

Pasadena Independent School District
Beverly Hills Intermediate
2022-2023 Campus Improvement Plan

Mission Statement

The Beverly Hills Intermediate Community, consisting of all employees, parents, business/community members, and students, is dedicated to providing an environment focused on developing responsible citizens who are striving to acquire knowledge, master skills, and maximize talents according to their fullest potential.

Vision

At Beverly Hills Intermediate we aim to reach every student in an effort to create critical thinkers and lifelong learners by engaging students in the learning process through relevant instruction, technology, and innovative teaching practices that illustrate connections to their life while teaching problem solving and critical thinking. We continue to provide structure and a safe environment that promotes learning, as well as, responsibility and accountability. We will emphasize building strong relationships through open communication, supporting extra curricular activities, and fostering parental involvement.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beverly Hills Intermediate was established in 1964 and is one of the largest intermediate schools in the Pasadena Independent School District with a student population of almost 900 students. We are a Title 1 Campus that services a very richly diverse student population of African-American, Anglo, Asian and Hispanic students. Our unique history entails only five Campus Principals since our doors opened in 1964 with each principal having been mentored by their predecessor.

Ethnicity	Percentage
Hispanic	65%
African American	20%
Asian	9%
White	4%
Other	2%

Meal Status	Percentage
Free	72%
Reduced	11%
None	18%

Demographics Strengths

- Meet the needs of our diverse student population
- Gap between ethnic sub groups is continuing to close

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students receiving Free/Reduced Lunch (Economically Disadvantaged) is significantly lower than PreCOVID years. **Root Cause:** Parents/families were no longer required to complete the free/reduced lunch application because all students received free lunch.

Student Achievement

Student Achievement Summary

From the onset, Beverly Hills Intermediate has established a learning environment that fosters student success. Our entire team acknowledges the fact that the intermediate school years are the most challenging years in a child's development. As these young adolescents first enter the hallowed halls of their middle school they are bright-eyed and eager to learn. Their desire to break the bonds of childhood makes them eager to embrace their new environment and become a part of the "big" school. But many changes occur in the two years these students are with us. Keeping them engaged and focused on their academics becomes a challenge of major proportions. The attitudes of adolescence can become the barrier to success. We have adopted the philosophy that the best thing we can do for these students is to provide a climate and culture that is well-structured, highly organized, demands academic achievement for all, and maintains a safe, orderly and well-disciplined environment.

May 2022 STAAR Mathematics, Grade 8

	# Students	Approaches	Meets	Masters
Beverly Hills Intermediate	451	79.82%	47.23%	13.08%
Economic Disadvantage	340	79.41%	45.29%	12.35%
ESL	94	68.09%	32.98%	7.45%
Asian	44	97.73%	77.27%	43.18%
Black/African American	76	78.95%	48.68%	7.89%
Hispanic	313	77.32%	42.49%	10.22%
Two or More Races	7	57.14%	57.14%	28.57%
White	11	100%	45.45%	0%
Currently Emergent Bilingual	109	68.81%	33.94%	8.26%
Special Ed Indicator	44	38.64%	6.82%	2.27%

May 2022 STAAR Mathematics, Grade 7

	# Students	Approaches	Meets	Masters
Beverly Hills Intermediate	328	58.23%	18.29%	3.66%
Economic Disadvantage	260	55.38%	16.92%	2.31%
ESL	75	46.67%	9.33%	4%
Asian	18	61.11%	55.56%	22.22%
Black/African American	71	50.70%	8.45%	0%
Hispanic	223	60.09%	18.39%	2.69%
Two or More Races	8	75%	25%	12.50%
White	7	42.86%	14.29%	14.29%
Currently Emergent Bilingual	85	42.35%	9.41%	3.53%
Special Ed Indicator	44	36.36%	6.82%	0%

May 2022 STAAR Reading, Grade 8

	# Students	Approaches	Meets	Masters
Beverly Hills Intermediate	449	85.30%	59.24%	34.97%
Economic Disadvantage	340	84.41%	57.35%	34.71%
ESL	88	67.05%	30.68%	18.18%
Asian	41	90.24%	75.61%	56.10%
Black/African American	73	84.93%	50.68%	27.40%
Hispanic	321	84.74%	58.88%	33.64%
Two or More Races	4	75%	25%	0%
White	9	88.89%	77.78%	55.56%
Currently Emergent Bilingual	101	69.31%	33.66%	16.83%
Special Ed Indicator	45	51.11%	17.78%	13.33%

May 2022 STAAR Reading, Grade 7

	# Students	Approaches	Meets	Masters
Beverly Hills Intermediate	407	79.85%	52.58%	33.17%
Economic Disadvantage	317	77.92%	48.26%	29.02%
ESL	86	68.60%	34.88%	12.79%
Asian	40	85%	80%	70%
Black/African American	79	70.89%	39.24%	21.52%
Hispanic	266	80.83%	50.75%	29.32%
Two or More Races	11	81.82%	63.64%	54.55%
White	10	100%	90%	60%
Currently Emergent Bilingual	98	66.33%	33.67%	12.24%
Special Ed Indicator	45	37.78%	20%	8.89%

May 2022 STAAR Science, Grade 8

# Students	Approaches	Meets	Masters
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May 2022 STAAR Mathematics, Grade 8

	# Students	Approaches	Meets	Masters
Beverly Hills Intermediate	449	77.73%	44.54%	14.25%
Economic Disadvantage	340	77.65%	44.41%	14.41%
ESL	88	59.09%	23.86%	5.68%
Asian	41	87.80%	78.05%	51.22%
Black/African American	73	72.60%	38.36%	2.74%
Hispanic	321	77.57%	42.68%	12.46%
Two or More Races	4	50%	25%	0%
White	9	88.89%	22.22%	11.11%
Currently Emergent Bilingual	101	58.42%	24.75%	5.94%
Special Ed Indicator	45	44.44%	15.56%	2.22%

May 2022 STAAR Mathematics, Grade 7

# Students	Approaches	Meets	Masters
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May 2022 STAAR Social Studies, Grade 8

	# Students	Approaches	Meets	Masters
Beverly Hills Intermediate	447	58.17%	23.04%	10.74%
Economic Disadvantage	338	55.33%	21.60%	9.76%
ESL	88	31.82%	13.64%	6.82%
Asian	41	87.80%	53.66%	34.15%
Black/African American	73	56.16%	17.81%	5.48%
Hispanic	319	55.17%	20.69%	8.78%
Two or More Races	4	25%	25%	25%
White	9	55.56%	11.11%	11.11%
Currently Emergent Bilingual	101	32.67%	13.86%	6.93%
Special Ed Indicator	44	20.45%	9.09%	4.55%

Student Achievement Strengths

- Students are meeting or exceeding the district and state testing requirements in ELAR, Math, Science and Social Studies
- Student assessment data is continuously collected and analyzed including common assessments
- Implementation of the inclusion/support facilitation model for special needs students
- Distinguished Designation in the area of Achievement in Math, Academic Growth, and Closing the Gap
- Implementation of Bear Power Time, LEP Level 5 Intervention Class, Math and Reading Intervention Class and Tutoring

- One-to-One Tablet Initiative that meet the needs of the 21st Century Learner

Accountability Rating System

	Component Score	Scaled Score	Rating
Overall		93	A
Student Achievement		79	C
STAAR Performance	48	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	84	92	A
Relative Performance (Eco Dis: 74.0%)	48	88	B
Closing the Gaps	94	94	A

We earned distinctions for:

- Achievement in ELA/Reading
- Comparative Academic Growth
- Comparative Closing the Gap
- Postsecondary Readiness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR scores across all subjects and in both grade levels are lower than preCOVID years. **Root Cause:** Academic gaps due to loss of learning from COVID. Teachers still using online learning and individual work for instruction.

