

Angleton Independent School District
Angleton Junior High
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement.

Actively engaging the community results in development of our children

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

Priority Problem Statements

Problem Statement 5: Parents believe that their involvement is no longer needed.

Root Cause 5: In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life.

Problem Statement 5 Areas: Parent and Community Engagement - 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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.
- 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
- Discipline records
- 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
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent 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: 70% of students will achieve one year of growth in ELAR.







Performance Objective 1: The percentage of students scoring meets or higher on the 2024 Reading STAAR will increase as follows: 6th Grade Reading from 50% to 55%, 7th Grade Reading from 47% to 57%, and 8th Grade Reading from 46% to 55%.








Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Adjust percentages to reflect new goals and to remain aligned with district goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During scheduled PLC meetings, common assessments will be used to identify students performing below grade level. Extra support will be given to the identified students through targeted intervention by employing a variety of teaching strategies that include: the methods outlined in Seidlitz' book, "7 Steps to a Language-Rich Classroom", a bilingual staff member will lead a "newcomers only" Academic Hour class using ESL K-12 Summit,</p> <p>Strategy's Expected Result/Impact: Students will demonstrate one year's growth in Reading as measured by NWEA MAP Screener and Reading STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Bilingual and GT Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted interventions will be conducted school wide through Academic Hour for all students on campus, and selected students after school. Common assessments, reviewed during grade level data meetings will be used to group students with similar growth needs. During Academic Hour, students use language supports in IXL once a week, read a class novel twice a week, and writing once a week. Sixth and seventh grade Math and Reading and eight grade History, Science, Math and Reading teachers use Lowman warm ups to expose students to STAAR released questions.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate one year's growth in Reading as measured by NWEA MAP Screener and Reading STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Bilingual and GT Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Differentiated Instruction practices will be implemented to ensure ALL learners achieve high levels through strategic use of Tier 2 and 3 academic supports and inclusive practices. Teachers will attend relevant professional development. Teachers are encouraged to use a variety of teaching strategies, such as small-group instruction, peer tutoring, and hands-on activities. Additionally, support personnel will provide targeted assistance to students during the instructional day.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate one year's growth in Reading as measured by NWEA MAP Screener and Reading STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Bilingual and GT Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Enhancing Inclusive Special Education Practices for Junior High Students. Our Special Education Staff are providing full class support to help Special Education students access the general education curriculum. This can lead to increased engagement and understanding of the curriculum.</p> <p>Strategy's Expected Result/Impact: Students in Special Education will experience improved academic outcomes as they receive targeted support and individualized instruction within the general education classroom. The Special Education students who score meets and above will increase by 5 % in the area of ELAR. Success will be measured by Campus and State testing.</p> <p>Staff Responsible for Monitoring: Special education staff and Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			




Goal 2: 70% of students will achieve one year of growth in Math







Performance Objective 1: Through rigorous instruction and timely interventions, 70% of all students will make a year of measurable progress in all academic areas.








