

Lamar Consolidated Independent School District

Reading Junior High

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 15, 2020

Mission Statement

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

Vision

The Vision of Antoinette Reading Junior High School is to develop a culture of mutual respect and academic excellence through rigorous instruction which produces 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.

All stakeholders should respect and cultivate differences.

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2020

Demographics

Demographics Summary

Reading Junior High is a 10 year campus with TEA Designated A Rating.

Staff- most have been with our campus 10 years. 100% of our staff is highly qualified.

TEA A Rated

1440 Students

Mobility Rate 7.1

Demographics Strengths

1. Reading Junior High's Student Mobility rate is only 7.1%
2. Distinction for Closing the Gaps from TEA.
3. Teacher to student demographic ratio is within 10% for ethnicity.
4. Teacher experience on campus averages over 10 years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Reading Scores on state assessments for students receiving special education services are 20% below scores of all students. **Root Cause:** Reading level for students receiving special education services falls below those of all grade level students and Tier 3 interventions have not effectively closed the learning gaps.

Problem Statement 2: Math Scores on state assessments for students receiving special education services are 20% below scores of all students. **Root Cause:** Math skills for students receiving special education services falls below those of all grade level students and Tier 3 interventions have not effectively closed the learning gaps.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Action research results

Goals

Revised/Approved: October 5, 2020








Goal 1: Increase student reading and math academic growth performance for all students by 10% from 76% on the 2019 STAAR to 86% on the 2021 STAAR (Domain IIA).

Performance Objective 1: Provide multi-tier systems of support through intervention strategies for all students across the curriculum.

Evaluation Data Sources: CFA's, Summative Assessments, iReady Data.

Summative Evaluation: None

<p>Strategy 1: Hold weekly meetings with the campus academic facilitator to create and establish effective PLCs. Creating more professional development opportunities, incorporate campus PLC playbook, collaborate with campus digital learning specialist to integrate best practices with technology, coaching leadership team through data analysis for the next step process.</p> <p>Strategy's Expected Result/Impact: Improving MTSS and producing High Effective Collaborative Teams.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers</p> <p>Funding Sources: Resources for Campus-Wide Professional Development on PLC's, Best Practices and Intervention Strategies - 199 General Fund - \$13,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Administer i-Ready diagnostic to determine gaps in knowledge and provide targeted intervention based on those results.</p> <p>Strategy's Expected Result/Impact: Improving MTSS and producing Highly Effective Collaborative Teams. Increasing student achievement in math and reading.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Testing Coordinators, Academic Facilitators, Teachers</p> <p>Funding Sources: iReady Computer Based Intervention - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,376</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Students will be placed in specific interventions during Longhorn Time to receive Tier II and Tier III intervention support to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in math and reading.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4: Provide at risk students with addition intervention resources and small group intervention tutoring before school, after school and on Saturdays. Strategy's Expected Result/Impact: Increase in at risk student performance on STAAR Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers Funding Sources: Intervention Resources and Tutoring - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,225	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Increase student reading and math academic growth performance for all students by 10% from 76% on the 2019 STAAR to 86% on the 2021 STAAR (Domain IIA).

Performance Objective 2: Hold weekly meetings with the campus academic facilitator to create and establish effective PLCs. Creating more professional development opportunities, incorporate campus PLC playbook, collaborate with campus digital learning specialist to integrate best practices with technology, coaching leadership team through data analysis for the next step process.

Evaluation Data Sources: Products from the PLC playbook. Essential Standards Chart, Unit Design, Team Notes, PLC Agenda, PLC Survey.

Summative Evaluation: None





<p>Strategy 1: Provide PD and structures to implement the PLC process to create HECT. Strategy's Expected Result/Impact: Developing teacher's instructional capacity to improve overall student achievement and close the performance gaps. Staff Responsible for Monitoring: Administration, Facilitators, Dept. Chairs Funding Sources: PLC PD Resources - 199 General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Establish a common planning period for each core content area. Teachers will be producing engaging lesson plans and summative assessments, utilize best practice for backwards planning, develop lessons plans that are aligned to district scope and sequences, work collaboratively to design common formative assessments, design tier I instructional strategies and corrective instruction for students who do not master essential standards at proficiency. Strategy's Expected Result/Impact: Teams producing engaging and rigorous lesson plans, CFA's, and summative assessments. Staff Responsible for Monitoring: Administration, Academic Facilitators.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Increase student reading and math academic growth performance for all students by 10% from 76% on the 2019 STAAR to 86% on the 2021 STAAR (Domain IIA).