School Culture and Climate

School Culture and Climate Summary

Our campus philosophy is to provide a well-structured environment which is consistently safe and orderly, quality lessons and optimal use of instructional time. We support the middle school premise that these years are ones of exploration by giving our students opportunities to be exposed to multiple courses outside of the core academic areas. We are an inclusive campus and afford educational opportunities to any child who walks through our doors. These beliefs have been the hallmarks on which this campus was founded and have held true in our effectiveness over time. Continuity and consistency have been the foundation on which our success has prospered. A strong and unified campus philosophy, a solid curriculum, data driven lessons which address all learning styles, high social expectations, a school-wide discipline plan, a staff who WANTS to work with intermediate aged students, school-wide support of the Fine Arts, a highly successful athletic program, common departmental planning time, and parent/teacher communication are just some of the multiple reasons our children continue to achieve. We have adopted the philosophy that the best thing we can do for these students is to provide a climate and culture that is well-structured, highly organized, demands academic achievement for all, and maintains a safe, orderly and well-disciplined environment.

School Culture and Climate Strengths

- Tablets for all students
- Planned Intervention Time (PIE)
- The physical environment is welcoming and conducive to learning
- Staff recognition and regular morale boosters are in place
- The office staff are friendly and helpful
- Student achievement is celebrated and recognized regularly
- Student discipline management plan is effectively in place and well communicated through Safe and Civil and a school wide discipline management plan
- School wide discipline management plan
- Diverse student population
- Successful Fine Arts Program
- Successful Athletic Program
- Collaborative efforts within and outside content area to improve instruction
- Sound instructional strategies
- Effective school wide discipline management plan
- Departmental Planning
- Extra-curricular support and participation

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Discipline referrals for students is increasing specifically within our SPED population. **Root Cause:** Students were not in school for critical developmental years due to COVID. More professional development needed for teachers in conflict resolution strategies and cultural diversity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Beverly Hills Intermediate School believes building strong relationships is the key in a school's success. Departmental Planning has provided a solid foundation for students and a cooperative work environment for teachers. New teachers on our campus are assigned buddy or mentor teachers to assist them in navigating their first year at BHI. These teachers step up to the plate in this leadership role to assist our new members over many of the first year hurdles. The Instructional Coach is a tremendous role model for our new staff members and gives them a solid foundation on which to start with our new teacher orientation program. The administrative team at BHI works in tandem with the Principal at every possible opportunity. Assistant Principals are seen as co-administrators and teachers feel confident in our team approach to leadership. We continuously do reality checks. Beverly Hills Intermediate educators extend their leadership skills beyond the campus by receiving awards and promoting to administrative positions. Several teachers have moved into Instructional Coach, Assistant Principal, Principal, Instructional Specialists and Central Administrative positions. There have been several teachers at BHI who were former students on this campus. There are also current administrators in the district who attended BHI as students.

Staff Quality, Recruitment, and Retention Strengths

- Sufficient time is allocated for instructional planning among common departments
- Professional development is tailored to meet individual staff needs and targeted in critical areas of need of the campus
- Hire and retain highly qualified teachers
- Provide support systems for new teachers to our campus
- Low turnover rate
- Common Planning time
- Collaborative efforts within and outside content area to improve instruction
- Tablets for all students
- Mentoring Program
- Diverse student population
- Successful Fine Arts Program
- Successful Athletic Program

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are various teachers new to BHI or in new teaching positions. **Root Cause:** Teacher promotion. New STAAR testing standards Needs of intervention classes in math/reading Decreased student population Addition of a PL team

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Providing teachers with a solid curriculum that is aligned with the TEKS (Texas Essential Knowledge and Skills) is a critical attribute of a successful school district. Beverly Hills Intermediate is fortunate to be part of a school district that provides strong curriculum support as well as outstanding teacher staff development. Pasadena ISD initiated a program several years ago that put forth an aligned curriculum which follows a teacher-generated timeline. Curriculum and Instruction provides teachers with the scope and sequence necessary to impart this rigorous curriculum. Nine-week curriculum based assessments (CBA) are used to monitor student achievement and to assess campus progress and readiness in the core content areas. Teachers meet weekly in departmental planning meetings as well as grade level meetings to insure vertical alignment. Upon receiving CBA results, all departments set individual SMART goals to improve student achievement.

In addition to district provided CBAs, our students will also be administered a MAP test three times a year (beginning, middle, and end). This testing will allow teachers to track growth as the year goes on and also will detail gaps in student learning. This data will be used to drive instruction and intervention.

Quality instruction is the hallmark of T-TESS, the teacher evaluation system in the state of Texas. Teacher's instructional methods are formally evaluated each year by their assessor in a classroom observation. Teachers are also assessed by walk-through observations that may occur at any time during the year. Plans must indicate a clear, TEKS-aligned objective of what the students will learn the activities that will be incorporated into the lesson, the materials/resources that will be used and the means of evaluation. Administrators use focused walk-through forms to target specified instructional expectations.

Research-based instructional strategies from the Big 8 are modeled, utilized, and focused upon daily. In the Rigor and Relevance framework teaching in the "D" quadrant is the ultimate goal. While providing a foundation in each content area will require some days of teaching in the "A" quadrant, teachers at BHI strive to provide lessons high on the knowledge and application rungs of the continuum. These types of lessons are not something new for this campus. While they are endangered because of the temptation to focus only on the state assessment, there is continuous dialogue about teaching the higher order thinking skills. This can several school-wide instructional strategies such as ABC Writing, 7 Steps to a Language Rich classroom and Talk Read Talk Write.

Curriculum, Instruction, and Assessment Strengths

- Teachers consistently follow the prescribed curriculum in all subject areas
- Teachers meet by department twice a week in PLCs to plan lessons, plan common assessments, break down SEs, review data, and celebrate successes.
- Timelines are met by all teachers for the grading period to ensure that all curriculum is covered adequately
- Collaborative efforts within and outside content area to improve instruction
- Implementation of Common Assessments across content areas
- Multiple opportunities to explore interests/electives
- Multiple opportunities to gain high school credit
- Students are engaged
- Rigor is evident in all classrooms
- Instruction is monitored as evidenced by walk-throughs
- Appropriate technology and technology resources are integrated into classroom instruction
- Curriculum is aligned with state standards—instruction is aligned with standards
- Assessments are aligned with standards
- Interventions are driven by data
- Departmental Planning
- Tablet instructional strategies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are struggling to plan enough instructional time to address learning gaps, prepare for new STAAR testing format/expectations, and teach regularly scheduled content. **Root Cause:** We went to a 7-period schedule which shortened class periods. STAAR testing continuously changes standards and testing format.

Parent and Community Engagement

Parent and Community Engagement Summary

Relationships that bond students to teachers are one of the most critical attributes of successful intermediate schools.

At the middle school level, parent involvement does not rise to the level it did during the elementary years, but at BHI we have been fortunate to maintain a strong group of parent volunteers that go above and beyond to support our extra-curricular and co-curricular programs.

Parents are invited to the school at any time, but formally we host a Fall Open House and monthly parent activities (luncheons, breakfasts, evening events...)

In the late spring teachers select students to be recognized at the All-School Awards Program. Students are honored in all content and elective areas with certificates of achievement. After the grade level awards, the Special Recognition Awards are given. Some of these include the Hazel Eska Award (Reading), the Herb Smith Award (History), the Sharon Prince Award (Music), the Daughters of the Republic of Texas Award (DRT), the Society of Women Engineers Award, the Stephanie Wright Student Achievement Award and our highest honor the American Legion Award (outstanding 8th grade boy and girl).

