Lamar Consolidated Independent School District

George Junior High

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

George Junior High School is a 7th- and 8th-grade Title I campus in Lamar CISD. George is a pillar of the Rosenberg area. Our school has served multiple generations of students and families express pride in sending their child to a school they also attended. George Junior High is a majority-minority school with a student ethnic breakdown of:

African American	15.4%
Hispanic	72.9%
White	9.0%
American Indian	0.2%
Asian	0.9%
Pacific Islander	0.2%
Two or More Races	1.4%

George Junior High has a 73.5% economically disadvantaged student population. 15.5% of students receive Special Education services and 20.7% of students are in the Emergent Bilingual program. 8.7% of the student population of George JH receives services through section 504. In the 2019-202 school year, roughly 2% of the student population was categorized as Homeless.

With a large number of economically disadvantaged families, some George Junior High School students do not have access to technology at home, and internet provider service is unreliable in some areas of our attendance zone.

Teachers at George Junior High have a wide range of experience levels with between 13 and 20% in each level of experience: beginner, 1-5 years, 6-10 years, 11-20 years, and more than 20 years of experience.

African American	27.2%
Hispanic	19.2%
White	51.5%
American Indian	0.0%
Asian	2.1%
Pacific Islander	0.0%
Two or More Races	0.0%

Demographics Strengths

As an ethnically diverse campus, GJH benefits from a wide variety of cultural perspectives in our students and teachers. Additionally, serving generations of Rosenberg families has developed a sense of pride and support for the campus.

At the end of the 2022-2023 school year, there was approximately 50% staff turnover at George Junior High. Our school population for 2022-2023 was roughly 820 students. 2023-2024 provides an opportunity to build on the strengths of a returning administrative team for the first time since 2020-2021. This will also be the third year of having Dr. Forbes as principal of the campus, so professional development, systems, and processes will be refined and reasserted in a way that provides clarity to all stakeholders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students come in with significant learning gaps.   **Root Cause:** Poverty and transience in our area.

Problem Statement 2: A majority of emergent bilingual students are at an advanced/advanced high level and have been in the program for 5+ years.   **Root Cause:** Students are not progressing through TELPAS and STAAR to exit the EB program.

Student Learning

Student Learning Summary

George Junior High School has struggled to make gains on STAAR tests in the last five tested school years. Since 2017, the approaches rate on all STAAR tests (except Algebra I) has been 76% or below with the lowest approach rate consistently. The chart below illustrates the change in approaches, meets, and masters by STAAR test between 2022 and 2023.

STAAR Test	Date			Date			Change in percentage		
GRADE 7 MATH	**2023**			**2022**			**DIFF**		
CAMPUS	**TESTED**	**APPR**	**MEETS**	**MASTERS**	**APPR**	**MEETS**	**MASTERS**	**APPR**	**MEETS**	**MASTERS**
GEORGE J H	274	39%	11%	0%	52%	14%	2%	**-13%**	**-3%**	**-2%**
GRADE 8 MATH	**2023**			**2022**			**DIFF**		
GEORGE J H	416	56%	17%	4%	53%	21%	5%	**3%**	**-4%**	**-1%**
GRADE 7 READING	**2023**			**2022**			**DIFF**		
GEORGE J H	380	75%	43%	16%	75%	47%	24%	**0%**	**-4%**	**-8%**
GRADE 8 READING	**2023**			**2022**			**DIFF**		
GEORGE J H	365	76%	41%	17%	74%	42%	23%	**2%**	**-1%**	**-6%**
2023 GRADE 8 SCIENCE	**2023**			**2022**			**DIFF**		
GEORGE J H	361	58%	26%	7%	61%	29%	8%	**-3%**	**-3%**	**-1%**

STAAR Test	Date						Change in percentage		
2023 GRADE 8 SOCIAL ST	**2023**						**DIFF**		
GEORGE J H	363	40%	13%	5%	48%	16%	9%	**-8%**	**-3%**	**-4%**

Based on the "Closing the Gaps" data reported on TEA STAAR and TELPAS reports, some improvement in this area was seen in the 2022 school year with the following targets met:

- ELAR in all subpopulations for growth
- ELAR academic achievement for African American, Hispanic, Economically Disadvantaged, and Emergent Bilingual students.