Performance Objective 3: Increase teacher capacity by coaching/mentoring for targeted Tier I instruction.

Evaluation Data Sources: Learning Walk Data, PLC Playbook, Team Notes, PLC Agenda, PLC Survey, Lesson Plans.

Summative Evaluation: None





<p>Strategy 1: Hold weekly PLC's with academic facilitators to create and establish effective and engaging lessons. Creating more professional development opportunities, incorporate campus PLC playbook, collaborate with campus digital learning specialist to integrate best practices with technology, coaching leadership team through data analysis for the next step process.</p> <p>Strategy's Expected Result/Impact: Building HECT that produce engaging rigorous lessons.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers</p> <p>Funding Sources: Professional Development Resources for PLC PD - 199 General Fund</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Perform focused instructional rounds to identify systemic problems of practice and address these through campus wide PD.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and build a student centered classroom culture and high levels of questioning throughout lessons.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Decrease the performance gap for students receiving special education services by 10% from 51% on the 2019 STAAR to 41% on the 2021 STAAR.

Performance Objective 1: Ensure school-wide system of support, MTSS

Evaluation Data Sources: CFA's, Student MTSS tracker, PLC data.

Summative Evaluation: None





<p>Strategy 1: Teachers will conduct an item analysis on six-week assessments and analyze by special education sub-population to determine error patterns that require corrective instructional approaches</p> <p>Strategy's Expected Result/Impact: Decrease performance gap between all students and students receiving special education services.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, SPED Dept.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Special education students that did not meet math and reading grade level standards, as determined by STAAR 2019, will receive targeted instruction through a personalized i-Ready account.</p> <p>Strategy's Expected Result/Impact: Decrease performance gap between all students and students receiving special education services.</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Academic Facilitators, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Special education teachers and instructional paraprofessionals will meet twice per grading period to discuss struggling learners, create an action plan, and provide intervention.</p> <p>Strategy's Expected Result/Impact: Decrease performance gap between all students and students receiving special education services</p> <p>Staff Responsible for Monitoring: Administration, SPED Dept., Instructional Para's, Academic Facilitators, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Decrease the performance gap for students receiving special education services by 10% from 51% on the 2019 STAAR to 41% on the 2021 STAAR.

Performance Objective 2: Ensure scaffolded/interactive support during Tier 1 instruction.

Evaluation Data Sources: Lesson Plans, CFA's, Summative Assessments, iReady Data.

Summative Evaluation: None





Strategy 1: Professional Development on differentiation and scaffolding intervention Strategy's Expected Result/Impact: Growing teachers' instructional capacity and closing the performance gaps for all students. Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Sped Dept.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Level of questioning and implementation of the Bloom's II Chart. Strategy's Expected Result/Impact: Growing teachers' instructional capacity and closing the performance gaps for all students. Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Sped Dept.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Use the Lead4ward instructional playlist to generate high leverage strategies in Tier I instruction. Strategy's Expected Result/Impact: Growing teachers' instructional capacity and closing the performance gaps for all students Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, Sped Dept.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Decrease the performance gap for English Learners (EL's) by 10% from 48% on the 2019 STAAR to 38% on the 2021 STAAR.

Performance Objective 1: Ensure school-wide system of support, MTSS.

Evaluation Data Sources: iReady Performance and Progress Data. TELPAS Data, Assessment Data

Summative Evaluation: None





Strategy 1: Student Support Team meets at every grading period to analyze student data and refer for Tier 2-3 Interventions Strategy's Expected Result/Impact: Close the gaps for EL students through quality MTSS. Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Target struggling EL students for Tier II intervention during Longhorn Time and provide supplemental reading and math instructional strategies and intervention materials. Strategy's Expected Result/Impact: Developing a high quality MTSS that closes the gaps for EL students. Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers, EL Specialist. Funding Sources: EL Teacher - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$65,030	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will be given targeted instructional support during Longhorn Time utilizing iReady learning labs and research based instructional strategies Strategy's Expected Result/Impact: Increased performance on reading and math STAAR Staff Responsible for Monitoring: Administrators, EL Specialist, Academic Instructional Coaches, Teachers	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Decrease the performance gap for English Learners (EL's) by 10% from 48% on the 2019 STAAR to 38% on the 2021 STAAR.

Performance Objective 2: Provide professional development for sheltered instruction best practices.

