2 Funding Sources: Headsets, reading materials, and bilingual dictionaries - Title III - \$600	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test. Staff Responsible for Monitoring: Math Enrichment Coach Math Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Math test. Staff Responsible for Monitoring: Administrators Instructional Coaches Math Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension and vocabulary.

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: 8th Grade Hispanic students will grow from 45% to 50% Meets on STAAR reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide students with small group instruction. Strategy's Expected Result/Impact: Increasing students knowledge and understanding by bridging academic gaps in learning. Staff Responsible for Monitoring: ELA Instructional Coaches ELA/ELLA Teachers In-class support staff Problem Statements: Student Achievement 2 Funding Sources: Headsets, reading materials, and bilingual dictionaries - Title III - \$7,500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test. Staff Responsible for Monitoring: ELA Instructional Coach ELA Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Hispanic students will show academic growth of 5% on the STAAR Reading test. Staff Responsible for Monitoring: Administrators Instructional Coaches ELA/ELLA Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: In all core subject areas, the Hispanic population did not meet grade-level standards in Meets or Masters. Root Cause: Students struggle with comprehension and vocabulary.

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: 7th Grade Special Education students will grow from 24% to 30% Approaches and from 4% to 7% Meets on STAAR Math.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies. Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.

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: 7th Grade Special Education students will grow from 41% to 46% Approaches and from 7% to 10% Meets on STAAR Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies. Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 3: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.

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: 8th Grade Special Education students will grow from 32% to 38% Approaches and from 8% to 11% Meets on STAAR Math.





High Priority

HB3 Goal

Evaluation Data Sources: CFA

Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies. Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Students will show academic growth of 6% for Approaches and 3% Meets. Staff Responsible for Monitoring: Math Instructional Coaches Math Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.

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: 8th Grade Special Education students will grow from 31% to 36% Approaches and from 2% to 5% Meets on STAAR Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CFA
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction focusing on strengthening and building foundational skills and strategies. Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided additional academic support through enrichment classes designed to fill in learning gaps. Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Tutorial opportunities will be offered before school and on Saturdays during the spring semester. Strategy's Expected Result/Impact: Students will show academic growth of 5% for Approaches and 3% Meets. Staff Responsible for Monitoring: ELA Instructional Coach ELA/ELLA Teachers Enrichment Teachers In-class support staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 3: In all core curriculum, our Special Ed population did not meet growth standards. Root Cause: Students struggle with comprehension and vocabulary.

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1 Details	Reviews			
Strategy 1: Develop and adopt a fiscally responsible budget to meet instructional goals. Strategy's Expected Result/Impact: Maintain an efficient budget. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></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 2: Build leadership capacity for both teachers and core team leadership.

High Priority

HB3 Goal





Evaluation Data Sources: Walk-throughs

Observation

Discussions

Survey

Strategy 1 Details	Reviews			
Strategy 1: Providing Stallion Shorts and Coaches "U" to increase instructional techniques. Strategy's Expected Result/Impact: To improve student academic performance and engagement. Staff Responsible for Monitoring: Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly Instructional Leadership Team Meetings and Core Team Meetings. Strategy's Expected Result/Impact: To align campus vision/expectations with lead teachers, instructional support staff and administration. Staff Responsible for Monitoring: Leadership team Instructional Coaching Team	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Stockton Junior High Aspiring Leaders Strategy's Expected Result/Impact: To increase leadership capacity in aspiring assistant principals, principals, and instructional leaders. Staff Responsible for Monitoring: Anita Bundage	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Building relationships and fostering a sense of community within the campus environment. Strategy's Expected Result/Impact: Stronger teacher bonds Increase communication Establish learning communities Staff Responsible for Monitoring: All staff Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 1: Although we have established foundational expectations for common areas, we still see a significant number of disciplinary referrals stemming from student violations of these expectations. Root Cause: Inconsistencies in accountability and supervision throughout the building created an environment of confusion and disruption.

Goal 3: Recruitment, Development, and Retention of Staff

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

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details	Reviews			
Strategy 1: Retained a full-time Parent Liaison. Strategy's Expected Result/Impact: To bridge the communication gap between Spanish speaking parents and the campus. Staff Responsible for Monitoring: Administrators Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attend and recruit from the CISD Teacher Job Fair. Strategy's Expected Result/Impact: Administrators	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide targeted instructional support for teachers by providing ongoing campus-wide professional development. Strategy's Expected Result/Impact: Retain and grow all teachers. Staff Responsible for Monitoring: Administrators Campus Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Culture and Climate 4	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 4: Goals and expectations were not clearly established for staff and students. Root Cause: Lack of consistent communication provided by administration.
Parent and Community Engagement
Problem Statement 1: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. Root Cause: A lack of policies and procedures in communication to our Spanish speaking parents.





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: Establish foundational expectations for hallways, restrooms, stairways, cell phone usage, water fountains, and cafeteria procedures.