Evaluation Data Sources: MAP, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with this district goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students who are performing below grade level will be given extra support. Data will be strategically used to identify, intervene with and monitor students in need of Tier 2 and 3 supports. Individual student skill levels will be determined at the beginning of the school year and monitored throughout the school year. Teachers will evaluate common assessment data at math meetings at each three week interval; teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps, and future goals.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate one year's growth in Math as measured by NWEA MAP Screener and Math STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Target teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted interventions will be conducted school wide through Academic Hour for all students on campus, and selected students after school. Data is used to group students with similar growth needs. In Math Academic Hour, students use IXL twice a week. Closing the Distance is used twice a week as well. Math IXL is used once a week in all other Academic Hours. In core math classes, teachers use Lowman warm ups to expose students to STAAR released questions.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate one year's growth in Math as measured by NWEA MAP and Math STARR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Differentiated Instruction practices will be implemented to ensure ALL learners achieve high levels through strategic use of Tier 2 and 3 academic supports and inclusive practices. Teachers will attend relevant professional development. Teachers are encouraged to use a variety of teaching strategies, such as small-group instruction, peer tutoring, and hands-on activities. Additionally, support personnel will provide targeted assistance to students during the instructional day.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate one year's growth in Math as measured by NWEA MAP Screener and Math STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Bilingual and GT Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Enhancing Inclusive Special Education Practices for Junior High Students. Our Special Education Staff are providing full class support to help Special Education students access the general education curriculum. This can lead to increased engagement and understanding of the curriculum.</p> <p>Strategy's Expected Result/Impact: Students in Special Education will experience improved academic outcomes as they receive targeted support and individualized instruction within the general education classroom. The Special Education students who score meets and above will increase by 5 % in the area of Math. Success will be measured by Campus and State testing.</p> <p>Staff Responsible for Monitoring: Special education staff and Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4</p>	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: 100% of the Angleton ISD Safety recommendations will be implemented











Performance Objective 1: For the 2023 -2024 school year, AJH will continue to implement the emergency operations plans so that students and staff feel safe at school.

High Priority

Evaluation Data Sources: This will be measured by an increase in student attendance and staff satisfaction on the OHI / end of year survey, and by the data in the external door audit.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue per district requirement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Training and Education in Raptor, emergency drills, crisis response team Strategy's Expected Result/Impact: Increase safety and security at Angleton Junior High. Staff Responsible for Monitoring: Administrators, Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: SEL through CKH, family and community engagement, and thorough threat assessments Strategy's Expected Result/Impact: Increase safety and security at Angleton Junior High. Staff Responsible for Monitoring: Administrators, Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents believe that their involvement is no longer needed. Root Cause: In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life.







Goal 4: The percentage of students with 5 or more referrals will drop 20% from 2019 to August 2025.














Performance Objective 1: Angleton Junior High will implement proven ideas, resources, and research-based practices to reduce classroom disruption.

Evaluation Data Sources: Walkthroughs, PLCs, referral reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue through 24-25

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of CKH with campus-wide fidelity, specifically focusing on student-teacher connectedness and empowerment for self-managing classrooms and clarity with our tiered discipline process (CKH Discipline Ladder for Teachers / CKH Discipline Ladder for Administrators).</p> <p>Strategy's Expected Result/Impact: Angleton Junior High will have a 10% decrease in Level 3 or higher discipline events</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principals</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2 - Parent and Community Engagement 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Angleton Junior High will recommend students to CIS and the REACH mentor program. CIS provides quality support services for students through small groups, using Journey of Hope and SEL curriculum, and one-on-one mentoring, CIS will monitor students' grades on every report card period and provide supported guidance/encouragement through check & connect, students participating in the backpack buddies program will receive non-perishable food and snacks on a weekly basis, conduct home visits if needed, students with no vision insurance will qualify if needing reading glasses, need to be referred by the school nurse in order to receive a free VSP voucher that includes: exam, lens, and frame. CIS will provide parent events such as ESL, and nutrition programs, coordinate 4 all school-wide tier 1 events, and develop public relations to coordinate and promote community activities such as career day.</p> <p>Strategy's Expected Result/Impact: Angleton Junior High will have a 10% decrease in Level 3 or higher discipline events</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principals</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2 - Parent and Community Engagement 1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will establish effective two-way communication with parents through multiple means of communication (such as Remind, Skyward, Google Voice, etc.) Strategy's Expected Result/Impact: AJH will have a 10% decrease in Level 3 or higher discipline events. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Promote a safe and drug-free environment through presentations and training such as the anti-vaping program (Hall) and anti-bullying/SEL Curriculum. Strategy's Expected Result/Impact: AJH will have a 10% decrease in Level 3 or higher discipline events. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Special Education students will participate in a Social Skills curriculum during Academic Hour one time per week. Strategy's Expected Result/Impact: Special education students at our campus will demonstrate improved social-emotional skills, leading to enhanced self-awareness, self-regulation, interpersonal relationships, and overall well-being. This improvement in their social skills will reduce the number of office referrals for disciplinary issues. Staff Responsible for Monitoring: Academic Hour Special Education Teachers, Principals, Assistant Principals, Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents believe that their involvement is no longer needed. Root Cause: In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life.

