

**Greenville Independent School District  
Katherine G. Johnson STEM Academy  
2021-2022 Campus Improvement Plan**



# Mission Statement

Through exploration, collaboration, and discovery in Science, Technology, Engineering, Mathematics, we will empower student leadership in an innovative learning environment.

## Vision

Explore the WHY to discover what others have yet to imagine. **#exploretheWHY**

## Core Beliefs

At Katherine G. Johnson STEM Academy CORE VALUES Enable THE WHY:

**TEAMWORK**

**MOTIVATION**

**COURAGE**

**PERSERVERANCE**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at Katherine G. Johnson STEM Academy at Crockett is 357 as of September 2021; and serves students in grades kindergarten through fifth. According to the district data, student population includes: Hispanic 34.7%, White 36.4%, American Indian/Alaskan Native .01%, African American 18%, Two or More Races 8.4%, Economically disadvantaged 87.6%, Limited English Proficient (LEP) 14%. We serve identified Gifted and Talented 6.7% and 12% Special Education students. Our current campus attendance rate is approximately 96.8%.

### Demographics Strengths

- Attendance Rate 96.8%
- Attendance Recognition and class incentives for being HERE, EVERY DAY, READY, and ON TIME (H.E.R.O)
- Communication procedures between home and school regarding attendance

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Demographics do not mirror exact District demographics. **Root Cause:** Communication of what STEM was and how it would benefit their child was not clear.

# Student Achievement

## Student Achievement Summary

See attachments at the end

## Student Achievement Strengths

- Overall, our students have greater strengths in ELAR than Math

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Staff is unprepared to create lessons that are rigorous, objective-driven and engaging so students. Teachers need classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust and deliver instruction before the nine week assessments so they can meet the needs of each student/groups.

**Root Cause:** Planning using rigor and end goals in mind are not evident in teacher lesson plans. Classroom procedures in areas of the building are not sufficient to implement guided lessons.

**Problem Statement 2:** No strategy to implement effective teaching in the classroom. Strategist were not used to help teachers understand the pacing guide and how to implement guided lessons and rigor. **Root Cause:** Expectations and accountability partners were not evident to help reflect and strategize on TEKS; based upon data and rigor needed to be successful on state assessments and other district learning assessments.

# School Culture and Climate

## School Culture and Climate Summary

Student learning at STEM is very student directed and less teacher directed. A one on one meeting was implemented with staff about last year and where we needed to go. Staff want unified partnerships with their peers and parents so our campus can grow in strength. Staff want KGJ to be a campus that stakeholders want to know about because they feel welcomed and a place where they belong.

## School Culture and Climate Strengths

The teachers who completed the survey rated their satisfaction with our current culture and climate in the following ways.

- 13 teachers said they like coming to work "a great deal" and 10 said, "a lot."
- The 23 teachers who answered the survey said they would return next year
- 21 teachers said the climate and culture has improved since 2020

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Many teachers felt isolated and only labeled as teachers and not leaders on campus. **Root Cause:** Climate in the building had no true leader, just teams and the teams were not unified as a campus.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers were chosen by the principal from sources such as Facebook teacher groups, word of mouth and Teacher Job Network. All of our teachers are highly qualified and knowledgeable in their fields.

## Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers .
- GT (30 hours) Trained Teachers (only 2 teachers have not completed this training due to time constraints but will complete by end of fall 2022).
- Highly Qualified Administrator.
- Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment.
- Teacher Awareness of student needs.
- Highly collaborative campus both vertically and horizontally through the grades.
- PLC STEP program will grow our teachers

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Students are not being successful at meeting campus goals on assessments. **Root Cause:** Rigor and focusing on the end of the unit skill sets needed are not being utilized in all classrooms to drive lessons.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

STEM follows the Texas Essential Knowledge & Skills as a basis for all teaching and learning. GISD curriculum department provides a Year at Glance document and curriculum pacing guides for every grade level and subject. Teachers collaborate not only with their colleagues but instructional strategists to ensure lessons are designed to teach at the highest level of each standard.

