

Lamar Consolidated Independent School District

Wright Junior High

2024-2025 Campus Improvement Plan



Mission Statement

Wright Junior High supports the whole child by fostering integrity and excellence through engaging experiences that promote both academic and social-emotional growth.

Vision

Wright Junior High is dedicated to creating an inclusive, compassionate, and empowering environment that inspires integrity and lifelong learning, preparing every student to thrive in a diverse world and make positive contributions to society through intentional and ethical practices.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Academic Achievement: By June 2025 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 8% that reflect excellence in learning and attainment of both high expectations and high standards for all grade levels on STAAR assessments.	17
Goal 2: By the end of the 2024-2025 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 10% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.	28
Goal 3: Family and Community Engagement: By the end of the 2024-2025 school year, increase parent engagement on campus and streamline methods of communication in order to increase family participation at school functions by 10%.	34

Goal 4: Student Attendance: By the end of the 2024-2025 school year, Wright Junior High School will maintain a student attendance rate of 96%.	36
State Compensatory	38
Budget for Wright Junior High	38
Personnel for Wright Junior High	38
Title I Personnel	39
Campus Funding Summary	40

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Process:

During our first meeting, which was held on May 16, 2024, at 7:30a.m. in the library at Wright Junior High, the site-based decision-making committee, administrative team, and the Instructional Support team reviewed the Title I Process and the development of the Comprehensive Needs Assessment. Administration discussed what elements it takes to be classified as a Title I campus and what requirements are needed each year under the Title I status. We discussed the purpose of our meeting, including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team, including the 2023–24 campus benchmark data, Campus Climate Survey, PEIMS Student data breakdown, PBIS meeting data, and current campus discipline data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second team meeting on May 23, 2024 at 7:30 a.m. in the library at Wright Junior High. The Site Based Team evaluated the previous and current years' data and identified strengths and weaknesses in each area. The team evaluated the following data: Benchmarks, MAP data, Attendance (students and staff), Discipline data (grade, gender, ethnicity), etc. Each team member was given the opportunity to present their data to the team, and the team worked together to identify the strengths and problems of the campus. After identifying the strengths and problems, root causes were identified, written as needs, and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The team decided on four goals for the school year. The SBDMC decided upon a goal to address the following four areas: increasing STAAR academic performance in all core content areas; discipline referrals and exclusionary discipline; family and community engagement; and student attendance.

During our third and final meeting, we completed final revisions to strategies and consequent activities of the four goals of the campus improvement plan's draft developed by the campus leadership team, who met on June 18, 2024, for a full-day session at Randle High School. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of the data reviewed.

In summary, SBDMC committee members met and reviewed the data listed above to identify areas of strengths and problems for the Campus Needs Assessment, as well as hone in on specific goals, strategies, and activities for the campus improvement plan on the following dates:

May 16, 2024, May 23, 2024 and June 18, 2024.

CNA Committee Members:

Sherryl Anthony - Principal

Marva O'Neal - District Admin. (LEA Staff)

Brian Light - Campus AP - (School Leader)

Deyanira Pedraza - Campus EB Facilitator - (School Leader)

Dustin Black- Campus Behavior Coordinator- (School Leader)

Claudia Constantino-Escobar - (Paraprofessional/Parent)

Ashleigh Krevosky - (School Leader)

Karla Engelbrecht- CTC (School Leader)

Ronda Milic - (Campus Teacher)

Cameron Ruthstrom- (Campus Teacher)

Meghan Ellisor- (Campus Teacher)

Richard Embrick- (Campus Teacher)

Julie Mason- (Campus Teacher)

Amanda Frenzel- (Campus Teacher)

Vicky Wu - (Parent)

Demographics

Demographics Summary

Wright Junior High is LCISD's newest junior high school in Lamar Consolidated ISD. Our building was established in the summer of 2021. We are located in Richmond, Texas, which is nestled southwest of Highway 59. We are home to the Lion Pride. Wright Junior High serves students in grades 7 and 8 and has a current student enrollment of 947 students for the 2024-2025 school year. Wright Junior High is located on the Silver Track and receives students from Steenbergen Middle School and will feed into Thomas E. Randle High School, LCISD's newest high school. Our campus demographics have an ethnic distribution of approximately 35.16% African American, 41.82%, Hispanic, 10.9% White, 10.03% Asian, 0.53% American Indian/Alaskan, and 2.64% 2 or More. This campus is also comprised of approximately 61.31% Economically Disadvantaged students, which is a 3.2% increase over last year.

