Lamar Consolidated Independent School District

Reading Junior High

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Reading Junior High School is to provide a high quality and innovative growth experience for all students.

Vision

The vision of Reading Junior High School is to develop a culture of academic excellence through rigorous instruction cultivating college and career ready individuals.

Core Beliefs

ARJH CORE BELIEFS

All students can learn at high levels.

Adults are responsible for the safety and well being of all students.

All decisions concerning education should be based on what is best for the child, not what is easiest for the system.

Teaching and learning should be a collaborative effort.

School should be a safe, supportive environment that is conducive to learning and essential for students' success.

We respect and cultivate differences and are culturally responsive to all stakeholders.

We value feedback and communication among all stakeholders.

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Comprehensive Needs Assessment

Revised/Approved: June 17, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Based on our historical data, our priority will be small group instruction campus-wide and a focus on 7th grade math overall and with our students receiving special education services.

Demographics

Demographics Summary

Reading Junior High School is a 7th and 8th grade campus in Lamar Consolidated Independent School District located in Richmond, TX. The total enrollment for our campus is 1016 with 509 7th graders, and 504 8th graders. The demographic breakdown for our campus is 18% African American, 27% Hispanic, 38% White, 0.2% American Indian, 12% Asian, 0.2% Pacific Islander, and 4% Two or More Races. Reading has a population of 29% Economically Disadvantaged. Reading Junior High opened in 2010 and is celebrating 14 years of servicing students in LCISD.

Reading Junior High has a projected accountability rating of an "A" for the 2023-2024 school year from the Texas Education Agency.

 The strong connections and collaborative efforts of our staff, parents and students create a tradition of high expectations and a student focused educational experience. Reading Junior has a strong and involved parent organization, our PTO, that consistently provides support for teachers and students. Reading Junior High also has an additional parent volunteer organization, our Dads on Duty, who contribute hours of dedicated time to building positive relationships and model a culture of character.

 Reading Junior has a long standing tradition of award winning achievements in all extracurricular programs including athletics, fine arts, CTE, and academic UIL competitions. Reading Junior High has achieved district champion status for academic UIL competitions for both 7th and 8th grades winning 1st place in district competition.

 There are a variety of student programs and clubs in which our students participate including dance, National Junior Honor Society, Student Council and No Place for Hate.

Demographics Strengths

Reading Junior High's strengths in demographics are the diversity and ethnicity across the campus. The campus is represented and celebrates many diverse cultures from around the world.

Reading Junior High has a dedicated, daily multi-tiered instructional intervention system built into student schedules.

Reading Junior High has targeted professional development focusing on closing the gaps in achievement across all sub-populations.

Reading Junior High teachers and staff participate in weekly collaborative PLC's that focus on high quality instructional strategies and student needs.

Reading Junior High has an attendance rate of 96%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Emergent Bilingual student population is increasing with students speaking a variety of languages other than English. Many students are not achieving advanced high on on all four TELPAS components of listening, speaking, reading and writing and as a result are not exiting the program. **Root Cause:** Students are not evidencing high levels of comprehensible output in classrooms.

Student Learning

Student Learning Summary

Student Achievement:

TEA A Rated Campus 2022-2024

TEA Pending Rating 2023-2024

STAAR Data 2023-2024

Algebra: 100% Approaches, 100% Meets, 99% Masters

8th STAAR ELAR: 94% Approaches, 80% Meets and 57% Masters

8th STAAR Math: 88% Approaches, 70% Meets, 41% Masters

8th STAAR Science: 90% Approaches, 69% Meets, 36% Masters

8th STAAR Social Studies: 85% Approaches, 64% Meets, 45% Masters

7th STAAR ELAR: 94% Approaches, 84% Meets, 62% Masters

7th STAAR Math: 62% Approaches, 31% Meets, 4% Masters

MAP DATA

2022-2023

Fall 2022 to Spring 2023

7th Grade MATH MAP Data

	Fall 2023-2024 NWEA Growth: Math 6+ TX 2012, Grade 7								Spring 2023-2024 NWEA Growth: Math 6+ TX 2012, Grade 7							
					STAAR Projected Proficiency								STAAR Projected Proficiency			
	Total Students	Date Taken	RIT Score	Percentile	Did Not Meet	Approaches	Meets	Masters	Total Students	Date Taken	RIT Score	Percentile	Did Not Meet	Approaches	Meets	Masters
Reading Junior High	499	08/29/23	226.3	62.94	11.62%	32.06%	35.07%	21.24%	491	05/08/24	232.77	59.89	14.05%	35.23%	28.51%	22.20%
Economic Disadvantage	152	08/24/23	219.3	50.7	22.37%	40.79%	26.97%	9.87%	149	05/09/24	225.79	48.8	24.16%	41.61%	23.49%	10.74%
Asian	65	08/24/23	231.71	72.09	4.62%	21.54%	46.15%	27.69%	71	05/08/24	239.27	70.96	4.23%	25.35%	38.03%	32.39%
Black/African American	104	08/24/23	219.04	50.05	25%	38.46%	24.04%	12.50%	102	05/09/24	226.06	48.84	29.41%	33.33%	22.55%	14.71%
Hispanic	144	08/24/23	222.72	56.28	15.28%	39.58%	30.56%	14.58%	141	05/08/24	228.47	52.72	18.44%	44.68%	21.28%	15.60%
Two or More Races	23	08/24/23	233.74	75.52	0%	26.09%	34.78%	39.13%	21	05/08/24	237.81	65.86	9.52%	28.57%	33.33%	28.57%
White	163	08/24/23	230.9	71.62	4.29%	26.38%	41.72%	27.61%	156	05/09/24	237.42	67.75	5.13%	33.33%	33.97%	27.56%
Currently Emergent Bilingua	64	08/24/23	217.03	46.84	28.12%	39.06%	25%	7.81%	69	05/09/24	224.17	46.72	27.54%	39.13%	21.74%	11.59%
First Year of Monitoring	4	08/24/23	230.75	72.5	0%	25%	50%	25%	4	05/08/24	233.75	63.75	0%	25%	75%	0%
Fourth Year of Monitoring	7	08/24/23	243.43	88.57	0%	0%	42.86%	57.14%	7	05/08/24	250	83.43	0%	0%	42.86%	57.14%
Second Year of Monitoring	2	08/24/23	222	55	0%	50%	50%	0%	2	05/08/24	225	46	0%	100%	0%	0%
Third Year of Monitoring	1	08/24/23	235	82	0%	0%	100%	0%	1	05/08/24	240	76	0%	0%	100%	0%
Special Ed Indicator	64	08/24/23	208.58	31.47	53.12%	31.25%	9.38%	6.25%	62	05/09/24	216.23	32.79	51.61%	35.48%	9.68%	3.23%

7th Reading MAP Data

	Fall 2023-2024 NWEA Growth: Reading 6+ TX 2017, Grade 7								Spring 2023-2024 NWEA Growth: Reading 6+ TX 2017, Grade 7							
					STAAR Projected Proficiency								STAAR Projected Proficiency			
	Total Students	Date Taken	RIT Score	Percentile	Did Not Meet	Approaches	Meets	Masters	Total Students	Date Taken	RIT Score	Percentile	Did Not Meet	Approaches	Meets	Masters
Reading Junior High	497	08/25/23	219.67	62.95	9.66%	24.55%	36.42%	29.38%	471	05/07/24	222.57	59.59	12.53%	29.94%	28.45%	29.09%
Economic Disadvantage	151	08/25/23	213.36	51.54	18.54%	33.11%	31.79%	16.56%	142	05/07/24	216.21	47.78	25.35%	37.32%	21.83%	15.49%
Asian	65	08/25/23	222.28	68.72	4.62%	12.31%	52.31%	30.77%	69	05/07/24	225.61	65.75	7.25%	26.09%	24.64%	42.03%
Black/African American	103	08/25/23	215.17	54.17	19.42%	29.13%	28.16%	23.30%	91	05/07/24	218.36	51.96	21.98%	31.87%	24.18%	21.98%
Hispanic	143	08/25/23	216.91	57.57	12.59%	30.77%	36.36%	20.28%	136	05/07/24	220.05	54.3	16.18%	36.76%	25.74%	21.32%
Two or More Races	23	08/25/23	225.3	72.22	4.35%	26.09%	21.74%	47.83%	22	05/07/24	227.45	68.91	13.64%	9.09%	27.27%	50%
White	163	08/25/23	223.09	69.6	3.68%	20.86%	37.42%	38.04%	153	05/09/24	225.24	64.73	5.88%	27.45%	35.29%	31.37%
Currently Emergent Bilingua	63	08/25/23	207.68	41.84	30.16%	33.33%	30.16%	6.35%	65	05/09/24	210.72	39.17	36.92%	40%	13.85%	9.23%
First Year of Monitoring	4	08/25/23	226.25	75.75	0%	0%	50%	50%	4	05/07/24	227.75	69.5	0%	25%	25%	50%
Fourth Year of Monitoring	7	08/25/23	232.43	85	0%	0%	14.29%	85.71%	7	05/07/24	232.71	78.86	0%	14.29%	0%	85.71%
Second Year of Monitoring	2	08/25/23	229.5	83.5	0%	0%	0%	100%	2	05/07/24	231.5	79	0%	0%	0%	100%
Third Year of Monitoring	1	08/25/23	219	63	0%	0%	100%	0%	1	05/07/24	237	87	0%	0%	0%	100%
Special Ed Indicator	63	08/25/23	205.11	35.98	39.68%	36.51%	17.46%	6.35%	54	05/09/24	208.39	34.96	46.30%	35.19%	9.26%	9.26%