We have enjoyed several community partnerships over the years including Sam's Club and HEB. We also continue a close relationship with our local newspaper, The South-Belt Leader. Our campus liaison submits pictures and articles on a weekly basis showcasing campus life and honors. This local newspaper supports the community schools by printing this information so parents and community members can keep abreast of what is taking place.

Parent and Community Engagement Strengths

- Effective models of communication are in place
- Member of the Chamber of Commerce and attends Evening of Cuisine
- The office staff are friendly and helpful
- Student achievement is celebrated and recognized regularly via local media—newspaper and website
- Monthly student newsletters with upcoming parent/student/school events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent engagement has declined over the last couple of years, and parents are often out of touch with the lives of their teenage students. **Root Cause:** Parents work, single parent households, students are getting older and parents aren't as involved.

School Context and Organization

School Context and Organization Summary

Having only five Principals in the forty-nine year history of BHI has been an advantage in the evolution of our philosophy and the consistency of our structure. Over the years our programs have changed and flexed as our population has grown and diversified. But our academic standards and highly structured environment has remained consistent. Having a school-wide discipline management plan that is clearly known by all students and teachers maintains the safe and orderly environment we enjoy. We have never faltered from this plan even as our student population has presented more challenging issues. We firmly believe that intermediate aged children thrive in a safe, orderly and well-structured atmosphere. Teachers have to be able to teach and students have to be able to learn. The most innovative programs available will be of no use if chaos prevails. A myriad of clubs, organizations and teams afford our students multiple opportunities to be involved in campus life and allows them a chance to bond with teachers in ways other than the core area classrooms. Just a few of the avenues available are:

- National Academic League (NAL)
- Pentathlon
- AVID
- National Junior Honor Society
- Band, Orchestra, Choir Lock-in (All-night practice and fun)
- Peer Tutoring
- Student Council (Bear-Co)/multiple years of State Sweepstakes Award
- Chess Club
- Bear Bucks – Reward coupon for good citizenship
- Birthday Cards
- Youth for Christ
- Honor Roll Certificates and Coupons
- School Wide Incentives
- 8th grade farewell party
- 8th grade Teacher/Student basketball game
- Intramurals
- Football, Volleyball, Basketball, Cross-Country, Track, Soccer
- Cheerleading
- Dance

School Context and Organization Strengths

- The environment is welcoming and conducive to learning
- Student recognition and achievement generates school pride
- Student achievement is celebrated and recognized regularly to encourage school engagement and attendance
- Student discipline management plan is effectively in place and evaluated and tweaked to by the Safe and Civil Committee
- Opportunities for engagement and involvement are in place and promoted by entire school community
- Bell-to-bell instruction
- Bear Power Time
- One-to-One Tablet initiative
- Step-ins to promote student growth

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students are unable to participate in multiple organizations/clubs/activities. **Root Cause:** Morning time is dedicated to tutorials Teachers struggle staying after school multiple days, and we have extended day twice a week already. Moved to 7-period schedule, so it is difficult to find extra time during the day

Technology

Technology Summary

Beverly Hills is a model for the 21st Century classroom. We have a technology rich environment which includes 1:1 Tablets for our teachers and the students. Our teachers are trained regularly to incorporate technology into instruction. Our teachers use technology to enhance instruction daily. The teachers have access to Promethean Boards, a student computer lab, document camera and Active Expressions. The teachers have implemented the 1:1 technology with ease and without reservation.

In an effort to create self-direct learners, Beverly Hills Intermediate decided to take part in the Summit Learning Model of personalized learning. Through Personalized Learning, students participate in SDL (self-directed learning time), Mentoring, and Project-Based Learning. These three pillars allow students develop habits of success, experience productive struggle and refine the cognitive skills necessary to be successful in school and beyond.

Every department, team, and teacher has created an online Google Classroom so that students are able to access their instruction both at school and at home.

Technology Strengths

- Implementation of the 1-to-1 initiative to improve instruction and meet the needs of the 21st century learner
- All teachers have access to the prescribed 21st century classroom
- Collaborative efforts to incorporate technology seamlessly to improve instruction
- Appropriate technology and technology resources are integrated into classroom instruction
- Implementation of Blended Learning
- Personalized Learning Program

Problem Statements Identifying Technology Needs

Problem Statement 1: Student achievement and performance on tests has declined over the last couple of years due to online testing. **Root Cause:** Students are not used to the format. Students tend to do less work by hand when tested online leading to more errors.

Priority Problem Statements

Problem Statement 1: STAAR scores across all subjects and in both grade levels are lower than preCOVID years.

Root Cause 1: Academic gaps due to loss of learning from COVID. Teachers still using online learning and individual work for instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Discipline referrals for students is increasing specifically within our SPED population.

Root Cause 2: Students were not in school for critical developmental years due to COVID. More professional development needed for teachers in conflict resolution strategies and cultural diversity.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Parent engagement has declined over the last couple of years, and parents are often out of touch with the lives of their teenage students.

Root Cause 3: Parents work, single parent households, students are getting older and parents aren't as involved.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- 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
- 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
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Increase student achievement on all STAAR tests 5% in the "meets" criteria.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR test

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading and math intervention classes scheduled into the school day to support students. Strategy's Expected Result/Impact: Additional instruction will fill gaps that will result in growth. Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators. Funding Sources: supplies - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted after school tutorials (Extended Day) provided to support students twice per week. Strategy's Expected Result/Impact: Student growth and increase in student performance. Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators. Funding Sources: Supplies, Transportation and Food for After School and Saturdays - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500, Teacher and support Pay - 282 - ESSER III - \$25,200	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create purposeful, engaging lessons to meet varied needs of diverse student population. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Funding Sources: Supplies and Instructional Materials - 263 - Title III A - Bilingual Education, Language - \$1,787.28, Salaries of teachers / IC - 255 - Title II A - Improving Teacher & Principal Q - \$83,576.63	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide common planning period for all core area teachers, and teams will meet with PLC twice per week. Strategy's Expected Result/Impact: Creation of meaningful lessons, data disaggregation Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Salaries for Teachers and IC - 211 - Title 1 A - Economically Disadvantaged Study - \$161,088.12	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide instructional materials to enhance the learning experience for both students and teachers. Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Supplies and instructional materials - 199 - General Fund - \$71,965, Supplies and instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$18,780.41	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Offer a variety of student incentives (six weeks behavior/grade incentives, tech cafes, bear bucks, etc...) to increase classroom performance and improve classroom behaviors. Strategy's Expected Result/Impact: Improved student behavior will result in more time spent in class and on task. Students will work to get good grades in order to partake in student incentives. Staff Responsible for Monitoring: Counselors, Instructional Coaches, Administrators Funding Sources: Incentive Items - 199 - General Fund - \$20,000	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Saturday school offered at various times throughout the school year to provide extra instruction or extension activities. Strategy's Expected Result/Impact: Close the gap in learning for struggling students Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Funding Sources: Teacher and Staff Pay - 282 - ESSER III - \$18,900	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Intervention Specialists will work with targets students in math and reading (students that did not pass previous year's STAAR test) Strategy's Expected Result/Impact: Students will receive extra instruction in math and reading leading to improved test scores. Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Retired / Outside Teacher Tutorials - 282 - ESSER III - \$36,400	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Providing staff development throughout the year to support teachers. Strategy's Expected Result/Impact: Staff training based on resources collected from professional development Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Supplies and professional development - 199 - General Fund - \$7,000	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Teachers, instructional coaches, and administrators will attend instructional trainings within the district (or outside if needed). Strategy's Expected Result/Impact: Staff training based on resources collected from professional development. Staff Responsible for Monitoring: Instructional Coaches, Administrators	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Implementation of planning days for our instructional teams throughout the school year Strategy's Expected Result/Impact: Teachers will have large blocks of time to plan lesson units Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: PLC planning of Tutorial lessons - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: In order to meet the Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Teachers prepared/equipped to reach our ELL students resulting in educational gains. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase the level of parent engagement to 65% participation at school events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly parent events are planned throughout the year. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Counselors, Parent Coordinator, Administrators Funding Sources: Parent Title Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$4,646.54, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,365.81	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monthly newsletter highlighting various parent, fine arts, sporting, and club events. Strategy's Expected Result/Impact: Increased parent involvement, attendance, and engagement Staff Responsible for Monitoring: parent coordinator, administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: "Southbelt Leader" submissions to highlight current events Strategy's Expected Result/Impact: Creating more awareness in the community about current events at BHI Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Regular social media presence (Facebook, Instagram, etc...) Strategy's Expected Result/Impact: Creating more awareness in the community about current events at BHI Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 1: Improve student and teacher morale by decreasing discipline referrals by 5%.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Providing all staff with PBIS, restorative circles. Strategy's Expected Result/Impact: Increase in positive relationships between staff and students and decrease in discipline referrals. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, Guidance Center, and/or DAEP. Strategy's Expected Result/Impact: Fewer days of removal from class for students with disabilities. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Teachers and paras will be CPI trained and follow proper procedures when restraints are required Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer "BEAR CAMP" to teach 7th graders the "BHI way" by inviting them to tour the campus and go over procedures/expectations before school year. Strategy's Expected Result/Impact: Students begin school with a higher level of comfort and positivity Staff Responsible for Monitoring: Counselors, Instructional Coaches, Administrators Funding Sources: Instructional Supplies, Staff Shirts - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement Anonymous Alerts system for students and parents to report concerns. Strategy's Expected Result/Impact: Students are able to report things that make them feel unsafe creating a safer environment to learn. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement the Safe Schools Ambassador program on campus. Strategy's Expected Result/Impact: Improved climate and culture on campus due to student engagement in keeping the school safe. Staff Responsible for Monitoring: Instructional Coaches, Counselors, Administrators	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Implement and provide resources and support for mental and social emotional needs Strategy's Expected Result/Impact: Improved social emotional well being Staff Responsible for Monitoring: Counselors, CIS, social worker, administrators, office staff, teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