Wright Junior High special populations include approximately 17.11% of students will receive special education services, approximately 7.18% have 504 plans, approximately 17.5% are Emergent Bilingual learners, and 7.08% are Gifted and Talented. The campus also Our faculty is comprised of 55 classroom teachers with experience ranging from two to 30+ years. We also have 15 paraprofessionals, 1 campus behavior coordinator, 3 instructional coaches, and 3 administrators. The campus instructional program is divided by departments and grade level teams in the areas of: 1) English Language Arts; 2) Mathematics; 3) Science; 4) History; 5) Physical Education/Health; 6) Visual and Performing Arts, 7) Career and Technical Education; and 8) Special Education.

Demographics Strengths

- Teacher and student demographics are closely aligned.
- 94% of teachers and paraprofessional staff are highly qualified.
- 25% of Wright Junior High teachers have post-secondary masters degrees.
- 25% of Wright Junior High staff are bilingual and can assist with the growing Emergent Bilingual population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students at Wright Junior High had a decline or low growth on 5 out of 7 STAAR assessments, as compared the 2023-24 STAAR results. **Root Cause:** Quality Tier 1 instruction was not consistently implemented, as well as frequent teacher absences and vacancies.

Problem Statement 2: Staff member and parent/family morale declined as compared to the 2022-23 school year. **Root Cause:** A change in campus leadership contributed to inconsistency in campus and instructional processes, which negatively impacted school culture.

Problem Statement 3: Special Education students at Wright Junior High have academic deficiencies and/or did not successfully pass STAAR. **Root Cause:** An identified need for Special Education and General Education staff to be trained in the implementation of instructional supports at the Tier 1 level.

Student Learning

Student Learning Summary

Based on the 2023-2024 STAAR assessments:

6th Math	Approaches	Meets	Masters
Overall	71.53%	33.18%	8.47%
SPED	37.84%	10.81%	0%
ELL	68.04%	27.84%	4.129%

7th Math	Approaches	Meets	Masters
Overall	41.10%	15.86%	1.29%
SPED	25%	1.92%	0%
ELL	31.67%	16.67%	1.67%

8th Math	Approaches	Meets	Masters
Overall	73.09%	39.82%	13.57%
SPED	39.10%	9.52%	1.59%
ELL	63.10%	28.57%	8.33%

8th Algebra	Approaches	Meets	Masters
Overall	100%	85.11%	54.23%
SPED	N/A	N/A	N/A
ELL	100%	81.25%	43.75%

6th ELAR	Approaches	Meets	Masters
Overall	76.76%	54.69%	23.47%
SPED	34.67%	12%	0.0%
ELL	62.89%	35.05%	11.34%

7th ELAR	Approaches	Meets	Masters
Overall	76.26%	53.72%	26.62%
SPED	34.55%	9.09%	1.82%
ELL	59.15%	35.21%	11.27%

8th ELAR	Approaches	Meets	Masters
Overall	77.98%	51.15%	25.69%
SPED	36.07%	14.75%	1.64%
ELL	65.82%	27.85%	10.13%

8th Science	Approaches	Meets	Masters
Overall	68.29%	40.05%	15.51%
SPED	34.43%	8.20%	0%
ELL	48.10%	24.05%	3.80%

8th History	Approaches	Meets	Masters
Overall	58.53%	25.58%	11.75%
SPED	26.23%	3.28%	0.0%
ELL	45.57%	8.86%	5.06%

Student Learning Strengths

Based on student data, the following strengths have been observed:

- 10% increase in Masters on ELAR STAAR
- 4% increase in Masters on Science STAAR
- 8th grade Social Studies increased performance in approaches, meets, and masters on Social Studies STAAR
- 7th and 8th grade Emergent Bilingual students increased performance in approaches, meets, and masters categories on Math, ELAR, Science, and Social Studies STAAR tests

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a gap in learning for special education students in comparison to the general education population. SPED & ELL students show less Meets and Masters levels compared to overall student achievement. **Root Cause:** We believe that this is due to a lack of differentiated instruction including scaffolding strategies, coteach modeling, and monitoring of student success criteria. In addition, there was a disconnect between general education and special education and the content knowledge was new to many of the special education teachers.

Problem Statement 2: Staff member and parent/family morale declined as compared to the 2022-23 school year. **Root Cause:** A change in campus leadership contributed to inconsistency in campus and instructional processes, which negatively impacted school culture.

Problem Statement 3 (Prioritized): Students at Wright Junior High had a decline or low growth on 5 out of 7 STAAR assessments, as compared the 2023-24 STAAR results. **Root Cause:** Quality Tier 1 instruction was not consistently implemented, as well as frequent teacher absences and vacancies.

Problem Statement 4: There is a lack of follow through and fidelity of campus wide expectations, classroom management and tier 1 instructional practices. **Root Cause:** As a relatively new campus with new staff members, we are still establishing patterns and procedures for our campus instructional process.

Problem Statement 5: Special Education students at Wright Junior High have academic deficiencies and/or did not successfully pass STAAR. **Root Cause:** An identified need for Special Education and General Education staff to be trained in the implementation of instructional supports at the Tier 1 level.

School Processes & Programs

School Processes & Programs Summary

Wright JH is a community of highly educated professionals who continue their education by attending regularly professional developments provided by the district or the local ESC to enhance their teaching skills. Teams meet weekly to plan lessons, disaggregate data, and determine best practices collaboratively under the facilitation of Administrators, Instructional Coaches, and District Coaches. Educators who desire to grow in their careers in leadership positions are invited to participate in campus-based leadership internships and opportunities to grow their capacity. These educators are involved in site-based decision-making and providing professional development to their colleagues.

The administrative team conducts weekly classroom walk-throughs (CWTs) to ensure teachers are implementing strategies learned during professional learning community time as well as professional development opportunities. The team provides teachers with instructional and classroom management-based feedback so they can identify areas for refinement and reinforcement.

Professional Learning Communities (PLCs), both by grade level content teams and by departments, meet each week to evaluate and adjust instruction to meet the needs of students. During a PLC session, first-year and veteran teachers collaborate on instruction to ensure academic success. This time is used to review data, discuss strategies, model strategies, observe teachers, plan lessons, develop assessments, share best practices, and meet with instructional coaches. There are weekly Innovative Planning Days for teachers driven by PLC discussions for collaborative and lesson creation more in depth based on PLC discussions of data analysis. This time also provides peer support for teachers and builds collegial teams and a collaborative mindset.

Mentor teachers are assigned to any brand new teachers, and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus expectations and procedures as they learn to navigate the campus. They meet regularly to provide additional information to teachers who are new to the profession.

At Wright JH, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques during Innovative Planning Days.

School Processes & Programs Strengths

Currently, we have a Campus Behavior Coordinator (position paid through Title 1 funds), three Instructional Coaches (ELAR/EB, History/ Science and Math), and an MTSS/CTC coordinator. Each of these staff members plays an integral role in supporting teachers, staff, and students. These instructional coaches and specialized staff are involved with:

- Development of PLC processes and facilitation
- Instructional roadmap by way of weekly Instructional Update

- Campus-based CWT's
- Develop best practices and strategies to share with teachers
- Develop and present professional development during PLCs or after school
- Model best practices and strategies for teachers
- Coach teachers
- Review student data
- Help develop assessments
- Research professional development opportunities and review instructional materials needed

Students will participate in Den Time at least four days a week to receive intervention or acceleration based on assessment data. We currently use MAP to gather baseline data on students prior to beginning intervention or acceleration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students at Wright Junior High had a decline or low growth on 5 out of 7 STAAR assessments, as compared the 2023-24 STAAR results. **Root Cause:** Quality Tier 1 instruction was not consistently implemented, as well as frequent teacher absences and vacancies.