8th Math MAP Data

| | Fall 2023-2024 NWEA Growth: Math 6+ TX 2012, Grade 8 | | | | | | | | Spring 2023-2024 NWEA Growth: Math 6+ TX 2012, Grade 8 | | | | | | | |
| | Total Students | Date Taken | RIT Score | Percentile | STAAR Projected Proficiency | | | | Total Students | Date Taken | RIT Score | Percentile | STAAR Projected Proficiency | | | |
					Did Not Meet	Approaches	Meets	Masters					Did Not Meet	Approaches	Meets	Masters
Reading Junior High	485	08/24/23	231.56	62.8	9.28%	29.69%	34.85%	26.19%	466	05/07/24	238.3	62.31	13.30%	27.68%	26.82%	32.19%
Economic Disadvantage	149	08/24/23	224.5	50.91	16.78%	42.95%	24.83%	15.44%	144	05/07/24	230.01	50.1	23.61%	38.89%	19.44%	18.06%
American Indian/Alaskan Native	1	08/24/23	220	42	0%	100%	0%	0%	1	05/07/24	243	74	0%	0%	100%	0%
Asian	72	08/24/23	238.94	73.74	1.39%	23.61%	27.78%	47.22%	73	05/07/24	246.71	73.29	6.85%	23.29%	16.44%	53.42%
Black/African American	82	08/24/23	223.6	49.43	20.73%	35.37%	31.71%	12.20%	80	05/09/24	227.86	46.39	30%	37.50%	13.75%	18.75%
Hispanic	129	08/24/23	226.22	53.8	13.18%	44.19%	24.81%	17.83%	118	05/07/24	232.75	54.42	17.80%	36.44%	26.27%	19.49%
Native Hawaiian/Pacific Islander	2	08/24/23	221	48.5	50%	0%	0%	50%	2	05/07/24	226	49	50%	0%	0%	50%
Two or More Races	15	08/24/23	236.13	71.6	0%	26.67%	53.33%	20%	16	05/07/24	245.13	72.63	0%	25%	37.50%	37.50%
White	184	08/24/23	235.78	70.33	4.89%	19.57%	45.11%	30.43%	176	05/10/24	242.78	69.44	6.25%	19.89%	36.36%	37.50%
Currently Emergent Bilingual	58	08/24/23	225.43	52.57	10.34%	46.55%	32.76%	10.34%	57	05/09/24	231.33	52.4	17.54%	42.11%	21.05%	19.30%
First Year of Monitoring	4	08/24/23	235.75	72.25	0%	25%	75%	0%	4	05/07/24	247.75	80.5	0%	0%	50%	50%
Fourth Year of Monitoring	11	08/24/23	242.18	81.36	0%	9.09%	27.27%	63.64%	11	05/07/24	250.36	81.91	0%	9.09%	27.27%	63.64%
Special Ed Indicator	50	08/24/23	211.08	28.54	44%	44%	10%	2%	42	05/10/24	212.62	23.43	61.90%	26.19%	11.90%	0%

8th Reading MAP Data

| | Fall 2023-2024 NWEA Growth: Reading 6+ TX 2017, Grade 7 | | | | | | | | Spring 2023-2024 NWEA Growth: Reading 6+ TX 2017, Grade 7 | | | | | | | |
| | Total Students | Date Taken | RIT Score | Percentile | STAAR Projected Proficiency | | | | Total Students | Date Taken | RIT Score | Percentile | STAAR Projected Proficiency | | | |
					Did Not Meet	Approaches	Meets	Masters					Did Not Meet	Approaches	Meets	Masters
Reading Junior High	497	08/25/23	219.67	62.95	9.66%	24.55%	36.42%	29.38%	471	05/07/24	222.57	59.59	12.53%	29.94%	28.45%	29.09%
Economic Disadvantage	151	08/25/23	213.36	51.54	18.54%	33.11%	31.79%	16.56%	142	05/07/24	216.21	47.78	25.35%	37.32%	21.83%	15.49%
Asian	65	08/25/23	222.28	68.72	4.62%	12.31%	52.31%	30.77%	69	05/07/24	225.61	65.75	7.25%	26.09%	24.64%	42.03%
Black/African American	103	08/25/23	215.17	54.17	19.42%	29.13%	28.16%	23.30%	91	05/07/24	218.36	51.96	21.98%	31.87%	24.18%	21.98%
Hispanic	143	08/25/23	216.91	57.57	12.59%	30.77%	36.36%	20.28%	136	05/07/24	220.05	54.3	16.18%	36.76%	25.74%	21.32%
Two or More Races	23	08/25/23	225.3	72.22	4.35%	26.09%	21.74%	47.83%	22	05/07/24	227.45	68.91	13.64%	9.09%	27.27%	50%
White	163	08/25/23	223.09	69.6	3.68%	20.86%	37.42%	38.04%	153	05/09/24	225.24	64.73	5.88%	27.45%	35.29%	31.37%
Currently Emergent Bilingua	63	08/25/23	207.68	41.84	30.16%	33.33%	30.16%	6.35%	65	05/09/24	210.72	39.17	36.92%	40%	13.85%	9.23%
First Year of Monitoring	4	08/25/23	226.25	75.75	0%	0%	50%	50%	4	05/07/24	227.75	69.5	0%	25%	25%	50%
Fourth Year of Monitoring	7	08/25/23	232.43	85	0%	0%	14.29%	85.71%	7	05/07/24	232.71	78.86	0%	14.29%	0%	85.71%
Second Year of Monitoring	2	08/25/23	229.5	83.5	0%	0%	0%	100%	2	05/07/24	231.5	79	0%	0%	0%	100%
Third Year of Monitoring	1	08/25/23	219	63	0%	0%	100%	0%	1	05/07/24	237	87	0%	0%	0%	100%
Special Ed Indicator	63	08/25/23	205.11	35.98	39.68%	36.51%	17.46%	6.35%	54	05/09/24	208.39	34.96	46.30%	35.19%	9.26%	9.26%