State Compensatory

Budget for Beverly Hills Intermediate

Total SCE Funds: \$971,022.00

Total FTEs Funded by SCE: 31

Brief Description of SCE Services and/or Programs

--

Personnel for Beverly Hills Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Agan, William Michael	Int Math Teacher 7-8	1
Agrella, Arnold	Int Life Science Teacher 7th	1
Baeza, Thelma Georgina	Campus Coach	1
Bolgiano, Melissa Michelle	Int English Teacher 6-8	1
Briscoe, Tahira S	Int Math Teacher 7-8	1
Flowers, Melanie Trostmann	Int English Teacher 6-8	1
Gonzalez, Stephanie	Int Math Teacher 7-8	1
Green, Jaimie Corte	Campus Coach	1
Haehl, Peggy Jo	Int Math Teacher 7-8	1
Hardy, Wesley Gay	Int Asst Dir Band	1
Hardy, Wesley Gay	Extra Days 10	1
Hastings, David Lavester	Int Reading Teacher	1
Hickerson, Mackwell	Int Reading Teacher	1
Jackson Ngala, Alicia Renee	Int Earth Science Teacher 8th (Comp Ed)	1
Jimenez, Marlene	Int Math Teacher 7-8	1
Kennedy, Stacey Rene	Int Social Studies Teacher 6-8	1
Lopez, Yesenia Lizeth	Int Social Studies Teacher	1
Nguyen, Dawn Thao	Int Math Teacher 7-8	1
Nixon, Rene Eugenia	Int Social Studies Teacher 6-8	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nunez, Gerardo Angel	Int Social Studies Teacher	1
Occhionero, Curtis Scott	Int Social Studies Teacher (Comp Ed)	1
Pector, Grant Benjamin	Int Life Science Teacher 7th (Comp Ed)	1
Read, Alejandra	Int Spanish Teacher	1
Resendez, Jacqueline Jeannine	Int Earth Science Teacher 8th	1
Strickland, Micah Lance	Int Math Teacher 7-8	1
Thompson, Melanie Lois	Int English Teacher 6-8 (Comp Ed)	1
Thompson, Summer Lynn	Int Life Science Teacher 7th	1
Wallace, Donna Kay	Int Intervention Teacher	1
Williams, Cecillee Julie	Int Math Teacher 7-8	1
Williams, Shasta Mason	Int English Teacher 6-8 (Comp Ed)	1
Wood, Katherine Renee	Int Reading Teacher (Comp Ed)	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Georgina Baeza	Instructional Coach		
William Agan	Math Teacher		

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies		\$5,000.00
1	1	5	Supplies and instructional materials		\$71,965.00
1	1	6	Incentive Items		\$20,000.00
1	1	9	Supplies and professional development		\$7,000.00
Sub-Total					\$103,965.00
Budgeted Fund Source Amount					\$103,965.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies, Transportation and Food for After School and Saturdays		\$3,500.00
1	1	4	Salaries for Teachers and IC		\$161,088.12
1	1	5	Supplies and instructional materials		\$18,780.41
1	1	11	PLC planning of Tutorial lessons		\$2,000.00
4	1	1	Parent Title Funds		\$4,646.54
4	1	1	Parent Coordinator		\$21,365.81
5	1	4	Instructional Supplies, Staff Shirts		\$5,000.00
Sub-Total					\$216,380.88
Budgeted Fund Source Amount					\$216,380.88
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and Instructional Materials		\$1,787.28
Sub-Total					\$1,787.28
Budgeted Fund Source Amount					\$1,787.28
+/- Difference					\$0.00

255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries of teachers / IC		\$83,576.63
Sub-Total					\$83,576.63
Budgeted Fund Source Amount					\$83,576.63
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher and support Pay		\$25,200.00
1	1	7	Teacher and Staff Pay		\$18,900.00
1	1	8	Retired / Outside Teacher Tutorials		\$36,400.00
Sub-Total					\$80,500.00
Budgeted Fund Source Amount					\$80,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$486,209.79
Grand Total Spent					\$486,209.79
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District
Bondy Intermediate
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Elmer G. Bondy Intermediate School is to meet the needs of every student.

Vision

Through personalized learning, students will gain the confidence to overcome challenges and reach their maximum potential.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elmer G. Bondy Intermediate school is located in Region 4 and in the Pasadena Independent School District. It is one of ten intermediate schools in PISD and serves grades 7 and 8. The community has seen growth due to new homes and multiple family dwellings being built within the attendance boundaries. Beginning in the 2010-2020 school year, Bondy became a 7th and 8th grade campus after serving 6th, 7th, and 8th grades from the opening of the school in 1993. Bondy Intermediate received 6 Distinctions for Accountability on STAAR for the year 2021-2022. Current enrollment is 973 with class sizes averaging 27 students per class.

The largest ethnicity group, or majority, that attends Bondy is Hispanic at 79.1% of the student population. Four other ethnicity groups make up 20.9% of the total student population: white, 8.95%; African American, 5.2%; Asian, 4.99%. Each of the five student population ethnicity groups are also represented by the teaching staff.