No targets were met in the 2022 school year for mathematics. Due to continued struggles in the Closing the Gaps domain, George Junior High is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)[+]	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	1	3	4	-	-	-	-	2	2	4
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	37%	37%	52%	-	-	-	-	34%	35%	16%
2019	36%	36%	44%	-	-	-	56%	35%	36%	10%
2022	33%	42%	51%	-	-	-	-	38%	42%	18%
2023	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	32%	32%	42%	-	-	-	-	31%	33%	10%
2019	33%	37%	40%	-	-	-	48%	36%	39%	14%
2022	24%	25%	42%	-	-	-	-	23%	25%	11%
2023	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)
2018	75	74	75	-	-	-	-	74	77	61
2019	61	59	58	-	-	-	64	58	61	46
2022	77	74	70	-	-	-	-	71	75	61
2023	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	59	58	60	-	-	-	-	59	60	45
2019	56	57	57	-	-	-	60	57	57	52
2022	52	48	57	-	-	-	-	48	51	43
2023	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	37	47	-	47	-	51	35	35	12
2019	38	38	44	-	73	-	52	37	38	15
2022	31	36	46	-	-	-	51	33	38	18
2023	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Student Learning Strengths

In the 2023 testing cycle, George Junior High students achieved insert positive trend statement here.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Test scores in 2023 increased in _____. However, _____fell below _____ approaches. **Root Cause:** Students experienced interrupted schooling in 2019-2020 and a majority of our students were receiving online instruction in the 2020-2021 school year which widened learning gaps. The format of the STAAR test changed for the 2022-2023 school year which altered assessment types and the way teachers approached teaching and learning.

Problem Statement 2: Meets and Masters levels on STAAR tests are below the state average. **Root Cause:** Tier I instruction is not engaging students at high levels.

Problem Statement 3: All student groups, including ethnic demographic groups, Special Education, and Emergent Bilingual programs did not meet the state target for "Closing the Gaps" in mathematics and most student demographic groups including the two programs mentioned above did not meet the state target for academic achievement in ELAR. **Root Cause:** Tier I instruction is not engaging students at high levels.

School Processes & Programs

School Processes & Programs Summary

Teachers are organized into Professional Learning Committees (PLCs) at George Junior High. Core subject PLCs planned as groups in the 2022-2023 school year and were involved in more collaborative and focused discussions based on a strategic number of faculty members attending the Solution Tree PLCs @ Work conferences. Teams moved back to the basics of PLC processes and focus on a few high-yield strategies while planning. This included teachers modeling instruction for each other, backward planning models, and common formative assessment development. "Ranger Round-Up" time was designed for instructional intervention for struggling students. Students received academic support in all four core content areas, but students moved to a different class each day of the week which presented challenges to staff and students forming meaningful relationships to foster learning. A small percentage of George Junior High School students demonstrated significant behaviors such as major campus disruptions, skipping class, and fighting last school year. Though the overall percentage of students demonstrating these behaviors was small, the effect of negative behaviors on campus was felt in hallways and classrooms. It would cause disruptions to classroom instruction. Administration and teachers started focusing on opt-out behaviors demonstrated by students in the classroom to avoid participating in the learning activities. Processes are being put into place for the 2-23-2024 school year to prevent and strongly respond to opt-out behavior.

School Processes & Programs Strengths

George Junior High has 50% new staff for this school year, which provides an opportunity to establish a more positive, clear, and focused campus culture than has been possible in the first two years under the current principal. GJH utilizes a Positive Behavior Intervention and Supports model on campus where teachers use an online program to award points to students demonstrating positive behaviors. There is an opportunity to extend the reach of this program by refining the positive and negative behavior expectations in the system, allowing for a more robust data analysis of trends, on-demand communication with parents, and enhanced user capabilities. There is a returning administrative team for the first time since 2020-2021. There is also an established system of committees on campus (PBIS, Culture Club, Guiding Coalition, Communications) that allow for the distribution of leadership and decision-making. An attendance committee, PE teacher PLC, and Counselor PLC will also be added.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School-wide interventions were provided to all students in all four core content areas, but the structure was not conducive to the needs of staff and students. **Root Cause:** Master schedule was built to have students change to a different Ranger Round-Up class each day of the week.

Problem Statement 2: Full administrative team returning for the first time since 2020-2021 creating a need to build on processes initiated last year. **Root Cause:** All administrators from 2022-2023 are returning.

Problem Statement 3: All core content department heads except one are new to their role this year. 2 of the 4 are new to GJH. **Root Cause:** High turnover rate and internal promotion created opportunities for new leadership.