Principal walk-throughs and feedback to teachers and staff in each grade level ensures that teaching is done with fidelity and rigor. Student success is directly related to this effort.

## Curriculum, Instruction, and Assessment Strengths

STEM uses universal screeners, such as Ren Star 360 and DRA, to help identify student needs. This information along with classroom assessments, RIGBY and district data from 9 week summative tests help determine strengths and weaknesses to aid in student intervention needs. Teachers use the Engineering process for design challenges in order for students to have opportunities for real world application of the concepts they are learning in class and to make connections across disciplines. Through these processes and performances assessments, students prove successful in many areas.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Rigor and instruction in the classroom do not meet the expectations of our campus assessment and STAAR. **Root Cause:** Formal assessment bank to build tests for Units in order to create data to drive instruction was not present. Students getting quarantined or getting inconsistent instruction in 20-21 school year created further gaps in learning.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents, staff and students have responded very positively about the changes made outside and inside the building regarding the atmosphere and learning taking place. KGJ has embraced the partnership with the parents at our school.

## Parent and Community Engagement Strengths

- Our families desire to be involved at STEM.
- We have a strong social media presence with our web pages, Facebook and Twitter accounts.
- We have received positive feedback through parent surveys.
- Parents are willing to partner to improve our school in any opportunity given.
- The campus has hosted Meet the Teacher Night, Parent Conference Day, Mad Scientist Day, Fuel Stores (incentives for good behavior), PTA kick off night, Grandparent's Day, STEM Showcases, and Gingerbread Night.
- We plan to host other events such as STEM project Nights, PTA nights Pizza, Thanksgiving Feast Days, Christmas Parties, Valentines Parties, Field Day, and End of the Semester and Year Awards Ceremonies with a special evening "Launch" for our 5th Graders.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Minimal STEM community partnerships involved with STEM campus. **Root Cause:** Ineffective communication with area business and potential community partners as it relates to STEM.

# School Context and Organization

## School Context and Organization Summary

It is important to have systems in place so that there is not much inference or distractions from classroom instruction. School and rotation schedules are set to maximize the amount of time spend on explicit instruction. District guidelines are then followed when planning the time assigned for each content area. Intervention times are built into the daily schedule to provide additional academic help/assistance to struggling learners. Additional events, staff development, and instructional meetings along with general notes are housed in our faculty weekly emails. Teachers are given opportunities to present at faculty meetings to empower leadership on our campus.

## School Context and Organization Strengths

- Capturing Kids Hearts is the main concept and philosophy regarding student discipline; Morning Meeting each day to create effective student/teacher relationships through SEL opportunities.
- House system implemented on campus to support belonging and peer modeling through interaction among grade levels.
- Our teachers are highly collaborative
- Teachers feel they have a voice in the decision making process.
- Master schedule geared toward student achievement.
- Data analysis at STEP meetings

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Programs such as RtI (campus wide) and Guided Reading for grades 3-5 were not widely understood, along with focusing on the end goal when lesson planning. **Root Cause:** Many teachers had not previously been trained.

# Technology

## Technology Summary

STEM is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include Chromebooks, iPads, printers, document cameras, projectors, and Promethean boards. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. We are a 1:1 campus.

## Technology Strengths

- Teachers are willing to branch out and learn different options for instruction through the use of technology.
- Many of our students are very "tech savvy"
- Students are fully engaged in digital learning spaces.
- Less paper is used as a result of higher technology use.
- Instructional Technologist on campus that is very helpful and knowledgeable.
- STEM Lab

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** While teachers are making strides in using technology embedded lessons in learning environments, these lessons should use data to keep in mind how successful were our students using this method. **Root Cause:** COVID 19 has created a need for technology infused blended environments that we now see were not as successful as teacher driven instruction. This realization will require teachers to go back to building successful lessons and use technology as a way, not the only way.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 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

### **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
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices





# Goals

**Goal 1:** By July 2022, Katherine G. Johnson STEM Academy at Crockett will earn a Met Standards rating, "B" with at least 80% approaches, 70% meets and 27% masters on all state tests.