Evaluation Data Sources: Survey
Observations
Procedural videos
Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Increase student support for social and emotional needs. Strategy's Expected Result/Impact: To reduce student discipline referrals. Staff Responsible for Monitoring: Counselor (Social and Emotional Needs) Community in Schools Liaison Problem Statements: Culture and Climate 4 Funding Sources: Counselor - ESSER III - \$44,994	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Adequately train all staff on the expectations for PBIS using CHAMPS/ Foundations procedures. Strategy's Expected Result/Impact: Increase positive student behavior in common areas of the campus and in class. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will be taught the expectations for PBIS using CHAMPS/ Foundations procedures. Strategy's Expected Result/Impact: Students will adhere to procedures in all common areas which will lead to increased student behavior in class. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Although we have established foundational expectations for common areas, we still see a significant number of disciplinary referrals stemming from student violations of these expectations. Root Cause: Inconsistencies in accountability and supervision throughout the building created an environment of confusion and disruption.
Problem Statement 4: Goals and expectations were not clearly established for staff and students. Root Cause: Lack of consistent communication provided by administration.

Goal 4: Safe and Collaborative School Culture

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

Performance Objective 2: To increase engagement with Stockton Junior High stakeholders, we have added a Community Engagement/Parent Liaison to our staff.

Evaluation Data Sources: Sign-in sheets

Surveys

Phone records

Social Media

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement Liaison will host Parent Cafe' to Spanish speaking parents providing necessary support regarding CISD systems. Strategy's Expected Result/Impact: To build school community and school relationships understanding the importance of students academic success. Staff Responsible for Monitoring: Family Engagement Liaison	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Family Engagement Liaison will provide information and feedback to Spanish speaking parents. Strategy's Expected Result/Impact: Increase school and community relationships with Spanish speaking families. Staff Responsible for Monitoring: Family Engagement Liaison Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Due to a high number of Spanish speaking parents, there is a communication gap that exists between the parents and school. Root Cause: A lack of policies and procedures in communication to our Spanish speaking parents.

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: Implementation of campus-wide data tracker to monitor student's academic progress.

Evaluation Data Sources: CFA's

Interim Assessments

Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive, systematic instructional support for identified at-risk students Strategy's Expected Result/Impact: 5% increase on STAAR tests. Staff Responsible for Monitoring: Staff Problem Statements: Student Achievement 1, 4 - Culture and Climate 5 Funding Sources: ELAR Teachers for at-risk students - State Comp Ed - \$254,040, HIST Teachers + 1 Hist Para for at-risk students - State Comp Ed - \$192,162, MATH Teachers for at-risk students - State Comp Ed - \$232,521, ESL Para to support at-risk ESL students - State Comp Ed - \$25,531, Student Success Teacher: support at-risk students - State Comp Ed - \$85,285, Academic Interventionist to support at-risk students - State Comp Ed - \$79,505, Instructional materials to support at-risk students - State Comp Ed - \$24,322, Substitutes for at-risk teachers - State Comp Ed - \$24,324	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train teachers how to access and use the data for planning lessons and instruction. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Administrators Core Academic Teachers Enrichment Teachers Instructional Coaches District Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Student Achievement 1, 4 - Culture and Climate 5	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Train teachers how to effectively use small group instruction. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Administration Core Academic Teachers Enrichment Teachers Instructional Coaches District Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 4 - Culture and Climate 5	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In eighth grade History, students failed to meet grade-level standards for Meets and Masters. Root Cause: Instructional planning has been at the lower level of blooms with knowledge based questions and structures that are not geared toward higher level critical thinking skills that students need to meet those standards. Problem Statement 4: In eighth grade Science, students did not meet growth standards and showed a deficit from a previous years goals. Root Cause: Students struggled with analyzing and predicting future trends of charts and graphs.
Culture and Climate
Problem Statement 5: In eighth grade History, students failed to meet grade-level standards for Meets and Masters. Root Cause: Instructional planning has been at the lower level of blooms with knowledge based questions and structures that are not geared toward higher level critical thinking skills that students need to meet those standards.

State Compensatory

Budget for Stockton Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

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Personnel for Stockton Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abigail Carpenter	Language Arts Teacher	1
Aileen Salas	Language Arts Teacher	1
Amanda Dowgar	Social Studies Teacher	1
Angelica Horton	Language Arts Teacher	1
Christina Floria	Language Arts Teacher	1
David Moore	Math Teacher	1
Johnny Flores	Social Studies Teacher	1
Melanie Cazedessus	Language Arts Teacher	1
Monica Castaneda-Soto	Math Teacher	1
Morris Halsey	Math Teacher	1
Raychelle Baines	Student Success Teacher	1
Vicki McShan	Language Arts Teacher	1
Yvette Perry	Social Studies Teacher	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Headsets, reading materials, and bilingual dictionaries		\$600.00
1	4	1	Headsets, reading materials, and bilingual dictionaries		\$7,500.00
Sub-Total					\$8,100.00
Budgeted Fund Source Amount					\$8,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional materials to support at-risk students		\$24,322.00
5	1	1	ESL Para to support at-risk ESL students		\$25,531.00
5	1	1	HIST Teachers + 1 Hist Para for at-risk students		\$192,162.00
5	1	1	Student Success Teacher: support at-risk students		\$85,285.00
5	1	1	ELAR Teachers for at-risk students		\$254,040.00
5	1	1	Academic Interventionist to support at-risk students		\$79,505.00
5	1	1	Substitutes for at-risk teachers		\$24,324.00
5	1	1	MATH Teachers for at-risk students		\$232,521.00
Sub-Total					\$917,690.00
Budgeted Fund Source Amount					\$917,690.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Additional Teacher Allocation		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist		\$70,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Counselor		\$44,994.00
Sub-Total					\$114,994.00
Budgeted Fund Source Amount					\$114,994.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,110,784.00
Grand Total Spent					\$1,110,784.00
+/- Difference					\$0.00