Problem Statement 4: PLC processes and planning are more consistent than they have been in the past but will put more focus on essential standards, learning progressions, generative learning strategies, and feedback will provide additional consistency and measurable results. **Root Cause:** Lack of clarity and unifying pedagogy relating different aspects of the campus mission and vision.

Problem Statement 5: A small percentage of George Junior High School students demonstrated significant behaviors such as major campus disruptions, skipping class, and fighting last school year. Students engaging in opt-out behavior were a focus of walkthroughs and feedback conversations. Both impacted the learning environment in significant ways. **Root Cause:** Need more proactive structures and an increased focus on Tier I instruction to decrease negative behaviors.

Problem Statement 6: Significant year-over-year turnover of teaching staff.   **Root Cause:** Approximately 50% of the staff will be new to George JH for the upcoming school year. There are also new department heads in all core content areas.

Perceptions

Perceptions Summary

Systems were put in place in the 2021-2022 school year which decreased the rate of hallway discipline infractions. These systems were analyzed and refined for the 2022-2023 school year and continued to move discipline trends in a positive direction. There is still a need to set up more proactive and restorative systems to prevent student behavior problems such as more adult presence in the hallway, an enhanced pass system, a more comprehensive PBIS system, and more careful monitoring of problem areas.

Perceptions Strengths

The GJH staff and families take pride in being one family supporting our students. This close-knit community provides support for each other and camaraderie. All content teams will engage in increased communication with parents and the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Disruption in hallways, and common areas, and opt-out behavior in the classroom impedes the learning environment.   **Root Cause:** Need for more robust proactive systems to prevent behavior problems.

Problem Statement 2: Campus climate surveys highlighted a communication breakdown between families and GJH staff.   **Root Cause:** Planned communication strategies were inconsistent.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Observation Survey results

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
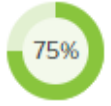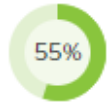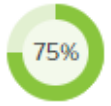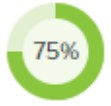
Goals

Goal 1: By June 2024, the number of 7th and 8th-grade students meeting the approaches, meets, and masters on STAAR assessments will increase by 15% in each when compared to the 22-23 STAAR tests.

Performance Objective 1: By the end of the 2023-2024 school year, all core departments will follow the 5Qs PLC model and will utilize both Common Formative and Common Summative Assessments to collect classroom data as demonstrated in PLC meetings and on PLC documentation forms.

Evaluation Data Sources: PLC meetings and on PLC documentation forms

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher teams will meet formally once per week to discuss student data (summative and formative) and make intentional plans for the following weeks that address student data-based strengths and weaknesses. Discussions will be TEKS driven and teachers will utilize PLC protocols and the 5 guiding questions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By June 2024, the number of 7th and 8th grade students meeting the STAAR progress measure (Domain II) will increase by 10 percent when comparing the 22-23 to the 23-24 7th and 8th grade STAAR tests. **Staff Responsible for Monitoring:** Department heads and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	50%	75%	
Strategy 2 Details	Formative Reviews		
Strategy 2: District coaches, Academic Facilitator, Instructional Coordinators, ESL Facilitator, and Department Chair to train teachers in research-backed student engagement strategies, relationship building, classroom management. This will include some teams traveling to professional development to bring strategies back and train other staff members.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased alignment of student engagement strategies from classroom to classroom as measured by walkthrough data with 75% in December and 100% by April. **Staff Responsible for Monitoring:** Administration **Funding Sources:** Professional Development - 211 Title I, Part A - $4,000	65%	75%	
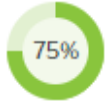
Strategy 3 Details	Formative Reviews		

Strategy 3: PLCs will utilize various data (such as MAP, STAAR, District Assessment, and Classroom Assessment) to identify students in need of Tier I or Tier II intervention and design common interventions using high-yield instructional strategies and feedback loops.
 	
    Strategy's Expected Result/Impact: Number of students failing one or more classes will reduce to 10% or less per semester
    Staff Responsible for Monitoring: Teachers, PLCs, Administrators
 	
    Title I:
    2.4, 2.6
    Funding Sources: Tutoring Center (Extra Duty Pay, supplies, materials) - 211 Title I, Part A - $3,000, Tutoring Center (Extra Duty Pay, supplies, materials) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $14,520
	**Formative**

	Nov	**Feb**	**June**
	50%	75%	

Strategy 4 Details	Formative Reviews		

Strategy 4: All subjects will include lessons which require students to read and write about their subject matter at least twice per six weeks and this assessment data will be used to identify subject matter needs and literacy needs across the campus. This may include novel learning experiences such as field trips.
 	