Problem Statement 2: There is a lack of follow through and fidelity of campus wide expectations, classroom management and tier 1 instructional practices. **Root Cause:** As a relatively new campus with new staff members, we are still establishing patterns and procedures for our campus instructional process.

Problem Statement 3: Staff members are learning the instructional processes, in particular the Wright Jr. High and LCISD PLC processes. **Root Cause:** There is a need for teams to grow in their collaboration and professional learning.

Problem Statement 4: Staff member and parent/family morale declined as compared to the 2022-23 school year. **Root Cause:** A change in campus leadership contributed to inconsistency in campus and instructional processes, which negatively impacted school culture.

Perceptions

Perceptions Summary

The Wright Junior High staff is committed to improving student academic achievement. The master schedule includes a 30-minute intervention or extension period for students to receive accelerated instruction or remediation on essential standards. The master schedule also created common planning periods for teachers to attend PLC meetings, collaborate on instructional techniques, and increase team teaching. The morning duty schedule has been designed to accommodate before-school tutorials in all content areas, fine arts and electives. Students are offered additional learning opportunities outside the school day for tutoring and accelerated instruction. Wright Junior High offers weekly interventions to students that are in need of additional support in all subject areas. In addition to ELA, Math, Science and Social Studies Essential TEKs camps are offered to students in an effort to increase academic achievement on STAAR in April and May.

The library is open most mornings and during lunches so that students can work on the computers, read and checkout books, complete homework, or participate in the campus book club.

Wright Junior High established a PBIS behavior matrix called the Wright Way. Students are explicitly taught the expected behaviors for classrooms, hallway, assemblies and other areas critical to student behavior management. Development of incentives and celebrations will be determined in the 2024-25 school year. The Positive Behavioral Interventions and Supports (PBIS) framework is an evidence-based, tiered approach to improving the academic, social, emotional, and mental health of kids. The Social and Emotional Competence, Academic Success, and School Climate can all benefit from PBIS when it is administered with integrity, which also helps enhance the Health and Wellbeing of Teachers. It is a means to establish learning settings that are positive, predictable, equitable, and safe for all students so that everyone can succeed.

As part of our effort to increase school and community pride, WJH has partnered with Randle High School to participate in Theme Days to support our Silver Track Athletic Teams. Prizes are given to students and staff who show the most spirit.

Wright Junior High is committed to honoring and celebrating the various cultures represented on campus. Celebrations, assemblies, and Spirit Weeks are utilized to celebrate events such as Hispanic Heritage Month and Black History Month. In addition, Wright Junior High holds and participates in annual Fall Festival and International STAAR Blitz Night, both outreach programs to involve parents more in their student's lives.

Perceptions Strengths

The following were strengths based on second semester:

- 1) School dances were well attended, and students requested more events like them.
- 2) PVA performances (Theater Production Frozen, Choir, Orchestra and Band) were all big successes
- 3) Staff members won over \$16,000 in LEAF Grants to support student activities, academics, and campus culture.
- 4) Campus Admin conducted periodic Woot Woot Wagon treats for teachers.
- 5) Formation of Campus Climate Coalition provides staff spirit days and food days.

6) Monthly PBIS activities have helped to address campus discipline.

7) Quarterly Principal's Breakfast has helped to serve as campus and community outreach and student acknowledgement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff member and parent/family morale declined as compared to the 2022-23 school year. **Root Cause:** A change in campus leadership contributed to inconsistency in campus and instructional processes, which negatively impacted school culture.

Problem Statement 2: Securing teachers in core instructional areas. **Root Cause:** Nationwide teacher shortages and a lack of teachers remaining in the education profession have contributed to the change.

Problem Statement 3: Lack of parental support and participation. **Root Cause:** Parents expressed a lack of clear and consistent communication from teachers and school staff.