Goal 4: The percentage of students with 5 or more referrals will drop 20% from 2019 to August 2025.

Performance Objective 2: Angleton Junior High will implement programs to encourage positive behavior through incentives and rewards.

Evaluation Data Sources: number of referrals
Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Angleton Junior High will implement campus-wide recognition programs to honor students who are following rules, going above and beyond, and regularly attending school: Grade Level Socials, Quarterly Right Choice Rallies, End of Year Extravaganza Strategy's Expected Result/Impact: AJH will have a 10% decrease in Level 3 or higher discipline events. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			






Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parents believe that their involvement is no longer needed. Root Cause: In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life.

Goal 5: The percentage of graduates that meet the criteria for CCMR will increase from 52% to 90% by August 2025.

Performance Objective 1: The number of students who pass the Math and English Portion of the TSI will increase by 5%.




- Evaluation Data Sources:** TSIA Results
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue per district recommendation.











Strategy 1 Details	Formative Reviews		
Strategy 1: After EOC, English I and Algebra I instruction will focus on TSI test readiness curriculum. Strategy's Expected Result/Impact: Instruction will be focused on major skills required to increase success on the TSI. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 1	Formative		
	Nov	Feb	May
	N/A	N/A	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey.

Performance Objective 1: Increase engagement and outreach with parents of all Angleton Junior High students.

- Evaluation Data Sources:** End of year survey.
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue per district recommendation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will be welcomed at various events throughout the school year. Extracurricular activities including sport events, concerts, plays, and showcases. Parent Meetings will be held throughout the year including: Meet the Teacher Night Open House/Title I Academic Night Course Selections Informational Meeting Family Fun Night STAARY Night Strategy's Expected Result/Impact: 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey Staff Responsible for Monitoring: Principal; Assistant Principals, CIP Committee Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1 Funding Sources: Title 1: Parent Engagement - Title I - \$2,200	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that families are informed of school activities and meaningful volunteer opportunities through social media, Skyward, campus web page, and school marquee. Strategy's Expected Result/Impact: Campus social media and web pages show an increase in high interest content and participation by various stakeholders resulting in increased engagement at campus events. 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey Staff Responsible for Monitoring: Principal; Assistant Principals, CIP Committee Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: AJH will encourage participation in the PTO. Strategy's Expected Result/Impact: Parents will feel that they have a voice and an opportunity to be involved with AJH. 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey Staff Responsible for Monitoring: Principal; Assistant Principals, CIP Committee Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:







Perceptions
Problem Statement 2: Parents believe that their involvement is no longer needed. Root Cause: In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life.







Goal 6: 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey.

Performance Objective 2: Parents, students, and other stakeholders will be knowledgeable of and have access to information and resources related to flexible and innovative practices that promote students success.