    Strategy's Expected Result/Impact: All students will write short answer responses to reading passages 84 times this school year at a minimum to increase writing stamina on subjects other than ELAR.
    Staff Responsible for Monitoring: Department heads, admin
 	
    Title I:
    2.5
    Funding Sources: Educational Field Trips - 211 Title I, Part A - $4,872, Reading Materials - 211 Title I, Part A - $5,000
	**Formative**

	Nov	**Feb**	**June**
	55%	75%	

Strategy 5 Details	Formative Reviews		

Strategy 5: Data Specialist will attend collaboration meetings and will provide training and coaching to teachers to support data-based decision making and assessment analysis.
 	
    Strategy's Expected Result/Impact: All teachers in STAAR tested subjects will receive support in data-based decision making at least two times per six weeks.
    Staff Responsible for Monitoring: CTC/Data Specialist
 	
    Funding Sources: Campus Testing Coordinator/Data Specialist - 211 Title I, Part A - $85,651.50
	**Formative**

	Nov	**Feb**	**June**
	65%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: By June 2024, the number of 7th and 8th-grade students meeting the approaches, meets, and masters on STAAR assessments will increase by 15% in each when compared to the 22-23 STAAR tests.

Performance Objective 2: Implement backward design planning in PLCs.

    Evaluation Data Sources: Assessments, lesson plans, rubrics, PLC minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: STAAR tested teams will have two full-day PLC planning days per semester and planning days in summer 2024 to dig into progress monitoring assessment and classroom assessment data. This time will be used to backward design upcoming instruction.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will create instructional plans for the next instructional unit which responds to the data analyzed as evidenced by lesson plans and completed data protocol documents **Staff Responsible for Monitoring:** Teachers, administrators, department heads	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: At the beginning of the school year all teachers will participate in backward planning training and will make plans as teacher teams to begin implementation in their PLC planning time.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All teachers will align summative assessments with plans for units of instruction and student activities will match the rigor level of the TEKS taught. **Staff Responsible for Monitoring:** Teachers, administrators, department heads	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: All teacher teams will backward plan 100% of their units by the 5th six weeks, starting with designing tests at the level of rigor designated in TEKS.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will receive instruction to match the level of TEKS rigor, resulting in a 10 percent increase of students meeting the STAAR progress measure. **Staff Responsible for Monitoring:** Principals, department heads **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Administration and instructional support staff will review teacher lesson plans and provide feedback on rigor, formative assessment, student engagement, and learning targets.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By May 2024, 100% of teacher lesson plans will match TEKS rigor, include formative assessment, and define clear learning targets. **Staff Responsible for Monitoring:** Administrator, Instructional Facilitator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	50%	75%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: By June 2024, the number of 7th and 8th-grade students meeting the approaches, meets, and masters on STAAR assessments will increase by 15% in each when compared to the 22-23 STAAR tests.

Performance Objective 3: Providing a robust support system, pedagogy, and common instructional language for teachers on the campus.

   **Evaluation Data Sources:** Professional development, instructional walkthroughs, feedback loops

Strategy 1 Details		Formative Reviews		
Strategy 1: Regularly scheduled, targeted, New Teacher academies		**Formative**		
Strategy's Expected Result/Impact: New teacher knowledge of campus strategies and district procedures will increase from 0% to 75%. They will feel supported by receiving targeted support for areas of need. **Staff Responsible for Monitoring:** Instructional Core, feedback from the new teachers		**Nov**	**Feb**	**June**
		50%	75%	
Strategy 2 Details		Formative Reviews		
Strategy 2: Regularly provided instructional coaching based off of the needs identified using the instructional playbook.		**Formative**		
Strategy's Expected Result/Impact: All teachers will receive formal or informal support from an instructional coach at least one time per year. **Staff Responsible for Monitoring:** Instructional coaches		**Nov**	**Feb**	**June**
		50%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: GJH will meet the state-set standards for Closing the Gaps in the identified student populations.

Performance Objective 1: Utilize student data tracking in PLCs to identify sub-population needs and design targeted Tier I interventions.