At Risk - 69%

Economically Disadvantaged - 63.5%

504 - 9%

Special Education - 12%

English Language Learners - 27%

Gifted and Talented - 9%

McKinney Vento - 0.10%

Free/Reduced Lunch 76%

Demographics Strengths

- Overall teacher qualifications provide applicable services and instruction based on the wide-range of needs of Bondy's diverse population.
- ELAR teachers are TELPAS trained raters and ESL certified.
- Teachers are TELPAS trained
- Students who are identified as Special Education have been assigned a case manager who is a special education certified teacher who monitors progress, provides tutoring, and consults with the regular education teacher to provide the most appropriate support for each student.
- EB students receive instruction in all core classes by an ESL certified teacher.
- EB students receive direct language instruction from an ESL certified ELAR teacher.
- All LEP students, including parent denials, receive instruction in all core classes from a teacher who has had professional development in using language acquisition strategies in lesson delivery, in particular Seidlitz strategies.
- Special education students receive services through isupport facilitation in all core subjects.

- Some special education students receive instruction in math, reading, and/or writing resource classes.
- Dyslexic/504 students receive direct and consult services by a certified Dyslexia teacher.
- Intervention students are monitored and receive additional instruction and intervention using Language!Live kits.
- EBand special education students are targeted in ELAR, math, science and social studies classes for additional instruction during Real-Time Intervention, called Self-Directed (SD) and/or a math elective.
- EBand SpEd students struggling with core content are provided an additional hour a day of after-school tutoring by a certified teacher. To encourage participation students receive a snack and are provided transportation home after the regular class day.
- Instructional support is provided for EB through small group or one-on-one tutoring from the ESL instructional aide. This aide follows groups of Level EB students to all of their core classes to help translate or to promote concept attainment.
- A Title 1 aide provides instructional support to economically disadvantaged, at-risk, Special education, Intervention, and Dyslexic students in all core classes.
- Meet the needs of our diverse student population
- Gap between ethnic sub groups is continuing to close

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students receiving Free/Reduced Lunch (Economically Disadvantaged) is significantly lower than PreCOVID years. **Root Cause:** Parents/families were no longer required to complete the free/reduced lunch application because all students received free lunch.

Student Achievement

Student Achievement Summary

Bondy Intermediate

101917051

Percent Approaches Grade Level - First Administrations

	2017	2018	2019	2020	2021	2022	Gap
Gr 7 Rdg	80	79	79		60	79	+19
Gr 7 Math	69	76	73		42	56	+14
Gr 7 Wrtg	74	73	73		50		
Gr 8 Rdg	78	83	81		78	87	+9
Gr 8 Math	86	86	91		78	81	+3
Gr 8 SS	65	71	74		61	73	+12
Gr 8 Science	78	78	81		70	80	+10
Algebra 1 EOC			99		100	100	0

Percent Meets Grade Level - First Administrations

	2017	2018	2019	2020	2021	2022	Gap
Gr 7 Rdg	40	53	52		40	53	+13
Gr 7 Math	31	32	33		12	19	+7
Gr 7 Wrtg	38	42	38		18		
Gr 8 Rdg	50	50	56		48	61	+13
Gr 8 Math	60	63	66		48	50	+2
Gr 8 SS	35	35	35		23	36	+13
Gr 8 Science	53	49	46		39	48	+9
Algebra 1 EOC			96		97	100	+3

Percent Masters Grade Level - First Administrations

	2017	2018	2019	2020	2021	2022	Gap
--	------	------	------	------	------	------	-----

Bondy Intermediate

Gr 7 Rdg	19	31	29	19	32	+13
Gr 7 Math	5	9	4	2	3	+1
Gr 7 Wrtg	8	10	16	2		
Gr 8 Rdg	20	24	28	17	41	+24
Gr 8 Math	18	20	17	12	13	+1
Gr 8 SS	22	20	14	6	18	+12
Gr 8 Science	19	24	15	17	20	+3
Algebra 1 EOC			86	77	97	+20

Student Achievement Strengths

- Student Achievement rating score is an “A” with a grade of 91 overall points.
- Targets were met for EcoDis, EB, and SpEd (by a lot).
- Bondy received 6 Distinctions for Accountability 2021-22 school year
 - ELA - Reading
 - Mathematics
 - Social Studies
 - Progress
 - Closing the Gaps
 - Post Secondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: African American (11%), Non-continuously enrolled (13%), Asian (5%) students suffer a deficit in math at meeting GL standards. **Root Cause:** African-American students may not feel connected to some teachers which prevents them from reaching out for help. Students who join late in the year could be behind Bondy students in the curriculum when they arrive. Poor attendance, COVID, and student life events may have also contributed to those challenges.

School Culture and Climate

School Culture and Climate Summary

Safety, equity, and consistency are the foundational principals that all rules and procedures are created from. The Bondy administrator philosophy is that students, as well as staff, understand all rules and procedures and their purpose. Safety is of the utmost importance with specific procedures for entering the building each day and the behavior and responsibility expectations for students attending after-school activities. These procedures, rules, and expectations ensure student safety at any school function. They are clearly outlined to staff at the beginning of the year and also provided via a Google Dashboard for easy access. The handbook also includes guidelines for teachers as well. Teachers are required the first week of school to spend a majority of homeroom Onboarding students on each of the procedures in detail - often times allowing students to practice the procedure. Initially, students are given verbal warnings for the first few days. The consequences become a written record. Finally about the third week, consequences are assigned according to the Campus Discipline Plan. It outlines the infraction and the process of assigning the consequences. The plan includes opportunities for teachers to use classroom interventions before discipline referrals are sent to the office requiring some sort of consequences.

Using many of the philosophies and strategies of the Positive Behavioral Interventions and Supports model, Bondy has implemented a behavior management plan to accommodate the changing demographic population. Incorporating many of these strategies allows for flexibility in the timing and locations of disciplinary assignments due to transportation issues and familial obligations of the student. Administrators are cognizant of many students' home environments and assign discipline consequences so that the student is able to comply. Sometimes it is the time of day or day of the week and sometimes it is the place. For this reason, lunch detention was arranged for special circumstances. In addition, Bondy has a discipline clerk whose sole responsibility is to input discipline in to the management system. The clerk also completes a data quality check three times per year. This enables all administrators to spend more time being visible in the hallways, conducting meetings, and assisting in classrooms as needed. Administrators also have time to provide tutorials to struggling students, and they work to develop positive relationships with students. They also have the time to take the lead in contacting parents for teachers who have students that do not attend required tutorials or extended day learning camps.

With the implementation of PBIS, our school has created a Positive Behavioral Interventions and Supports Committee who receive updates and trainings on effective campus and classroom strategies which includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes, which are critical as schools are held to greater accountability for student outcomes and teacher effectiveness. In the past, this same committee called the Safe and Civil Schools Committee, utilized a parent survey to help create and shape discipline and safety policies on campus. PBIS circles are implemented for all students who are returning to campus from the Summit or Guidance Center in order to create a feeling of belonging and acceptance as they make the transition back to the home campus.

Bondy has also provided students many off-campus activities. A large group of students in Fine Arts go on field trips to different campuses and venues to perform or see performances. In addition, Bondy 7th graders partake in an annual field trip to Crenshaw Park and 8th graders visit the Career and Technical High School. All students also participate in a Career Day either on or off-campus. Bondy students are also recognized as Students of the Month by the campus where 2 7th grade students and 2 8th grade students are nominated and voted by teachers. Student Council is the most proactive group that promotes a positive school climate. In May, during Bully Awareness month, students participate in daily activities which teach students how to deal with a bully as a victim and as a witness. Red-Ribbon activities are also coordinated to promote a drug-free campus. Lastly, English teachers encourage academics by assisting students with entering writing contests where they are rewarded by publishing and sometimes with monetary prizes.

It is a goal of Bondy Intermediate to create an environment of cultural awareness and acceptance. As a campus we implement activities such as Hispanic Heritage month, Asian Pacific Islander month, and Black History month to promote diversity education in both students and staff. We consistently look to find new ways to acknowledge and celebrate the diverse cultures that make up Bondy Intermediate.