Evaluation Data Sources: None

Next Year's Recommendation: Increase participation in parent engagement events.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus website and school marquee will be consistently updated throughout the school year. Strategy's Expected Result/Impact: 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey Staff Responsible for Monitoring: Principal; Assistant Principals, CIP Committee Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide information and training to staff on effective ways to communicate with parents to promote student success. This includes, but is not limited to use of Capturing Kids' Hearts newsletters and surveys. Select the dates in advance when these surveys will be given to the designated stakeholders. Analyze all formative and summative data. Establish a system for monitoring and evaluating data. CKH Premium Survey Data to Drive Implementation and Impact Use the Keep, Start, Stop, Grow and Empower Activity for feedback from staff. Celebrate achievements throughout the school year. Strategy's Expected Result/Impact: 80% of parents will have a positive perception of Angleton Junior High as reflected by the end of year survey Staff Responsible for Monitoring: Principal; Assistant Principals, CIP Committee Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus leaders will attend training relevant to parent engagement and implement strategies to enhance the parent involvement opportunities at Angleton JH. Strategy's Expected Result/Impact: Parents, students, and other stakeholders will be knowledgeable of and have access to information and resources related to flexible and innovative practices that promote students success. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2 - Parent and Community Engagement 1 Funding Sources: Title I - Parent Engagement - Title I - \$1,700	Formative		
	Nov	Feb	May
	N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Perceptions
Problem Statement 2: Parents believe that their involvement is no longer needed. Root Cause: In their desire for independence, many young adolescents start pushing their parents away. Consequently, parents are tempted to back off and stay out of their child's academic life.

Goal 7: 35% of 8th grade students score as "meets standard" on the Social Studies STAAR exam.

Performance Objective 1: The percentage of students scoring meets or higher on the 2024 Social Studies STAAR will increase from 23% to 35%.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Implementation of Social Studies Plus for all teachers and targeted instruction. Restructured staff to meet needs to student growth.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted interventions will be conducted school wide through Academic Hour for all students on campus, and selected students after school. Common assessments, reviewed during grade level data meetings will be used to group students with similar growth needs. During Academic Hour, students use language supports in IXL once a week, read a class novel twice a week, and writing once a week. Sixth and seventh grade Math and Reading and eight grade History, Science, Math and Reading teachers use Lowman warm ups to expose students to STAAR released questions.</p> <p>Strategy's Expected Result/Impact: 35% of 8th grade students score as "meets standard" on the Social Studies STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Bilingual and GT Coordinators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Differentiated Instruction practices will be implemented to ensure ALL learners achieve high levels through strategic use of Tier 2 and 3 academic supports and inclusive practices. Teachers will attend relevant professional development. Teachers are encouraged to use a variety of teaching strategies, such as small-group instruction, peer tutoring, and hands-on activities. Additionally, support personnel will provide targeted assistance to students during the instructional day.</p> <p>Strategy's Expected Result/Impact: 35% of 8th grade students score as "meets standard" on the Social Studies STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Bilingual and GT Coordinators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 Funding Sources: Region IV Social Studies Conference - Title I - \$120</p>	Formative		
	Nov	Feb	May
	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is the centerpiece of the planning process and is the driving force most impacting the district and campus improvement plans. Using internal and external data assists the planning team in developing its vision of the future in a systematic effort to acquire an accurate, thorough picture of a school district. The comprehensive needs assessment identifies the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Angleton Junior High CIP was developed with campus instructional leaders, parents and community leaders.

Melissa Butterfield

Rebecca Pardue

Shelby Staten

Danielle Myrick

Eddie Foster

Robb Guthrie

Trisha Terrell

Kasey Felcman

Wendy Sartain

Angela Sims

Lauren Black

Jessica Rivas

Laura Brown

Barbie Hicks

2.2: Regular monitoring and revision

The CIP will be formally monitored and revised three times a year however on going revisions will take place as needed.

2.3: Available to parents and community in an understandable format and language

The CIP will be made available on the district and campus websites in both English and Spanish.

2.4: Opportunities for all children to meet State standards

The literacy plan that drives the academic instruction allows students no matter the grade level to receive instruction on their reading, writing and math level.

2.5: Increased learning time and well-rounded education

All students have a structured schedule that allows for 50+ minutes of instruction in reading/writing, math, science, social studies. Students select electives based on their interests for remaining classes including: physical education, CTE courses, technology, and fine arts.

2.6: Address needs of all students, particularly at-risk

The literacy plan that drives academic instruction offers students instruction on their level of mastery in a small group with increasing time elements for students at-risk.

3.1: Annually evaluate the schoolwide plan

The CIP is evaluated and updated annually based on needs reflected in the most current campus data.