Problem Statement 4 (Prioritized): Students at Wright Junior High had a decline or low growth on 5 out of 7 STAAR assessments, as compared the 2023-24 STAAR results. **Root Cause:** Quality Tier 1 instruction was not consistently implemented, as well as frequent teacher absences and vacancies.

Priority Problem Statements

Problem Statement 1: Students at Wright Junior High had a decline or low growth on 5 out of 7 STAAR assessments, as compared the 2023-24 STAAR results.

Root Cause 1: Quality Tier 1 instruction was not consistently implemented, as well as frequent teacher absences and vacancies.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Academic Achievement: By June 2025 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 8% that reflect excellence in learning and attainment of both high expectations and high standards for all grade levels on STAAR assessments.

Performance Objective 1: By June 2025, students will meet or exceed the STAAR performance target of Approaches by at least 8% as indicated by content area: 7th Grade Math at 50%, 7th Grade ELAR at 84%, 8th Grade Math at 81%, 8th Grade ELAR at 85%, 8th Grade Science at 59%, and 8th Grade History at 31%.

Evaluation Data Sources: STAAR Reading, Math, History and Science results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELAR teachers will plan strategically in Professional Learning Committees to target individual student reading and writing needs and implement small group instruction at least twice a week.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Core Content Teachers Instructional Coaches Administrator over each Core Content Team</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$370</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELAR (ALL students): We will implement and utilize reading and writing strategies (for example, Wonder of Science with Paul Anderson, TRTW, Turn and Talk) to support answering questions from complex texts and writing with text evidence.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR, Science, Social Studies Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Additional Computer Cart - 211 Title I, Part A - \$37,874</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EB: When appropriate all students will use their sheltered instruction strategies (Turn and Talk, TRTW, etc.) when previewing, analyzing, and comprehending their reading and writing.</p> <p>Strategy's Expected Result/Impact: Increase composite TELPAS scores in the areas of speaking, listening, and writing</p> <p>Staff Responsible for Monitoring: Instructional Coaches Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ALL Students: All core content teams will meet weekly in the PLC process and utilize the 4 Question model and make plans for the following weeks that address student data-based strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem-solve to intervene for each student. Teachers will also utilize SE analysis for student expectations.</p> <p>Staff Responsible for Monitoring: Instructional/ EB Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase support for core content teachers to assist in minimizing the achievement gap amongst at-risk students by providing quality PLC support, Innovative Planning Day support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p>Strategy's Expected Result/Impact: Increase of mastery of TEKS by students. Implementation of effective teaching strategies. Provide opportunities of coaching feedback. Increase of instructional teacher capacity. Number of students failing one of more classes will decrease by class or 10%.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Deepen understanding of and address the specific academic needs of student groups in an effort to address the needs of all students, particularly students most at risk of not meeting the challenging state academic standards and students receiving special education services &/or ESL services.</p> <p>Strategy's Expected Result/Impact: Improve academic outcomes for students on STAAR, district assessments, and classroom assessments</p> <p>Travel Staff Reimbursement: Staff will participate in professional development opportunities like Region 4 Workshops, CAST, CAMT to build our capacity for meeting the needs of all students.</p> <p>Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.</p> <p>Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students.</p> <p>Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions.</p> <p>Contracted Services/ Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Professional educational contractors will also be utilized for campus PDs to target improvement of quality tier one instruction.</p> <p>Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay, Professional Development, Resources, Materials - 211 Title I, Part A - \$30,000, Extra Duty Pay, Professional Development, Resources, Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$9,901</p>	Formative		
	Feb	Apr	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will implement the 5E Model to support learning and vocabulary to help students develop a more in-depth understanding of core content processes for learning targets, and anchor scientific learning to phenomena.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on Unit Assessments, Benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: General Education Teachers Special Education Teachers Instructional Coaches Administrator over Content</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Math, Social Studies, ELAR and Science teachers will plan strategically during the Innovative Planning Day to target individual student math needs utilizing PLC discussions and various student data by developing intervention and extension lessons, such as the Blended Learning Model, Small Group Instruction, Lead4ward activities, AI activities, etc.</p> <p>Strategy's Expected Result/Impact: Meet or exceed target increase student performance on Unit Assessments, Benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: General Education Teachers Special Education Teachers Instructional Coach AP over specific content</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>Funding Sources: Instructional Materials and Resources (inclusive of software) - 211 Title I, Part A - \$30,000</p>	Formative		
	Feb	Apr	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Science teachers will use phenomena to engage students in the inquiry cycle, build explanations, and plan/carry out investigations.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 75% approaches student performance on science unit assessments.</p> <p>Staff Responsible for Monitoring: General Education Teachers Special Education Teachers Instructional Coach AP over specific content</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Wright Junior High Core subject teachers will vertically align with the core subject teachers at Steenbergen Middle School 3 times a year to develop and share instructional strategies and practices.</p> <p>Strategy's Expected Result/Impact: Increase student performance in approaches, meets, and masters longitudinally.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers</p>	Formative		
	Feb	Apr	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Wright Junior High teachers and Instructional Coaches will implement a series of Essential TEKS camps designed to provide supplemental instruction and enrichment aligned with readiness TEKS to support STAAR achievement.</p> <p>Strategy's Expected Result/Impact: Increase student performance in approaches, meets, and masters longitudinally.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, STAAR-tested Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: Academic Achievement: By June 2025 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 8% that reflect excellence in learning and attainment of both high expectations and high standards for all grade levels on STAAR assessments.