Student Learning Strengths

Reading Junior High had many academic strengths in the 2023-2024 school year. As a campus, we are continually working to grow our students in all academic areas.

Reading Junior High utilizes multiple forms of data to measure student success and academic growth. Through the use of our Student Growth and Reflection Tracker, students are able to visualize and celebrate their successes. Teachers disaggregate their data and create lessons based on the needs of each individual.

During PLCs we utilize instructional planning and data time to collaborate and differentiate to meet student needs, refine professional learning and create opportunities to plan for

Tier 1 and 2 instruction as well as plan to address student needs through small-group instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 100 % Students are not showing evidence of mastery on essential standards on summative assessments.   **Root Cause:** All Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction is the driving force for planning and implementation of a well rounded and rigorous instructional program at Reading Junior High. All core content classes have technology access daily to incorporate integration of Technology Application TEKS and standards as well as providing ongoing professional development for high quality and engaging technology integration.

Ongoing Professional Learning is a campus priority and embedded in the campus culture and expectation for continued student and teacher growth. Professional learning occurs in a variety of school processes including PLC's, Workshop Wednesdays, Staff Meetings and job embedded coaching opportunities.

MTSS is also a campus system of support that reflects targeted, small group instructional practices and individual student tracking for scaffolded intervention.

Leadership and Decision Making- Reading Junior High has a system of campus leadership development as teacher leaders participate in ongoing professional development and leadership activities to enhance skill levels and growth opportunities. Site Based Committee Members participate in monthly discussions involving campus based decisions and activities.

Reading Junior communicates a variety of information in a variety of multi-media channels from weekly newsletters to social media posts that reflect campus news and events and important information for all stakeholders. Two way communication is also stressed as an important component in cultivating a culture of engagement and involvement.

Reading Junior High provides a variety of support services to meet the needs of students, staff and stakeholders to address academic, social and emotional needs.

Reading Junior High provides many extracurricular opportunities for students including athletics, fine arts, CTE and student choice clubs.

Instructional / Curricular:

- ESL: Sheltered Instruction
- MTSS
- Sped
- 504
- Dyslexia

Personnel (Recruitment / Support / Retain):

- All Admin. Team Members attended multiple LCISD job fairs
- Sound structural support (Department Chairs, Team Leaders, Admin. Team, ILT)
- Utilize Campus Climate Survey to Address continuous improvement
- Collaborative efforts with Instructional Leadership Team to develop staff development plans
- Implementation of the Instructional Leadership Team

Organization:

- Admin. Team Leadership (Includes administrators & Instructional Coordinator)
- Department Chairs
- Team Leaders
- Instructional Leadership Team Members specific to content areas

- PLC's
- SBDM

Administrative:

- Holdsworth Campus 2021-2023
- Campus Follows the 4 C's (Commitment, Curriculum, Continuous Improvement, Communication)
- Lamar CISD Leadership Definition
- Promise to Parents
- Weekly Communication utilizing Smore

School Processes & Programs Strengths

Reading Junior High's staff and campus makes a genuine effort to provide equity to all students and strive to meet their needs.

- Common Planning periods for PLCs
- Writing across the Curriculum
- Cross curricular teaching
- Job-embedded learning opportunities for teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs.   **Root Cause:** Instructional strategies and intervention that target individual student needs are not being implemented consistently at the level and rate necessary to evidence significant student academic gains.

Problem Statement 2 (Prioritized): Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas.   **Root Cause:** Increase the consistent use of formative assessment data to create individualized instruction during PLCs with fidelity.

Perceptions

Perceptions Summary

According to the K-12 Campus Climate Survey for 2022-2023:

88% of parents gave ARJH an A or B Rating

77% of student gave ARJH an A or B Rating

79% of staff gave ARJH an A or B Rating

Perceptions Strengths

Reading Junior High School teachers and staff have a common understanding of the district's and campus' mission, vision and goals. Teachers and staff routinely meet to discuss instructional practices and campus needs/goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 25% Reading Junior High Students reported feeling a disconnect between the lessons in the classroom and real world connections. **Root Cause:** Increase the classroom experiences and lessons that explicitly connect and are relevant to real world experiences of young teens.