Lastly, Bondy promotes a culture of higher education and college awareness. Students and teachers are reminded of the opportunities brought to those who attend some form of higher education by wearing a college shirt each Thursday of each week. The main hallway is lined with donated and purchased college banners and teachers display a small banner on their classroom door which advertises their college and their degrees. In addition, students participate in different college awareness activities during college week in November. 8th grade students and 7th grade PAC students take the PSAT and investigate different requirements for different careers.

Lastly, 8th grade students, each year, celebrate their successes with a culminating 8th grade formal. Students decide on the theme for the event and a group of sponsors made up of

teachers, administration, and parents, plan all year for this big event.

School Culture and Climate Strengths

- Positive Administrative support
- Clear mission & purpose
- Lightspeed has helped teachers monitor technology use
- CHAMPS implementation and PBIS strategies

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Classroom behavior plans have not been consistent across GLT teams. Data indicates that tardies were 21.88% of all referrals. 14.84% of referrals were related to cell phone and laptop use. **Root Cause:** We need to revisit tardy policy. This be done in the class via skyward, rather than sending to a tardy location. The students are sometimes using the tardy location to avoid class. We do have lightspeed which can assist in laptop monitoring and documenting off task behaviors. Screens can be locked/windows closed/etc. Cell phones not being collected at the beginning of each class.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bondy Intermediate School believes building strong relationships between staff members is the key to a school's success. Strong relationships among staff members are encouraged through faculty luncheons in which staff members meet for social time apart from their academic routines. Sometimes the principal organizes and provides all of the menu items.

Other times, departments provide some part of the menu with a common theme to abide by. Teacher Appreciation Week is also greatly anticipated each year. Each day of the week is a special day with some sort of recognition of all the hard work of teachers - some days it's a small gift of appreciation while other days it is lunch or breakfast provided. STAAR testing week provides another opportunity for stress relief and for staff members to build relationships during lunches which are provided by the administrators. Also, each year, the principal presents a Team concept or saying that is focused on throughout the year. The 2022-2023 phrase is "Game On."

One reason Bondy is able to recruit quality staff is because Bondy welcomes students from area colleges who need to complete observation hours to fulfill class requirements and work with Teacher Certification Agencies. Bondy also welcomes students who want to complete Student Teaching as part of their field of study. Because these college students are on our campus year-round and are trained by excellent master teachers, many of them want to return to Bondy when teaching positions become available. They are excellent applicants because their early training is by a Bondy faculty member.

To recruit for open positions, the principal and assistant principals attend job fairs. Prospective teachers are interviewed by a committee of possible peers and campus administrators. Teachers rarely leave Bondy making a lateral move. Most leave because of career advancement opportunities or because of retirement. Many times, replacements were young adults fresh-out of college, or individuals who had a career in a different field and were training to be a teacher through an alternative certification program. This illustrates that employees appreciate and thrive in the culture and atmosphere of the school and rarely leave for a lateral move.

Staff Quality, Recruitment, and Retention Strengths

- 100% of Bondy teachers are considered "highly qualified" based on state standards
- Weekly PLC and GLT meetings allow teachers and staff to share ideas, plan, share teaching techniques, and disaggregate data which support campus and district goals
- Common subject planning time across subjects
- Co-teach/Support Facilitation teacher with core subject PLCs
- PLC's allow for RTI preparation and unification of teaching strategies
- GLT grouped on hallways
- A common department & GLT planning time is available to all teachers every other day
- Staff development takes place on our campus by district specialists and outside presenters
- Team spirit activities for campus and for teachers
- Sufficient time is allocated for instructional planning among common departments
- Successful Athletic Program
- Competitive Fine Arts program
- Opportunities for student enrichment and intervention through field trips and other experiences

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of staff members and instructional time to adequately respond to include a 15:1 student to teacher ratio. **Root Cause:** Funding for staff was reduced.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pasadena ISD has provided the Personalized Learning platform through Summit Learning, instructional timelines, SE-based lesson through the platform, and curriculum training. We have instructional specialists who develop projects for the Project-based learning to increase achievement in content and cognitive skills. Pasadena ISD provides the use of MAP testing for Math, Reading, and Science. We analyze data from the MAP test to develop interventions and reteach strategies as necessary. Test are given 3 times a year to monitor the growth of the students. We require the use of research based teaching strategies for every day of instruction. Our teachers attend hours of professional development based on the campus needs assessment. Our teachers attend the Summit Learning Convening each semester to continue their growth. Our teachers receive support through district specialist, content specialist, curriculum coaches and Summit Learning Fellows.

Curriculum, Instruction, and Assessment Strengths

- RTI data from our Dyslexia teacher in MTSS
- MTSS data from the middle schools for math and reading
- Addition of Tier 2 math intervention teacher
- Multiple opportunities to explore interests/electives with our personalized master schedule
- Assessments are aligned with standards
- Interventions are driven by data
- Departmental Planning
- Teachers meet by department twice a week in PLCs to plan lessons, plan common assessments, break down SEs, review data, and celebrate successes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A lack of data in MTSS for Tier 2 and Tier 3 for Math and Reading which would show need for additional staffing. **Root Cause:** All teachers did not add data to MTSS to track students for this year. How much scaffolding/support teachers are giving. Time management during class. Team planning of scaffolds/strategies to maximize student success.

Parent and Community Engagement

Parent and Community Engagement Summary

Bondy Intermediate School begins every school year with a 7th Grade Patriot Camp for students prior to the first day of school. Patriot Camp is an orientation for students so they can become familiar with the school and procedures. They are also given a tour of the campus and treated to a pizza lunch from local pizzerias. Bondy has built a relationship with these area businesses so that when special events are planned, these businesses provide special pricing and special services, such as delivery. The businesses have also given coupons for free items and reduced pricing as special incentives for academic achievement. Bondy also plans an annual Open House for parents and students which takes place on two evenings within the first 6 weeks of school - one day for 7th grade and one day for 8th grade. Bondy's Parent Policies in English and Spanish are distributed as well, and many times the local library comes out to sign students up for library cards. In addition, Open House is scheduled to give parents an overview of the Ten Components of a Title 1 School, opportunities to tour the campus, and opportunities to meet teachers.

Numerous athletic events are scheduled throughout the year for parents to attend (volleyball, basketball, football, tennis, cross country, track, and soccer games). The feeder middle school 6th graders are also invited to attend an orientation the same day as the 8th graders attend a high school orientation. Parents are invited to be chaperones so that they may also be a part of the orientation for their child graduating to a new campus - Bondy for 6th graders or Pasadena Memorial High school for the 8th graders. U.I.L. Meetings are mandatory events each fall to inform parents of regulations surrounding "No Pass, No Play". Parent Breakfasts, concerts, and general parent meetings are scheduled on a regular basis. Fine arts concerts, a talent show, and a pop show are also performed during school where parents are invited, but also after school for an evening performance. Academic Excellence and National Junior Honor Society Ceremonies also bring parents to the school to see their child receive awards for outstanding academic achievement. We have also included "Student of the Month" rewards with Chic-fil-a giftcards donated by local business and highlighted in Social Media. We celebrate the students for being voted by the entire faculty for being a model Patriot student.

The Personalized Learning program has created other opportunities for parents to partake in school events including Fall Conferences. Teachers schedule face to face meetings with most parents throughout the school year. Students record their weekly learning goals during mentor time and write in their Dialogue Journals.

The year ends with the annual school Awards Ceremony. Each teacher chooses one student to be honored for his/her academic performance throughout the year. The venue is the high school auditorium due to high attendance at this event. Over 100 students from each grade level are recognized and the event ends with the announcement of the Outstanding 8th grade boy and Outstanding 8th grade girl. Parental involvement in all areas of a student's education, whether it be academic or extra-curricular, is vital in preparing a student to higher education.