    Evaluation Data Sources: MAP data, classroom assessment data, online benchmarks, STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Education master list teachers will use PLC protocols at weekly department meetings to track student progress on IEP goals and classroom progress toward mastery of objectives.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Special Education will demonstrate mastery of course objectives with a goal of 70% as measured by grades.
    Staff Responsible for Monitoring: Master list teachers and Special Education administrators.
 	
    Title I:
    2.4, 2.6
	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education students will be provided with additional support from a teacher in a small group setting during Excel Time which will focus on tracking student improvement, organization, progress monitoring assessment data, goal setting and homework assistance.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Special Education will demonstrate mastery of course objectives with a goal of 70% as measured by grades.
    Staff Responsible for Monitoring: Master list teachers and Special Education administrators.
 	
    Title I:
    2.5, 2.6
	30%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: EB facilitator will attend coaching training and will utilize EB facilitation to track EB student data, and provide training and coaching to teachers to support the implementation of EB linguistic accommodations.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: EB proficient scores will increase by 15% on all spring 2023 STAAR tests when compared with Spring 2023 results.
    Staff Responsible for Monitoring: LPAC committee members
 	
    Funding Sources: EB Facilitator - 211 Title I, Part A - $85,651.50
	50%	75%	

George Junior High
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    19 of 28
    April 5, 2024 11:52 AM

Strategy 4 Details	Formative Reviews		
Strategy 4: EB students identified with beginner proficiency level on TELPAS will receive additional linguistic support during Excel Time with a focus on academic language in core content classes.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: EB proficiency level will increase by one composite level on spring 2024 TELPAS when compared with spring 2023 results. **Staff Responsible for Monitoring:** LPAC committee members. **Title I:** 2.4, 2.5, 2.6		75%	

Strategy 5 Details	Formative Reviews		
Strategy 5: MTSS team will utilize student data tracking to identify at-risk students, design targeted Tier I interventions, and designate necessary Tier II, or Tier III interventions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 80% of students identified as at-risk will pass all classes in the second semester **Staff Responsible for Monitoring:** MTSS team **Title I:** 2.4, 2.5, 2.6	50%	75%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: GJH will meet the state-set standards for Closing the Gaps in the identified student populations.

Performance Objective 2: During Excel Time, students will receive 33 additional minutes per day in four-week rotations in math, science, ELAR, and social studies. During this time, they will receive high-quality acceleration and instruction.

    Evaluation Data Sources: Excel Time attendance data and teacher lesson plans

Strategy 1 Details	Formative Reviews		

Strategy 1: Core PLC teams will plan two four-week long rotations of 33 minutes per day for Excel Time which utilizes student engagement strategies and collects formative assessment data on student knowledge.
    Strategy's Expected Result/Impact: 80% of students will demonstrate growth on MAP data for the 2023-2024 school year.
    Staff Responsible for Monitoring: PLCs, Department heads
	Formative		

	Nov	**Feb**	**June**
	50%	75%	

0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: GJH will meet the state-set standards for Closing the Gaps in the identified student populations.

Performance Objective 3: The instructional core team will utilize walkthroughs and feedback loops to monitor rigor, student clarity, and student engagement levels in classrooms.
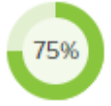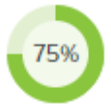
Evaluation Data Sources: Classroom walkthroughs and feedback loops

Strategy 1 Details	Formative Reviews		

Strategy 1: The instructional core team will participate in a walkthrough calibration in September for the purpose of gaining clarity in the classroom.
     Strategy's Expected Result/Impact: Increased consistency in instructional practices as measured by walkthrough data.
     Staff Responsible for Monitoring: Administrators and Instructional Coaches
	Formative		

	Nov	**Feb**	**June**
	50%	75%	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Instructional Core will provide walkthrough data, feedback, and professional development to department heads and PLCs to assist teams in planning.
     Strategy's Expected Result/Impact: With frequent feedback, PLC teams will adjust lessons to address student needs
     Staff Responsible for Monitoring: Administrators and Instructional Coaches
	Formative		

	Nov	**Feb**	**June**
	50%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: By June 2024, the percentage of students who report experiencing negative social/emotional outcomes as measured by the Social Emotional EOY Screener will be 10% or fewer in each indicator.

Performance Objective 1: Redesign the school wide PBIS system, which will include the analysis of student behavior through a token economy system, behavior tracking system for the student, and explicit behavior expectation lessons, including decisions made by the student that disrupt the learning environment.