Performance Objective 2: By June 2025, students will meet or exceed the STAAR performance target for Meets & Masters by at least 8% as indicated by STAAR results in 7th Grade ELAR at 64% for Meets and 34% for Masters, 8th Grade ELAR at 60% Meets and 31% Masters, 7th Grade Math , 8th Grade Math, Science and History.

Evaluation Data Sources: STAAR Reading, Math, History and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase support for core content teachers to assist in providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction for all students targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR and SE analysis.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All core content teams will meet weekly in the PLC process and target Question 4, "What do we do when students have learned essential skill?," to model and during the Innovative Planning Day make plans for the following weeks that include high interest, enrichment opportunities such as choice boards, project-based learning, inquiry based and blended learning etc.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: At Risk: Teachers will provide dedicated intervention/accelerated instruction time for 120 minutes each week during Den Time to address ELAR and Math concepts. (Mondays, Tuesdays , Thursdays and Fridays- 30 minutes each day for ELAR and Math, Wellness Wednesdays- 30 minutes for Social Lessons aligned to Character Counts), that incudes students that failed STAAR.</p> <p>Strategy's Expected Result/Impact: Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs. Increase mastery of concepts by students by 70% of all students participating will earn passing scores on assessments and passing grades by the end of the first semester</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: DEN Time (Personnel Costs) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$44,448</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase support for students who scored in the bottom 20-25% of students that "approached" on the Spring 2024 STAAR assessment for Math through a skills development block class.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Wright Junior High teachers and Instructional Coaches will implement a series of Essential camps designed to provide supplemental instruction and enrichment aligned with readiness TEKS to support STAAR achievement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 8% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, STAAR-Tested Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Extra duty pay, instructional supplies, snacks for students - 211 Title I, Part A - \$20,000</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 1: Academic Achievement: By June 2025 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 8% that reflect excellence in learning and attainment of both high expectations and high standards for all grade levels on STAAR assessments.


Performance Objective 3: Core content teachers will participate in an innovative planning day every 2 weeks to address the needs of all learners, according to formative and summative data.

Evaluation Data Sources: Unit, Local, and STAAR assessments
Walkthrough data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will analyze formative and summative data to determine current students strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Increase in approaches, meets, and masters performance on unit and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will develop high quality intervention and extension plans to address needs assessed by weekly data.</p> <p>Strategy's Expected Result/Impact: Increase in approaches, meets, and masters performance on unit and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: By the end of the 2024-2025 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 10% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.

Performance Objective 1: Campus staff will utilize PBIS strategies to reinforce positive student behavior.