Priority Problem Statements

Problem Statement 1: The Emergent Bilingual student population is increasing with students speaking a variety of languages other than English. Many students are not achieving advanced high on on all four TELPAS components of listening, speaking, reading and writing and as a result are not exiting the program.

Root Cause 1: Students are not evidencing high levels of comprehensible output in classrooms.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 100 % Students are not showing evidence of mastery on essential standards on summative assessments.

Root Cause 2: All Lessons are not showing evidence of differentiation and enrichment for student skills based on formative assessment data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students participating in special programs (EB and Special Education) perform lower on academic assessments than their peers who are not in special programs.

Root Cause 3: Instructional strategies and intervention that target individual student needs are not being implemented consistently at the level and rate necessary to evidence significant student academic gains.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students receiving special education services perform at least 10% lower on average in the meets and masters categories on summative assessments across all content areas.

Root Cause 4: Increase the consistent use of formative assessment data to create individualized instruction during PLCs with fidelity.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 25% Reading Junior High Students reported feeling a disconnect between the lessons in the classroom and real world connections.

Root Cause 5: Increase the classroom experiences and lessons that explicitly connect and are relevant to real world experiences of young teens.

Problem Statement 5 Areas: Perceptions

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
- Federal Report Card and accountability data

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

- Attendance data
- Mobility rate, including longitudinal 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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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: ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2025 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2024 results.

Performance Objective 1: Increase overall performance for all students in Math to 95% Approaches, 75% Meets, and 65% Masters on 2025 STAAR and meet Closing the Gaps targets on STAAR for all sub-pops in math performance.

High Priority

Evaluation Data Sources: 2025 Math STAAR, Formative and Summative Assessments, MAP Data, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide consistent support through professional development on implementation of higher level thinking questions in daily classroom activities through the PLC process and Workshop Wednesday.	**Formative**		
Strategy's Expected Result/Impact: Increase teacher capacity for implementing highly effective strategies for Tier I instruction, as evidenced through lesson plans and student discourse. **Staff Responsible for Monitoring:** Teachers, Department Chair, Instructional Coach, EB Coach, Admin, ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Feb**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement targeted small group instructional strategies at least two times a week.	**Formative**		
Strategy's Expected Result/Impact: Mathematical knowledge and skill level of students will increase. **Staff Responsible for Monitoring:** Teachers, Department Chair, Instructional Coach, EB Coach, Inclusion Support Staff, ILT **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	**Feb**	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide math tutoring before school, after school and on Saturdays each 6 weeks during the school year to targeted students based on summative assessments.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Meet TEA targets for all sub-pops and increase student performance on summative assessments and show consistent growth on MAP assessments. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Instructional Coach, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplemental Resources and Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,517			

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

Goal 1: ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2025 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2024 results.

Performance Objective 2: Increase overall performance for all students in ELAR to 95% Approaches, 75% Meets, and 65% Masters on 2025 STAAR.

    Evaluation Data Sources: 2025 7th and 8th Grade ELAR STAAR, Formative and Summative Assessments, MAP Data, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate Patterns of Power, Bulb, Writeable, Reader/Writer's Notebook, into instruction to increase writing performance on formative and summative assessments.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Increase overall writing performance of all students.
    Staff Responsible for Monitoring: Teachers, Department Chairs, Instructional Coach, EB Coach, ILT, District Content Specialist
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide consistent support through professional development for targeted small group instruction.	**Formative**		
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity	**Feb**	**Apr**	**June**

for implementing highly effective strategies and higher order thinking questions for Tier I instruction.
    Staff Responsible for Monitoring: Teachers, Department Chairs, Instructional Coach, EB Coach, ILT, District Content Specialist
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide targeted, instructional tutoring to students before school, after school, and on Saturdays.	Formative		
Strategy's Expected Result/Impact: Increase student reading and writing performance on common formative, summative and STAAR Reading assessments.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team, Instructional Coach, EB Coach, ILT, Administrators, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring Services - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $10,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate ELAR interactive enrichment and supplemental instruction with the use of technology based enrichment activities. (ie: Reading Plus/Dreambox)	Formative		
Strategy's Expected Result/Impact: Students will demonstrate mastery and growth during the 23-24 school year and on STAAR.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team, CTC, Librarian, Instructional Coach, EB Coach, ILT, Administrators, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Dreambox Reading Plus - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $3,247			

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

Goal 1: ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2025 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2024 results.

Performance Objective 3: Increase overall performance for all students in Science to 95% Approaches, 75% Meets, and 65% Masters on 2025 STAAR and all summative assessments.