    Evaluation Data Sources: Student Behavior Monitoring Software

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will continue to be trained on CHAMPS program for teaching expected behaviors.	Formative		
Strategy's Expected Result/Impact: All classroom and shared spaces will display and frequently review behavior expectations. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Contracted Services - 211 Title I, Part A - $10,000	Nov	Feb	June
	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will utilize PBIS rewards system and the PBIS rewards store to give positive reinforcement for prosocial behaviors.	Formative		
Strategy's Expected Result/Impact: All students will receive PBIS points for prosocial behaviors **Staff Responsible for Monitoring:** School staff and administration, PBIS committee **Funding Sources:** PBIS Incentives - 211 Title I, Part A - $1,000	Nov	Feb	June
	50%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be trained on Student Behavior Monitoring Software for documenting student expected behaviors.	Formative		
Strategy's Expected Result/Impact: The ability to analyze data to target patterns in student behavior that may lead to students opting out of learning. **Staff Responsible for Monitoring:** Instructional Core	Nov	Feb	June
	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: By June 2024, the percentage of students who report experiencing negative social/emotional outcomes as measured by the Social Emotional EOY Screener will be 10% or fewer in each indicator.

Performance Objective 2: Increase parent and community outreach and communication from campus to provide positive experiences for students and their families on campus.

Evaluation Data Sources: None

Strategy 1 Details		Formative Reviews		
Strategy 1: The campus culture-building staff team will be modified this school year and will continue to design and promote positive school experiences for students, staff, and parents.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: At least two parent involvement activities will be developed per semester. **Staff Responsible for Monitoring:** Culture building committee **Title I:** 4.1, 4.2 **Funding Sources:** Refreshments for Parent and Family Engagement Activities - 211 Title I, Part A - $1,000		50%	75%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: By June 2024, the percentage of students who report experiencing negative social/emotional outcomes as measured by the Social Emotional EOY Screener will be 10% or fewer in each indicator.

Performance Objective 3: Provide character focused, solution focused, and career goal setting and exploration conversations with students, which will include guidance for students, through counselor led small groups.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will meet with a mentor teacher once per week and lessons will be developed for each week which will include character education and organizational strategies to provide well-rounded educational experiences to all students .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will participate in at least 25 character-building activities in the school year. **Staff Responsible for Monitoring:** Instructional Coaches and counselors **Title I:** 2.5	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Solution-focused language will be used to guide students in restorative dialogue after a discipline incident. This may include counselor conversations, assistant principal conversations, and staff-led student restorative circles.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students involved in restorative and solution-focused practices will develop a plan for the future which sets goals for reduced conflicts. **Staff Responsible for Monitoring:** Counselors, admin **Title I:** 2.6	50%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will use SchooLinks in student activity groups to develop a post-junior high plan. This will include connecting with the high school to promote CTE pathways.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students will explore career opportunities and high school endorsement pathways. **Staff Responsible for Monitoring:** Guiding Coalition and Mentor teacher group **Title I:** 2.5 **Funding Sources:** TSA Fees/Dues - 211 Title I, Part A - $1,000	50%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Title I Personnel

Name	Position	Program	FTE
Jill Morgan	ESL Coach	Title I	1.0
Melinda Cave	Testing Coordinator	Title I	1.00

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional Development		$4,000.00
1	1	3	Tutoring Center (Extra Duty Pay, supplies, materials)		$3,000.00
1	1	4	Educational Field Trips		$4,872.00
1	1	4	Reading Materials		$5,000.00
1	1	5	Campus Testing Coordinator/Data Specialist		$85,651.50
2	1	3	EB Facilitator		$85,651.50
3	1	1	Contracted Services		$10,000.00
3	1	2	PBIS Incentives		$1,000.00
3	2	1	Refreshments for Parent and Family Engagement Activities		$1,000.00
3	3	3	TSA Fees/Dues		$1,000.00
				Sub-Total	$201,175.00
				Budgeted Fund Source Amount	$201,175.00
				+/- Difference	$0.00
			199 PIC 30 State SCE Title I-A, Schoolwide Activit		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutoring Center (Extra Duty Pay, supplies, materials)		$14,520.00
				Sub-Total	$14,520.00
				Budgeted Fund Source Amount	$14,520.00
				+/- Difference	$0.00
				Grand Total Budgeted	$215,695.00
				Grand Total Spent	$215,695.00
				+/- Difference	$0.00