Evaluation Data Sources: campus climate survey, discipline data, PBIS Rewards data information

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive PBIS professional development on application of the system and the understanding of tiered behavior infractions and distinctions between subjective and objective infractions throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will have increased clarity on proper referral process. Decrease in referrals by 10%.</p> <p>Staff Responsible for Monitoring: Administration, Campus Behavior Coordinator and staff.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Staff Development Presenters and Resources Related to Student Discipline & Management - 211 Title I, Part A - \$5,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will implement social-emotional learning support activities including campus-wide positive student engagement and celebration events.</p> <p>Strategy's Expected Result/Impact: Decrease in student referrals by 10%. Increase in student achievement each Six Weeks by 2%.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Behavior Coordinator and staff.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Awards and incentives for students - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,500, PBIS Reward functions throughout the year - 211 Title I, Part A - \$6,108</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus staff will increase staff usage of the PBIS Reward system to reinforce positive student behavior and highlight positive student choices through celebration events and rewards.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to exhibit positive behavior. Decrease in student referrals by 10%.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: The purchase of the PBIS Rewards system - 211 Title I, Part A - \$4,000</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 2: By the end of the 2024-2025 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 10% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.


Performance Objective 2: Initiate a highly effective discipline process that will provide behavioral support that focuses on restorative services and peer mediation to decrease Level 1 incidents, as well as incidents of physical confrontation.

Evaluation Data Sources: Discipline YTD 2023 -2024 comparison.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Behavior Coordinator - This position would be centered on providing behavioral support that focuses on Level 1 incidents, restorative services, and peer mediation. This position would also focus on providing campus professional development. The funding amount is a projection regarding the projected salary plus insurance for a full-time staffing position.</p> <p>Strategy's Expected Result/Impact: Decrease in non-classroom incidents. Improvement of daily operations pertaining to school transitional times. Decrease in Level 1 discipline incidents as compared to 2023-24 school year.</p> <p>Staff Responsible for Monitoring: Principal Campus Behavioral Coordinator Admin Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Campus Behavioral Coordinator salary & benefits - 211 Title I, Part A - \$86,318</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will strengthen the development of a campus-wide tardy kiosk system to document and decrease the number of tardy students for periods 2-7 by 15%.</p> <p>Strategy's Expected Result/Impact: Tardy YTD 2023 -2024 comparison.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


Goal 2: By the end of the 2024-2025 school year, Wright Junior High will decrease the number of objective discipline referrals and exclusionary discipline actions by 10% by focusing on student management systems that include positive character recognition, student tardies, and restorative discipline.


Performance Objective 3: The campus will provide character focused guidance and restorative practices for students that require additional support to maintain proper behavior for learning.

Evaluation Data Sources: K-12 Campus Climate Survey
 Discipline Data
 Campus Feedback Surveys from Staff & Students

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize emotional and social lessons that includes aligning to Character Counts to support campus expectations through weekly lessons.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline by 10%. Increase the usage of PBIS Rewards daily by teachers as a classroom management tool.</p> <p>Staff Responsible for Monitoring: Counselors Administrators Teachers Campus Behavior Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have access for restorative opportunities to a Student Calming Room.</p> <p>Strategy's Expected Result/Impact: Increased student positive behavior, decreased disciplinary actions, and increased instructional time for students.</p> <p>Staff Responsible for Monitoring: AP supervising attendance and CBC.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Family and Community Engagement: By the end of the 2024-2025 school year, increase parent engagement on campus and streamline methods of communication in order to increase family participation at school functions by 10%.

Performance Objective 1: By the end of the 2024-2025 school year, parent and family engagement will increase by 10% as compared to 2023-2024 K-12 Parent and Family Engagement survey results in the areas of strongly agree and agree.