    Evaluation Data Sources: Formative and Summative Assessments, MAP Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to incorporate Summit K-12 to accelerate achievement in science academic vocabulary for all students.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase students' listening, speaking, reading, and writing of science concepts. **Staff Responsible for Monitoring:** Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide consistent support through professional development in comprehensible output on higher order thinking questions during the PLC process utilizing the Highly Effective Collaborative Teams rubric and resources.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies for Tier I instruction. **Staff Responsible for Monitoring:** Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews

Strategy 3: Provide consistent support through professional development for targeted small group instruction.	Formative		
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies and targeted TEK based lessons for Tier I and Tier 2instruction.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 1: ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2025 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2024 results.

Performance Objective 4: Increase overall performance for all students in Social Studies to 95% Approaches, 75% Meets, and 65% Masters on 2025 STAAR.

High Priority

Evaluation Data Sources: Formative and Summative Assessments, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide consistent support through professional development that ensures highly effective collaborative teams during the PLC process utilizing the Highly Effective Collaborative Teams rubric and resources.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student performance on formative and summative assessments. Increase teacher capacity for implementing highly effective strategies and higher order thinking questions/activities for Tier I instruction. **Staff Responsible for Monitoring:** Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Professional Development and implement targeted and engaging small group instructional strategies at least two times a week.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student engagement in social studies. **Staff Responsible for Monitoring:** Teachers, Department Chair, Instructional Coach, EB Coach, ILT, District Content Specialist, Admin, Inclusion Support Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate Dual Coded Questions in lessons twice a week during Do Now Practice (Think Along Plan) using Instructional strategies for Comprehensible Output.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Higher numbers of students will show growth in correctly answering higher level questions on formative and summative assessments. **Staff Responsible for Monitoring:** Dept. Chair, Instructional Coach, Administrators, EB Coach, District Content Specialist **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 1: ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2025 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2024 results.

Performance Objective 5: Build capacity in teacher lesson planning and improving Tier I instruction through the PLC process.

    Evaluation Data Sources: Formative and Summative Assessments, MAP Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide all teachers with monthly, ongoing professional learning for comprehensible output instructional strategies to increase volume and rigor of student products.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in the number of students from all sub-populations who show mastery on formative and summative data			
Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators, EB Coach, ILT, District Content Specialists			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Site Based Decision Making Committee will review data monthly and recommend professional development for targeted intervention	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase teacher capacity for high yield instructional strategies in the classroom			
Staff Responsible for Monitoring: Administrators, SBDMC, Instructional Coach, ILT, EB Coach, CTC			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: All core content teams will participate in extended vertical planning PLCs once per semester.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Lesson plans reflect high quality Tier I instruction and best practices based off data trends and student misconceptions.			
Staff Responsible for Monitoring: Teachers, Leadership Team, Administration			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development opportunities on blended learning studio structure and effective high yield instructional strategies during Workshop Wednesday and Monthly Staff Meetings.	Formative		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Lesson plans and classroom observations reflect high quality Tier I instruction and best practices and Increase teacher capacity for high yield instructional strategies in the classroom. **Staff Responsible for Monitoring:** Teachers, Leadership Team, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide Professional Development and Implement the Seven Steps to a Language Rich Classroom to increase student comprehensible output and increase meets and masters.	Formative		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will increase performance in speaking, listening, reading, and writing. **Staff Responsible for Monitoring:** Teachers, MTSS Committee, EB Coach, Instructional Coach, Admin, ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 1: ARJH students will increase overall performance on Summative Assessments, MAP Assessments & the 2025 STAAR by 5% in Meets, and Masters in all subject areas when compared to the 2024 results.

Performance Objective 6: Provide opportunities to decrease the overall failure rate in all subjects each six week for all students.

Evaluation Data Sources: Formative and Summative Assessments, MAP Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide before school, after school, and Saturday tutorials monitoring participation, effectiveness and provide an incentive and recovery plan.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: A decrease in the overall number of student failures each six weeks			
Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators, MTSS Committee, EB Coach, ILT, Counselors, Sped Dept. Chair			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,333			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplemental instructional resources during Tier II & Tier III intervention.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: A decrease in the overall number of student failures each six weeks			
Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators, MTSS Committee, EB Coach, ILT, Counselors, Sped Dept. Chair			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $3,247			

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

Goal 2: ARJH students will meet STAAR 2025 Targets for Growth in Math & Reading for all sub-populations.

Performance Objective 1: Decrease performance gaps for all sub-populations on summative assessments to 10% or less

    High Priority

    Evaluation Data Sources: Math & Reading Summative Assessments, MAP Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students with targeted, small group intervention and feedback during instruction.	**Formative**		
Strategy's Expected Result/Impact: Increase in student performance across all sub-populations on summative assessments	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team, Teachers, Instructional Coach, Administrators, MTSS Committee, EB Coach, ILT, Counselors, Sped Dept. Chair **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate real world application activities in lessons to create meaningful and relevant connections.	**Formative**		
Strategy's Expected Result/Impact: Increase in student engagement on higher level math problems and engaging/relevant text pieces.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Leadership Team, Administrators, Instructional Coach, EB Coach, ILT **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers disaggregate and track data progress on student sub-groups after each summative assessment to inform targeted instructional strategies for individual students.		**Formative**		
		Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease performance gaps for all sub-groups. **Staff Responsible for Monitoring:** Teachers, Leadership Team, Administrators, Instructional Coach, EB Coach, ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

Goal 2: ARJH students will meet STAAR 2025 Targets for Growth in Math & Reading for all sub-populations.