**Performance Objective 1:** KGJ will continue to strive toward achieving the highest accountability rating established by TEA .

**Evaluation Data Sources:** TAPR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and administrators are actively training in the STEP process of PLC Data driven interventions to be intentional and drive instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase rigor and performance in the classroom for both teachers and students.</p> <p><b>Staff Responsible for Monitoring:</b> Building administrators and teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Achievement: Every student will know his/her goal for every subject to move students to the "Meets" and "Masters" performance standards. Teachers will review goals with students after every checkpoint/summative test and students will keep accurate accounting on a running goal sheet.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement showing 70% of KGJ students earning Meets or Masters performance standards on 2 or more STAAR tested subjects, and 70% meeting district standard in non STAAR tested grades/subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attendance: Our attendance committee is implementing HERO (Here, Everyday, Ready and On Time) to help improve attendance on campus and achieve a 98% attendance rate on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance will directly impact increased student achievement by 70% of KGJ students earning Meets or Masters performance standards on 2 or more STAAR tested subjects, and 70% meeting district standard in non STAAR tested grades/subjects.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS clerk, attendance committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks of uninterrupted instruction time.</p> <p><b>Strategy's Expected Result/Impact:</b> More time dedicated to focused instruction will allow all students to make a full year's growth from BOY to EOY Universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students/Subjects with no Data:            Teachers and students in K-2 and those in subjects with no data in grades 3-5 will analyze data after each check point and summative assessment to prepare students and support core subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Better prepared teachers and students will result in increased student achievement by spiraling back low performance SE's into lessons plans no less than 2 days per week.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	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>				



**Goal 1:** By July 2022, Katherine G. Johnson STEM Academy at Crockett will earn a Met Standards rating, "B" with at least 80% approaches, 70% meets and 27% masters on all state tests.





**Performance Objective 2:** All students will demonstrate a year's growth as reflected by STAAR assessment scores, as well as beginning, middle, and end of year assessments on RenSTAR360.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus interventionist will pull small groups of students and work on low performing TEKS in Reading and Math based upon data.</p> <p><b>Strategy's Expected Result/Impact:</b> To close the gaps from instruction lost in the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will chart progress and conference after each data entry with teacher to determine what is needed to help students achieve the goal that has been set.</p> <p><b>Strategy's Expected Result/Impact:</b> Students having a visual to show growth versus a number will result in students taking ownership of their learning which will lead to increased student achievement to show a full year's growth. Student growth can be tracked through BOY, MOY, and EOY testing along with summatives and checkpoints.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** By July 2022, Katherine G. Johnson STEM Academy at Crockett will earn a Met Standards rating, "B" with at least 80% approaches, 70% meets and 27% masters on all state tests.

**Performance Objective 3:** 73% of all STAAR tested grades (3-5) will achieve approaches standard in Math, with 40% achieving Meets and 27% Masters performance standard. 75% of K-2 students will reach the district passing standard in both reading and math.





**Evaluation Data Sources:** STAAR 2020 along with district 9 week formative assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student Achievement: Teachers will use information from Data Digs and analysis from Unit assessments to determine what SE's must be spiraled back in to lessons to student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement gaps will close as ALL students will show growth from BOY to MOY Universal Screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Achievement: Teachers will use guided math as a resource to enhance math lessons to ensure student mastery with math concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are provided quality instruction with whole group, small group, and extension activities. This allows for more quality "teach time" to increase student achievement in K-5 as math concepts build on each other.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks of uninterrupted instruction time (90 minute blocks of time for Math and 90 for Reading).</p> <p><b>Strategy's Expected Result/Impact:</b> More time dedicated to focused instruction will allow all students to make a full year's growth from BOY to EOY Universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:** By July 2022, Katherine G. Johnson STEM Academy at Crockett will earn a Met Standards rating, "B" with at least 80% approaches, 70% meets and 27% masters on all state tests.