Evaluation Data Sources: K-12 Campus Climate Survey
 Activity sign in sheets/records
 S'More Newsletter views





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will host community/family engagement nights and student and parent celebration activities to target all students. Activities include but are not limited to quarterly principal breakfast award days, Hispanic Heritage Celebration, Black History Celebration, and campus pep rally days.</p> <p>Strategy's Expected Result/Impact: Increase of parent and community involvement by 5% by the end of each semester.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Counselors Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE refreshments, supplies, and materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,000, PFE Software - 211 Title I, Part A - \$3,300</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will host community/family cultural and social programming throughout the year, such as International Culture STAAR Blitz Night, and Silver Track event(s) etc.</p> <p>Strategy's Expected Result/Impact: Increased community & parent involvement Increase in campus morale</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Counselors Teacher Parents</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE refreshments, supplies, and materials - 211 Title I, Part A - \$3,300</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Student Attendance: By the end of the 2024-2025 school year, Wright Junior High School will maintain a student attendance rate of 96%.

Performance Objective 1: The campus will monitor and address student attendance through the Attendance Review Committee (ARC).





Evaluation Data Sources: Skyward attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The ARC will meet monthly to review student data. Strategy's Expected Result/Impact: Awareness of attendance issues/concerns Timely truancy reporting Staff Responsible for Monitoring: Attendance Review Committee</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The ARC will implement and utilize district and campus protocols to communicate to families and monitor truancy. Strategy's Expected Result/Impact: Increased student attendance on campus Positive parent engagement Staff Responsible for Monitoring: Attendance Review Committee</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Student Attendance: By the end of the 2024-2025 school year, Wright Junior High School will maintain a student attendance rate of 96%.

Performance Objective 2: Initiate a campus (PBIS) rewards and recognition system for exemplary student attendance.

Evaluation Data Sources: Skyward reports
Kronos reports
PBIS reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: WJH will initiate rewards and celebrations each grading period concentrated on improved disciplinary performance and attendance for students and staff members.</p> <p>Strategy's Expected Result/Impact: Academic and attendance increase for students Decrease in discipline referrals by 3% by grade level</p> <p>Staff Responsible for Monitoring: Administrators Campus Behavior Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Wright Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.72

Brief Description of SCE Services and/or Programs

--

Personnel for Wright Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adrienne Carrington	English Teacher	0.06
Amelia Sanchez	English Teacher	0.06
Bria Haynes	English Teacher	0.06
Chrystal Samuel	Math Teacher	0.06
Darion Venters	English Teacher	0.06
Jabari Jones	Special Education Teacher	0.06
Janessa Silveira	Math Teacher	0.06
Johnna Sayre	Math Teacher	0.06
Lance Soders	Math Teacher	0.06
Nikia Kiser	Math Teacher	0.06
Paige Kelsay	English Teacher	0.06
Robin Harris	Math Teacher	0.06

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dustin Black	Behavior Coordinator	Title I	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Additional Computer Cart		\$37,874.00
1	1	6	Extra Duty Pay, Professional Development, Resources, Materials		\$30,000.00
1	1	8	Instructional Materials and Resources (inclusive of software)		\$30,000.00
1	2	5	Extra duty pay, instructional supplies, snacks for students		\$20,000.00
2	1	1	Staff Development Presenters and Resources Related to Student Discipline & Management		\$5,000.00
2	1	2	PBIS Reward functions throughout the year		\$6,108.00
2	1	3	The purchase of the PBIS Rewards system		\$4,000.00
2	2	1	Campus Behavioral Coordinator salary & benefits		\$86,318.00
3	1	1	PFE Software		\$3,300.00
3	1	2	PFE refreshments, supplies, and materials		\$3,300.00
Sub-Total					\$225,900.00
Budgeted Fund Source Amount					\$225,900.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Materials		\$370.00
1	1	6	Extra Duty Pay, Professional Development, Resources, Materials		\$9,901.00
1	2	3	DEN Time (Personnel Costs)		\$44,448.00
2	1	2	Awards and incentives for students		\$1,500.00
3	1	1	PFE refreshments, supplies, and materials		\$1,000.00
Sub-Total					\$57,219.00
Budgeted Fund Source Amount					\$57,219.00
+/- Difference					\$0.00
Grand Total Budgeted					\$283,119.00
Grand Total Spent					\$283,119.00
+/- Difference					\$0.00