Performance Objective 2: Increase the percentage of students scoring at the meets and masters level on summative assessments in 7th grade math to 60% in meets and 30% in masters by April of 2025.

    Evaluation Data Sources: 6 Weeks Summative Assessment Data, STAAR, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Vertical Alignment PLC's each 6 Weeks between 7th and 8th grade levels.	**Formative**		
Strategy's Expected Result/Impact: Increased capacity among staff for integration of targeted instructional strategies	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coach, Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for teachers on best practices, routines and procedures for small group instruction with comprehensible output strategies.	**Formative**		
Strategy's Expected Result/Impact: Increase in student performance on math formative and summative assessments	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, EB Coach, ILT and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews
Strategy 3: Utilize Dreambox Reading Plus in small group instruction and during Longhorn Time	**Formative**		
Strategy's Expected Result/Impact: Increase in reading fluency and comprehension skill level	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Dept. Chairs, Instructional Coach, EB Coach and Admin, Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 3: ARJH students will increase performance on all subject Summative Assessments & the 2025 Math & Reading STAAR for all SPED Students in all subjects to 50% Meets.

Performance Objective 1: During Longhorn time, after school and before school, students will be given small group, targeted intervention and enrichment opportunities based on weekly data.

Evaluation Data Sources: CFA's, Student MTSS tracker, Common Assessment data, MAP Data, Summative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Professional Development for best practices in Tier I instruction focusing on differentiation of student work products and activities.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: To provide quality Tier I instruction to students			
Staff Responsible for Monitoring: Teachers, SPED Dept., EB Coach, Instructional Coach, Admin, ILT			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted student groups for tutoring and enrichment in the master schedule.	**Formative**		
Strategy's Expected Result/Impact: Increase SPED student performance on weekly data checks.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Master List Teachers, Instructional Coach, Testing Coordinator, Administrators			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: A Multi Tiered System of Support Committee will meet before the end of the grading period (2x Six Weeks) to disaggregate data, monitor groups, and track SPED student performance and progress	Formative		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase SPED student performance. **Staff Responsible for Monitoring:** Department Chairs, Testing Coordinator, Counselors, Instructional Coach, MTSS Committee, Leadership Team, Administrators, Sped Dept. **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments			

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

Goal 3: ARJH students will increase performance on all subject Summative Assessments & the 2025 Math & Reading STAAR for all SPED Students in all subjects to 50% Meets.

Performance Objective 2: After each common assessment, teachers and students will disaggregate data and create individual action plans based on the data.

    Evaluation Data Sources: Lesson Plans, Data PLC Agendas, PLC Agendas, MAP Data, CFA's, Unit Assessments, District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize the Assessment Protocols to analyze data after each summative assessment to inform effectiveness of instructional accommodations and provide additional individualized instructional support based on data.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Increase student performance of SPED students.
     Staff Responsible for Monitoring: Teachers, Master List Teachers, Academic Facilitators, Testing Coordinator, Administrators
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will analyze their individual assessment data, track progress, and set personal learning goals and action plans based on the data.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Increase student performance and self advocacy.
     Staff Responsible for Monitoring: Teachers, Instructional Coach, MTSS Committee, Administrators, Master List Teachers, Sped Dept.
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

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

Goal 4: ARJH students will increase performance on all subject Summative Assessments & the 2025 Math & Reading STAAR for all EB Students in all subjects to 50% Meets.

Performance Objective 1: Targeted Longhorn time will provide students with small group instruction, scaffolded intervention and enrichment opportunities based on weekly data.

    Evaluation Data Sources: Intervention Plans, Data Checkpoints

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Summit K-12 resources for intervention and extension activities.	**Formative**		
Strategy's Expected Result/Impact: Growth on TELPAS by one year and increase performance on STAAR.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, EB Coach, Admin, Instructional Coach, MTSS Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Seven Steps to a Language Rich Classroom to increase student comprehensible output.	**Formative**		
Strategy's Expected Result/Impact: Students will increase performance in speaking, listening, reading, and writing.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, MTSS Committee, EB Coach, Instructional Coach, Admin, Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide targeted and high yield instructional strategy professional development sessions to all staff during Workshop Wednesdays.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Build capacity among all staff members to implement high yield instructional strategies that target EB learners in every class.			
Staff Responsible for Monitoring: Accelerated Language Facilitators, Instructional Coach, Teachers, Academic Coaches, EB Instructional Specialist			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Funding Sources: EB Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $72,700			

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

Goal 4: ARJH students will increase performance on all subject Summative Assessments & the 2025 Math & Reading STAAR for all EB Students in all subjects to 50% Meets.