The school maintains a variety of community partnerships including but not limited to Saltgrass Steakhouse, Starbucks, Chick-fil-a, CiCi's Pizza, Bullritos, Hartwell's Nursery, Landscaping of Texas, WalMart, Peter Piper Pizza, Pizza Patron, Itz's Pizza, Stirpes Corner Store, and McDonald's. Many of these area businesses donate food items for luncheons or gift cards to include in gift baskets for teachers and parent nights. In addition, they provide a date where they will donate a portion of a customer total bill to a specific group on campus. These are called Family Spirit Nights at area businesses. Without the support of the community and area businesses, many rewards and positive reinforcement activities and events would not take place. The extra funding provided by area businesses in the form of money and materials are necessary due to the decreased federal and state funding.

Career Day at Bondy brings in business and community partners who share information with students and motivates students to begin thinking about college and beyond. In the past when the event was held on our campus, local police, fire, a representative from the armed forces, representatives from local community colleges, plumbers, technology sales persons, and even a representative from The United Way set up booths and students visited the booth to find out about the career. We have continued to showcase colleges awareness providing to students to encourage them to begin to think now about college and what they need to get where they want to be. Each week of the school year, a college is highlighted and a representative from the college is invited to set up a booth or speak to students during their lunch time. Students learn about different colleges and programs and certifications offered at local and state colleges.

Bondy administrators and teachers encourage parental involvement and family resources through different forms of communication. Recognizing the busy lives of many families, Bondy utilizes standard forms of communication with parents through the School Messenger System, the Bondy website, email distribution lists, the school's digital outdoor marquee, and a monthly newsletter called The Patriot Press, and social media. With the advancement of technology and the availability and affordability of smart phones and tablets, administrators and teachers utilize other historically, non-traditional forms of communication like Remind text messaging service, Facebook, and Instagram. This is how the principal

is able to communicate and enlist parental volunteers throughout the year. Parent involvement and attendance at after-school activities has risen over the past year due to the numerous forms of communication. Parents and community members are participants on the Site Based Decision Making Team (SBDM) each year. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Parent and Community Engagement Strengths

- 95% of people feel welcome and encouraged to come back
- Parents seem interested in being more involved and learning
- Social Media use to highlight all the great things happening at Bondy Intermediate
- Effective models of communication are in place through social media and newsletters
- Student achievement is celebrated and recognized regularly via social media
- Monthly student newsletters with upcoming parent/student/school events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: End of year parent survey indicates that approximately 10% of 235 parents feel that staff do not respond or inform about student performance and behavior in a timely manner. **Root Cause:** Establish and enforce expectations for staff to reply to email/voicemail within 24 hours. Get creative/be diverse with communicating to parents. Difficult for admin to monitor response times to emails/calls that staff receive. Parents who do not have email/computer access or proficiency may miss out on communication.

School Context and Organization

School Context and Organization Summary

Bondy is a personalized learning campus.

7 period day Rotating Blue/Red Day

Built in PIE timeduring 4th period.

Connecting mentoring sessions every two weeks for every student.

The school is organized in a way that maximizes and personalizes student learning. Through detailed analysis of student needs, particularly in the core classes, the bell schedule has been tailored to maximize learning time. Our master schedule reflects the need for intervention classes within the school day for students who have struggled in the areas of math and reading. Common conference periods have been created to allow teachers to work in professional learning communities to enhance their abilities to provide quality instruction, and the PLC's work to establish common assessments designed to target specific student growth. The data retrieved from these assessments drives instructional practices and provides the backbone for student learning. A myriad of clubs, organizations and teams afford our students multiple opportunities to be involved in campus life and allows them a chance to bond with teachers in ways other than the core area classrooms. Just a few of the avenues available are:

- Pentathlon
- AVID
- National Junior Honor Society
- Band, Orchestra, Choir Lock-in
- Student Council
- 7th & 8th grade Executive Board Members
- Chess Club
- Bondy Bucks – Reward coupon for good citizenship
- Youth for Christ
- School Wide Incentives
- 8th grade Formal
- 8th grade Teacher/Student volleyball game
- Football, Volleyball, Basketball, Cross-Country, Track, Soccer, Tennis
- Cheerleading
- Dance Team
- Robotics
- Pocket Prairie
- Special Programs Winter Wonderland

School Context and Organization Strengths

- Every counselor meets with their student twice during the school year
- CREST designation for 21-22 school year
- Very low percentage of students who do not feel safe at home (0.79%)

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 65% of students rate their comfort in approaching a teacher if something is wrong as not likely. **Root Cause:** Students don't take SEL lessons and Needs Assessments seriously.

Technology

Technology Summary

Our campus uses a wide variety of technology. Every classroom on campus has a new interactive board, application program, projector and document camera that is used for daily activities in the classroom. We have a technology rich environment which includes 1:1 Tablets for our teachers and the students. Our teachers are trained regularly to incorporate technology into instruction. Teachers and students have access to the internet and are able to access effectively and efficiently applications needed for the classroom. Technology professional development is offered throughout the school year so that teachers and staff may stay up to date with latest instructional practices.

In an effort to create self-direct learners, Bondy Intermediate has been using the Summit Learning Model of personalized learning. Through Personalized Learning, students participate in SDL (self-directed learning time), Mentoring, and Project-Based Learning. These three pillars allow students develop habits of success, experience productive struggle and refine the cognitive skills necessary to be successful in school and beyond.

Technology Strengths

We have many highly trained staff members on our campus that assist in integrating technology into lessons that are used in each department. Our staff also has many opportunities to participate in professional development to broaden their expertise in technology. As a campus, we share our knowledge in group based sessions and individual support where needed. The use of applications provided by the district allows our campus to integrate technology effectively. All students are taught in a blended learning classroom. Students use the Summit Learning Platform or Google Classroom. We have dedicated time to onboard students on how to navigate these platforms and how to most effectively use the embedded tools.

- Implementation of the 1-to-1 initiative to improve instruction and meet the needs of the 21st century learner
- All teachers have access to Lightspeed to safely monitor student devices
- Collaborative efforts to incorporate technology seamlessly to improve instruction
- Appropriate technology and technology resources are integrated into classroom instruction
- Implementation of Blended Learning
- Personalized Learning Program

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers don't know how to use certain technology to best benefit the students. **Root Cause:** Teachers don't have time to learn the technology. Teachers don't have time to practice the technology when they do learn it. Teachers don't know how to incorporate the technology to best serve the students.

Priority Problem Statements

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 1: Create and systematically implement integrated learning experiences to support the development of critical thinking, collaboration, creativity, and communication.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Planned field trips and guest speakers, platform data, Campus teacher-led planning