Evaluation Data Sources: Workshop Wednesday Agenda, Teacher Lesson Plans.

Summative Evaluation: None





Strategy 1: Establish a Cohort for professional development on sheltered instructional strategies. Strategy's Expected Result/Impact: Increase teacher capacity on sheltered instructional strategies. Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers. EL Specialist.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide professional development for sheltered instruction for Cohort. Strategy's Expected Result/Impact: Increase teacher capacity on sheltered instructional strategies. Staff Responsible for Monitoring: Administration, Academic Facilitators, EL Specialist Funding Sources: Sheltered Instruction Professional Development - 199 PIC 25 State Bilingual/ESL - \$2,516	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase the number of teachers rating their departmental team as highly effective collaborative teams based on the HECT rubric and PLC checklist from 2 out of 6 components to 5 out of 6 components by May 2021.

Performance Objective 1: Provide consistent support through professional development that ensures highly effective collaborative teams during the PLC process.

Evaluation Data Sources: PLC Playbook products, PLC Data, Professional Development Agenda, Lesson Plans.

Summative Evaluation: None





<p>Strategy 1: Establish a data desegregation day that drives lesson planning and a student centered classroom for all learners. Strategy's Expected Result/Impact: Producing HECT and high quality rigorous lessons. Creating a campus wide student centered learning environment. Staff Responsible for Monitoring: Administration, Academic Facilitators Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Schedule weekly PLC's with administration and academic facilitators that holds purposeful planning in instructional strategies, common formative assessments, and lesson planning. Strategy's Expected Result/Impact: Producing HECT and high quality rigorous lessons. Creating a campus wide student centered learning environment. Staff Responsible for Monitoring: Administration, Academic Facilitators, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Provide instructors with targeted PD driving the PLC process including; unwrapping the TEKS's, creation of CFA's, and lesson planning process. Strategy's Expected Result/Impact: Producing HECT and high quality rigorous lessons. Creating a campus wide student centered learning environment. Staff Responsible for Monitoring: Administration, Academic Facilitators Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Reading Jr. High will provide a campus culture of learning and collaboration to provide a safe and healthy environment as evidenced by a 5% decrease in overall discipline referrals in comparison to the 2019 discipline referrals.

Performance Objective 1: Increase staff and student engagement with the district's leadership definition campaign, character counts, and PBIS.

Evaluation Data Sources: As measured by the end of the year Character Counts and student guidance survey.

Summative Evaluation: None

<p>Strategy 1: Leadership definition ambassadors will present at faculty meetings three time this year and recognize faculty and staff for outstanding leadership representation of the leadership characteristics.</p> <p>Strategy's Expected Result/Impact: Self reflection survey results will indicate teacher leadership capacity in the district leadership competencies.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Utilize teacher's canvas pages to communicate Character Counts activities and lesson through Longhorn Time. Provide counselors/HGI virtual resources to support the social emotional well being of students and families.</p> <p>Strategy's Expected Result/Impact: Character Counts and student guidance survey will indicate a positive campus culture resulting in a decrease of student referrals and increase in social and environmental awareness.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: PBIS Committee will implement and train staff on how to utilize the PBIS management flowchart and the RJH minor offense form to create consistency with discipline management across the campus.</p> <p>Strategy's Expected Result/Impact: Provide a safe and healthy learning environment for all students and to decrease the number of discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators, Counselors, Teachers, Community Members, District Members.</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Reading Junior High

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
0000	6329 Reading Materials	\$5,376.00
6300 Subtotal:		\$5,376.00

Personnel for Reading Junior High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leslie Bennett	ESL Teacher	ESL	1.0

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	iReady Computer Based Intervention		\$5,376.00
1	1	4	Intervention Resources and Tutoring		\$6,225.00
3	1	2	EL Teacher		\$65,030.00
Sub-Total					\$76,631.00
Budgeted Fund Source Amount					\$76,631.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources for Campus-Wide Professional Development on PLC's, Best Practices and Intervention Strategies		\$13,000.00
1	2	1	PLC PD Resources		\$0.00
1	3	1	Professional Development Resources for PLC PD		\$0.00
Sub-Total					\$13,000.00
Budgeted Fund Source Amount					\$13,000.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Sheltered Instruction Professional Development		\$2,516.00
Sub-Total					\$2,516.00
Budgeted Fund Source Amount					\$2,516.00
+/- Difference					\$0.00
Grand Total					\$92,147.00

Addendums