Performance Objective 2: Create a cohort of content teachers for targeted EB students for implementation of instructional interventions and coaching cycle with EB coach.

    Evaluation Data Sources: Student data checkpoints, lesson plans that evidence EB strategies, observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development with instructional resources for the EB cohort to implement best practices for success of EB students.	Formative		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase academic performance of EB students.			
Staff Responsible for Monitoring: Teachers, Instructional Coach, Cohort Members, EB Coach, Admin			

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: - 199 PIC 25 State Bilingual/ESL - $3,810			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development, modeling of instructional strategies from the EB coach and resources for implementation of the coaching cycle.	Formative		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase capacity for coaching cohort members. Increase of instructional strategies implemented in the classroom.			
Staff Responsible for Monitoring: EB Coach, Instructional Coach, Admin, Testing Coordinator			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 5: Increase student leadership capacity, application of real world connections, positive behaviors and a productive climate and culture based on the campus behavior matrix a with a 5% decrease in discipline referrals each six weeks.

Performance Objective 1: Utilize PBIS resources and structure to increase school climate, attendance, and culture, as well as decrease discipline referrals.

Evaluation Data Sources: Discipline referrals, Minor Incident Reports, Positive Behavior System Evaluation Data, Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement campus behavior matrix, discipline flow chart and protocols and track discipline incidents each 6 weeks.	**Formative**		
Strategy's Expected Result/Impact: Decrease in discipline incidents and referrals.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Admin, Counselors, PBIS Committee **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement positive behavior incentives and reward system.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive relationships and interactions among students and staff.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Admin, PBIS Committee **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct a Parent Workshop each semester focusing on monitoring student progress and success through Parent Portal, vaping awareness, social/emotional supports, and CCMR.	**Formative**		
Strategy's Expected Result/Impact: Increase in student self-confidence, parent involvement and positive peer relationships.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team, Administrators, PBIS Committee, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Explicitly teach the Behavior Matrix during the first six weeks of school in class and during Longhorn Time.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive behaviors and decrease in maladaptive behaviors.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Leadership Team, Teachers, Counselors, PBIS Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide students information on expected behavior, leadership characteristics, and campus environment during the Longhorn Leadership Camp.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in positive behaviors and decrease in maladaptive behaviors. **Staff Responsible for Monitoring:** Teachers, Counselors, Admin, PBIS Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

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

Goal 5: Increase student leadership capacity, application of real world connections, positive behaviors and a productive climate and culture based on the campus behavior matrix a with a 5% decrease in discipline referrals each six weeks.

Performance Objective 2: Utilize Character Counts, Counseling, Real-World Application Strategies, and No Place For Hate resources and strategies to increase social emotional learning for all students to create an inclusive school environment.

> **Evaluation Data Sources:** SEL Screeners, Discipline referrals, Campus Climate Survey, School Links Data, Campus Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Character Counts and No Place for Hate lessons during Longhorn time.	**Formative**		
Strategy's Expected Result/Impact: Positive relationships among students and staff will increase.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Admin, Teachers			
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize RJH counselors, HGI therapists and LCISD Family Support specialists to provide support for at-risk students and those suffering with emotional and mental health through mentor programs and monitoring of student behavior.	**Formative**		
Strategy's Expected Result/Impact: Minimize discipline referrals and provide support for all students and reduce the number of crisis intervention referrals.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Administrators, Teachers			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze and apply connections between classroom lessons and real-world scenarios by incorporating collaboration, communication and problem solving skills through blended learning studios.	**Formative**		
	Feb	**Apr**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide campus wide professional development that targets strategies for real-world application of lessons.	**Formative**		
	Feb	**Apr**	**June**

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

State Compensatory

Budget for Reading Junior High

Total SCE Funds: $92,044.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

ESL Teacher. After school, Before School, and Saturday School Tutoring will be provided to students who are at risk and for those who have not passed STAAR in reading and math from the prior year or years. Supplemental math and reading instructional resources will be utilized to differentiate instruction and provide support for at-risk students.

Personnel for Reading Junior High

Name	Position	FTE
Leslie Bennett	ESL Teacher	1

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental Resources and Tutoring		$1,517.00
1	2	3	Tutoring Services		$10,000.00
1	2	4	Dreambox Reading Plus		$3,247.00
1	6	1			$1,333.00
1	6	2			$3,247.00
4	1	3	EB Coach		$72,700.00
				Sub-Total	$92,044.00
				Budgeted Fund Source Amount	$92,044.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1			$3,810.00
				Sub-Total	$3,810.00
				Budgeted Fund Source Amount	$3,810.00
				+/- Difference	$0.00
				Grand Total Budgeted	$95,854.00
				Grand Total Spent	$95,854.00
				+/- Difference	$0.00