**Performance Objective 4:** 83% of 5th graders will achieve approaches standard in Science, with 60% achieving Meets and 20% achieving Masters. 83% of K-4 students will reach the district passing standard.

**Evaluation Data Sources:** STAAR 2022 data along with district 9 week formative assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student Achievement: Students will have core content skills reinforced through challenges in STEM LAB class.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers collaborating to bring critical thinking Science skills will allow students to perform with 50% of students achieving Meets or Masters performance standards.</p> <p><b>Staff Responsible for Monitoring:</b> STEM LAB teacher, Science Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Achievement: Science concepts are integrated into PE activities to increase student awareness that Science is everywhere.</p> <p><b>Strategy's Expected Result/Impact:</b> Students engaging in Science concepts all through the building show application of concepts being taught in the classroom. Allow application to critical thinking skills will increase student achievement at the higher level performance standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Community Partnerships: Community "experts" will be invited to speak to students regarding their personal STEM career in the spring 2022; other tools such as YouTube will be used for students to access information regarding STEM careers .</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to see importance of STEM education as it relates to the future jobs in America.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** By July 2022, Katherine G. Johnson STEM Academy at Crockett will earn a Met Standards rating, "B" with at least 80% approaches, 70% meets and 27% masters on all state tests.





**Performance Objective 5:** Teachers and administrators are actively trained in the STEP process of PLC data driven interventions to be intentional and drive instruction in the classroom.

**Evaluation Data Sources:** PLC agendas

**Goal 2:** Katherine G. Johnson STEM Academy at Crockett will maintain a safe and disciplined environment conducive to student learning and employee effectiveness through implementation of Capturing Kids Hearts model and a campus house model from Ron Clark.

**Performance Objective 1:** Students take ownership in campus behavior expectations through the use of Capturing Kids Hearts and the Ron Clark model, to reduce discipline issues and increase student social and emotional growth and achievement.





**Evaluation Data Sources:** Comparative Skyward discipline data 2021 to 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students take ownership of growing their own social emotional behavior, focusing on positivity, respect, integrity, determination and empathy using Ron Clark's house model which drives campus unity and pride.</p> <p><b>Strategy's Expected Result/Impact:</b> Unity, diversity and deeper social emotional actions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and campus administrators.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: Counselor will provide guidance lessons using Cloud 9 social and emotional program to teach character education and appropriate behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> As student discipline issues decrease, student achievement will increase due to the amount of instruction time that is not taken away due to behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of KHJ teachers will develop social contracts that outline classroom expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students create classroom expectations and are all held accountable to it. Students have ownership in the process which reduces discipline issues to maximize student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>0% No Progress</span> </div> <div style="text-align: center;">  <span>100% Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 2:** Katherine G. Johnson STEM Academy at Crockett will maintain a safe and disciplined environment conducive to student learning and employee effectiveness through implementation of Capturing Kids Hearts model and a campus house model from Ron Clark.





**Performance Objective 2:** Homeless students will have access to admission for enrollment as well as any educational services or benefits set forth by GISD

**Evaluation Data Sources:** PEIMS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) In accordance with FDC-local KGJ STEM Academy will have a Liaison for homeless students to insure compliance with policy as prescribed.</p> <p><b>Strategy's Expected Result/Impact:</b> All students meeting homeless classification as defined by policy will have access to a Free and Appropriate Pubic Education (FAPE).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Katherine G. Johnson STEM Academy at Crockett will maintain a safe and disciplined environment conducive to student learning and employee effectiveness through implementation of Capturing Kids Hearts model and a campus house model from Ron Clark.