4.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Survey and Policy are developed with parents, students and school staff at the Title I Meeting held in September. The policy and plan are then sent home and placed on the campus website.

4.2: Offer flexible number of parent involvement meetings

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. The campus provides regular updates about activities at AJH via Skyward email and social media. Teachers use Google Classroom, Skyward, and Remind to keep parents informed. Teachers are available before and after school and during conference periods for parent meetings and phone conferences.

5.1: Determine which students will be served by following local policy

All students, including at-risk students, will be served by following local policy.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joslyn Gonzalez	Paraprofessional	Title I - At-Risk	1
Nicole Goodrum	Paraprofessional	Title I - At-Risk	1
Rose Villarreal	Paraprofessional	ESL	1

Capturing Kids' Hearts Process Champions

Committee Role	Name	Position
Classroom Teacher	Katharyn Wood	
Classroom Teacher	Sean Wisecup	
Classroom Teacher	Sara Stevens	
Classroom Teacher	Shelbi Staten	
Classroom Teacher	Rebecca Pardue	
Classroom Teacher	Lindsey Neyland	
Classroom Teacher	Tina Nance	
Classroom Teacher	Rebecca Magnuson	
Classroom Teacher	Muhammed Khan	
Classroom Teacher	Ashley Jensen	
Classroom Teacher	Kyle Greganti	
Classroom Teacher	Kaysie Glazer	
Classroom Teacher	Carolyn Ganstine	
Classroom Teacher	Brianne Flores	
Classroom Teacher	Chandni Fisher	
Classroom Teacher	Edgar Gallardo	
Classroom Teacher	Allison De Santis	
Classroom Teacher	Kenneth Cosme	
Classroom Teacher	Laudra Calaf	
Classroom Teacher	Licindy Caballero	
Classroom Teacher	Lauren Burke	
Classroom Teacher	Laura Brown	
Classroom Teacher	Curtis Brown	
Classroom Teacher	Kimberly Beard	
Non-classroom Professional	Scherri Stroman	
Administrator	Kasey Feleman	
Administrator	Michael Taylor	

Committee Role	Name	Position
Administrator	Barbie Hicks	
Administrator	Angela Sims	
Administrator	Trisha Terrell	
Administrator	Wendy Sartain	

Academic Night Committee

Committee Role	Name	Position
Classroom Teacher	Sean Wisecup	
Classroom Teacher	Rebecca Pardue	
Administrator	Barbie Hicks	
Classroom Teacher	Victoria Graves	
Classroom Teacher	Sharon McDonald	
Classroom Teacher	Virginia Hinojosa	
Classroom Teacher	Stacy Eberspacher	
Classroom Teacher	Carolyn Ganstine	
Classroom Teacher	Sara Stevens	
Classroom Teacher	Kelly Jerome	
Administrator	Wendy Sartain	
Administrator	Angela Sims	

Campus Improvement Committee

Committee Role	Name	Position
Paraprofessional	Bailey Marling	Paraprofessional - Math ICS
Parent	Misty Heitsch	Parent
Paraprofessional	Robert Butterfield	Paraprofessional - IBP
Administrator	Barbie Hicks	Assistant Principal
Classroom Teacher	Rob Guthrie	Sped Department Head
Classroom Teacher	Melissa Butterfield	Elective Department Head
Classroom Teacher	Eddie Foster	Social Studies Department Head
Classroom Teacher	Rebecca Pardue	ELAR Department Head
Classroom Teacher	Danielle Myrick	Science Department Head
Classroom Teacher	Shelbi Staten	Math Department Head
Administrator	Wendy Sartain	Assistant Principal
Administrator	Trisha Terrell	Principal

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Title I: Parent Engagement		\$2,200.00
6	2	3	Title I - Parent Engagement		\$1,700.00
7	1	2	Region IV Social Studies Conference		\$120.00
Sub-Total					\$4,020.00