**Performance Objective 3:** Our campus student engagement Officer focused group of At Risk Students, will help to build relationships proactively.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Our SEO will build relationships with students by being visible during times where students move through the building before and after school as well as recess, lunch and school functions.</p> <p><b>Strategy's Expected Result/Impact:</b> For all students to think before acting and to decrease negative behavior incidents.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Katherine G. Johnson STEM Academy at Crockett will follow district processes to actively recruit, support, develop, GT certify, and retain highly qualified employees for all areas of the organization.

**Performance Objective 1:** KGJ will work to partner with Rhonda Clark at Texas A & M Commerce to be a open showcase campus in order to build relationships with teacher candidates to display campus pride and community.

**Evaluation Data Sources:** Retention of teacher data at the end/beginning of each year from Human Resources.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School Culture: Using district resources for professional development and allowing opportunities to grow leaders at KGJ will ensure that the highest standard of teaching practices are being used. The use of walk throughs, PLCs and campus planning/faculty meetings will help support and determine these measures are being used.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers having a deeper knowledge of content will give them the tools to teach at a higher level increasing T-TESS evaluations and increased student achievement to show 70% of students reaching the Meets or Masters scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: 100% of KGJ teachers will disaggregate student achievement data after each summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement by 50% of KGJ students earning Meets or Masters performance standards on 2 or more STAAR tested subjects, and 70% meeting district standard in non STAAR tested grades/subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Culture: Walkthroughs are conducted weekly to ensure high quality instruction is being delivered.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal will be able to know where teachers need deeper professional development to be top in their STEM assignment which will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> School Culture: Weekly professional development is provided using principal, instructional specialist, and teacher leaders to ensure high quality instruction at STEM.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher quality will result in deeper student knowledge of concepts to achieve the highest performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 4:** Communication among Katherine G. Johnson STEM Academy at Crockett employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive, and provide for family and community involvement that result in positive partnerships.





**Performance Objective 1:** Each teacher will use a method of communication to contact parents/guardians to keep them updated and for support and participation at school.

**Evaluation Data Sources:** Technology announcement applications and blackboard for campus use.

**Goal 4:** Communication among Katherine G. Johnson STEM Academy at Crockett employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive, and provide for family and community involvement that result in positive partnerships.

**Performance Objective 2:** Campus PTA is active and planning to engage students, teachers and families during the course of the year with activities that will support and encourage partnerships.

**Evaluation Data Sources:** PTA calendar of activities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> This year we will poll the community and students to vote on a mascot for our entire campus to exhibit unity of all students and parents. <b>Strategy's Expected Result/Impact:</b> Unity of entire campus and neighborhood	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Build in "dress up" days to our calendar so students and families can have conversations about their hopes and dreams. ie."who I want to be," "famous person day." <b>Strategy's Expected Result/Impact:</b> Build community <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

**Texas Education Agency  
2021 STAAR Performance  
KATHERINE G JOHNSON STEM ACADEMY (116905114) - GREENVILLE ISD**

**Calculation Report**

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	73	73	28	20		194	
Approaches GL or Above	45	35	15	12		107	55%
Meets GL or Above	21	13	6	5		45	23%
Masters GL	8	8	2	3		21	11%
Total Percentage Points							89%
<b>Component Score</b>							<b>30</b>

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	55%	32%	60%	55%	-	-	-	59%	54%	45%	45%	14%	50%	63%	36%
At Meets GL Standard or Above	23%	18%	22%	28%	-	-	-	12%	24%	19%	19%	3%	10%	29%	9%
At Masters GL Standard	11%	9%	9%	16%	-	-	-	0%	12%	10%	10%	0%	0%	14%	2%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	107	7	49	41	-	-	-	10	84	14	14	5	5	87	20
At Meets GL Standard or Above	45	4	18	21	-	-	-	2	37	6	6	1	1	40	5
At Masters GL Standard	21	2	7	12	-	-	-	0	19	3	3	0	0	20	1
Total Tests	194	22	81	74	-	-	-	17	156	31	31	37	10	138	56
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	89%	97%	100%	-	-	-	87%	96%	100%	100%	100%	100%	100%	88%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	62%	25%	69%	62%	-	-	-	71%	59%	55%	55%	14%	*	69%	43%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	29%	13%	34%	34%	-	-	-	0%	31%	27%	27%	0%	*	35%	14%
At Masters GL Standard	11%	13%	7%	17%	-	-	-	0%	14%	9%	9%	0%	*	15%	0%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	45	2	20	18	-	-	-	5	35	6	6	2	*	36	9
At Meets GL Standard or Above	21	1	10	10	-	-	-	0	18	3	3	0	*	18	3
At Masters GL Standard	8	1	2	5	-	-	-	0	8	1	1	0	*	8	0
Total Tests	73	8	29	29	-	-	-	7	59	11	11	14	*	52	21
<b>Participation</b>															
% participation 2018-19	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	96%	90%	97%	100%	-	-	-	89%	97%	100%	100%	100%	*	100%	89%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	48%	38%	55%	41%	-	-	-	57%	49%	36%	36%	21%	*	56%	29%
At Meets GL Standard or Above	18%	25%	14%	21%	-	-	-	14%	17%	18%	18%	7%	*	23%	5%
At Masters GL Standard	11%	13%	10%	14%	-	-	-	0%	10%	18%	18%	0%	*	15%	0%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	35	3	16	12	-	-	-	4	29	4	4	3	*	29	6
At Meets GL Standard or Above	13	2	4	6	-	-	-	1	10	2	2	1	*	12	1
At Masters GL Standard	8	1	3	4	-	-	-	0	6	2	2	0	*	8	0
Total Tests	73	8	29	29	-	-	-	7	59	11	11	14	*	52	21
<b>Participation</b>															
% participation 2018-19	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	96%	90%	97%	100%	-	-	-	89%	97%	100%	100%	100%	*	100%	89%
<b>Writing</b>															
<b>Percent of Tests</b>															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	54%	*	55%	67%	-	-	-	*	48%	*	*	0%	*	65%	25%
At Meets GL Standard or Above	21%	*	18%	25%	-	-	-	*	19%	*	*	0%	*	30%	0%
At Masters GL Standard	7%	*	0%	17%	-	-	-	*	10%	*	*	0%	*	10%	0%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	15	*	6	8	-	-	-	*	10	*	*	0	*	13	2
At Meets GL Standard or Above	6	*	2	3	-	-	-	*	4	*	*	0	*	6	0
At Masters GL Standard	2	*	0	2	-	-	-	*	2	*	*	0	*	2	0
Total Tests	28	*	11	12	-	-	-	*	21	*	*	6	*	20	8
<b>Participation</b>															
% participation 2018-19	100%	*	100%	100%	-	-	-	*	100%	100%	100%	*	-	100%	100%
% participation 2020-21	93%	*	100%	100%	-	-	-	*	95%	*	*	100%	*	100%	80%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	60%	*	58%	*	-	-	-	*	59%	40%	40%	*	*	64%	50%
At Meets GL Standard or Above	25%	*	17%	*	-	-	-	*	29%	0%	0%	*	*	29%	17%
At Masters GL Standard	15%	*	17%	*	-	-	-	*	18%	0%	0%	*	*	14%	17%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	12	*	7	*	-	-	-	*	10	2	2	*	*	9	3
At Meets GL Standard or Above	5	*	2	*	-	-	-	*	5	0	0	*	*	4	1
At Masters GL Standard	3	*	2	*	-	-	-	*	3	0	0	*	*	2	1
Total Tests	20	*	12	*	-	-	-	*	17	5	5	*	*	14	6
<b>Participation</b>															
% participation 2018-19	100%	*	100%	100%	-	-	-	*	100%	100%	100%	*	*	100%	100%
% participation 2020-21	95%	*	92%	*	-	-	-	*	95%	100%	100%	*	*	100%	88%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Number of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

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