Strategy 1 Details	Formative Reviews		
Strategy 1: Investigate and create 7-12 problem or project-based learning experiences in all content areas expanding engaging learning opportunities. Strategy's Expected Result/Impact: Extended learning opportunities will be provided for students by offering and attending field trips. Students will attend field trips such as the Artist Boat, the Lone Star Flight Museum, and the Houston Museum of Natural Science. Personalized learning provides project-based experiences through core classes that promote real-life application and development of cognitive skills. Hands-on, real-life learning experiences will include bowling games and poetry slam. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Funding Sources: - 199 - General Fund - \$92,256, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide personalized professional learning opportunities for staff to support the implementation of integrated and problem/project-based learning that increases student growth. Strategy's Expected Result/Impact: Teachers will plan to use and implement district-provided resources such as Writing Revolution, Solution Tree, and the PLC at Work. Teachers will use district professional development sessions to assist in planning throughout the year such as Vertical Alignment, Focus, Convening Sessions, Backward Planning, and Lead4Ward Resources. Teachers will be provided weekly instructional strategy and build a system to monitor implementation of strategies and planning. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Funding Sources: Campus Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$81,249.18	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Accelerated Instruction to students who were unsuccessful in STAAR from the previous school year and who require extended day tutorials. Strategy's Expected Result/Impact: Measured by STAAR results of the current year. Staff Responsible for Monitoring: all staff Funding Sources: HB4545 Tutoring Budget - 282 - ESSER III - \$87,000, Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$25,280.30, Supp High Impact Tutoring Non-Payroll Allocation - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Overtime - 199 - General Fund - \$8,649	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Refine and expand the comprehensive districtwide framework for literacy and numeracy that highlights and values a multi-literate world so that students can communicate and interact effectively.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data pulled from district-funded and grant-funded technology applications from weekly math and reading instruction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review and update reading curricula and approaches based on the latest research and science studies to increase student fluency and comprehension acquisition. Strategy's Expected Result/Impact: Grant-funded programs will be used during daily instruction. IXL, Language Live!, and Summit k-12 will be used to practice reading for students' specific needs. Staff Responsible for Monitoring: Administration and RLA Department	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Examine and refine the Bilingual Continuum Strategy's Expected Result/Impact: Summit k-12 will be used to practice reading for students' specific needs Staff Responsible for Monitoring: Administration and Multilingual and RLA Departments TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title III Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$725.12	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Explore increasing options for biliteracy instruction to expand opportunities for students to develop and maintain two languages through graduation. Strategy's Expected Result/Impact: The Emergent Bilingual Program will be implemented throughout 7th and 8th grades for EB students. ESL family nights and field trips will promote biliteracy. Staff Responsible for Monitoring: Administrators, ESL Teacher(s), and RLA Campus Coach Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$2,426	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a tiered instructional model with supporting curriculum and/or resources for social and academic language acceleration for all English Learners across grade levels. Strategy's Expected Result/Impact: ESL 1 and ESL 2 classes are offered allowing students of different levels to be taught social and academic language. Differentiated support for sub-populations in the classroom will increase student grade-level performance. Teachers and paraprofessionals will use SIOP strategies to differentiate instruction for ESL students. Staff Responsible for Monitoring: Counselors and ESL Teacher(s) and Paraprofessional Support Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Update and create digital literacy infusion across content areas to promote student competency. Strategy's Expected Result/Impact: Library services will provide digital literacy across content areas. The library will provide lessons available on the school website as well as in person. Staff Responsible for Monitoring: Librarian ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase numerical competency by strengthening student problem-solving in Mathematics. Strategy's Expected Result/Impact: Desmos will be used during math instruction to increase problem-solving math skills. Staff Responsible for Monitoring: Administration, Math Department (Teachers and Campus Coach) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Cultivate a shared understanding of key concepts and instructional implications of the language acquisition process, biliteracy development, and culturally responsive teaching across all grade levels. Strategy's Expected Result/Impact: Using the Writing Revolution strategies will help students with the language acquisition process. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Technology applications will be used to provide students with learning experiences in core subjects. School-wide experiences will be provided to enrich student learning.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor the comprehensive and systematic districtwide K-12 Advanced Academics / GT program that provides a commitment to high levels of learning and meets the needs (academic and social/emotional) of all Advanced Academic/GT students.</p> <p>Strategy's Expected Result/Impact: Advanced academics provide opportunities for students to extend their learning beyond grade-level expectations. This includes gifted and talented students, Pre-AP math, and HS credit opportunities for Art, Spanish, and Algebra and health. All teachers are G/T certified/qualified and students are required to complete the additional Power Focus Areas in the learning platform.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, Campus G/T coordinator(s), and 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: G/T - 199 - General Fund - \$3,220</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure a comprehensive and systematic districtwide K-12 curriculum that supports high levels of learning and meets the needs (academic, behavioral, social, and emotional) of all students.</p> <p>Strategy's Expected Result/Impact: School-wide experiences will be provided to enrich student learning. Students will participate in Career Day, Flip Day, and STE(A)M Night. Enrichment Clubs will be provided for students to join and extend learning opportunities. The following clubs will be offered to promote real-life applications: Science Club, Robotics Team, Chess, Art Club, Anime Club.</p> <p>District Events will be offered for students to participate in and extend learning opportunities.</p> <p>The following will be offered to promote real-life application: UIL Competition, Science Fair, Name that Book Contest, Poetry Slam, Pentathlon, and Spelling Bee.</p> <p>CHAMPs, Second Step, Safe Schools Ambassadors, Minute Meetings, Summit Mentoring, Teacher/ Student counselor referral link, and Anonymous Alerts are provided and offered on campus.</p> <p>Staff Responsible for Monitoring: All Staff</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Fixed - 199 - General Fund - \$7,202</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic districtwide K-12 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the needs (academic, behavioral, social, and emotional) of students.</p> <p>Strategy's Expected Result/Impact: Implement RTI program and Multi-Tiered Support System (MTSS) to address academic and behavioral needs. Interventions are built-in to the school day as well as before and after school for all subjects to provide support to students based on their specific needs. Accelerated instruction, priority day tutorials by content, extended day, and READ time provide students with time throughout the day to practice specific skills in reading/math. Small group instruction, co-teach model, and SDI strategies will provide support for students struggling with specific content needs, including SPED and ESL. Math and reading prep classes allow additional time on skills needed to close student gaps.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Spec Ed - 199 - General Fund - \$2,001, At Risk - 199 - General Fund - \$3,740</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Master schedule provides multiple opportunities for enrichment, intervention, and personalized learning experiences. Strategy's Expected Result/Impact: Implementation of the red/blue day schedule gives students the opportunity to take multiple electives for high school credit , interventions, and/or enrichment. Each student has a personal schedule based on their needs. Robotics, pentathlon, GT enrichment, dance, health, Spanish, PIE time and multiple intervention options are available. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Counselors and Elective Teachers	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Special Education Disciplinary Removals Strategy's Expected Result/Impact: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and/or DAEP. Staff Responsible for Monitoring: Principal, Asst. Principals Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Staff will be trained on proper restraint techniques. Strategy's Expected Result/Impact: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Principal, Asst. Principals, District SPED staff	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure all CORE instructional teachers are GT and ESL certified. Strategy's Expected Result/Impact: 100% of CORE Instructional teachers Staff Responsible for Monitoring: Principal, Asst. Principal Title I: 2.4, 2.6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Design and implement effective systems to improve informed decision making that result in post-secondary success for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop recommendations for appropriate selection of college readiness assessments and a timeline for administration of these assessments to maximize opportunities for students. Strategy's Expected Result/Impact: 8th grade students and 7th grade PAC students will take the PSAT 8 to gain insight on the skills they need to gain for college. Staff Responsible for Monitoring: Counselors, CCs, Teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Create a personalized educational planning system for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future. We will design and implement effective systems to improve informed decision making that results in post-secondary success for all students.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3





Evaluation Data Sources: Students will be provided the opportunity of an individualized & personalized schedule, take college and career exams, participate in high school and college tours, as well as participate in career-oriented field trips and activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide career related experiences that enrich the personalized education plan for each student. Strategy's Expected Result/Impact: Activities such as Career Day, Flip Day, and CTHS Tours will help expose students to different career and educational pathways. Staff Responsible for Monitoring: Counselors, Principals, and Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide early and centralized coordinated recruitment for high school programs so that parents and students are aware of all opportunities. Strategy's Expected Result/Impact: Prepare students for greater success in high school by providing high school campus visits, tours, and inviting the high schools over to showcase different auxiliaries. Staff Responsible for Monitoring: Counselors, Assistant Principals	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Ensure students have a competitive edge for college, career, and /or military success upon graduation.

Evaluation Data Sources: Summit Learning Platform, MAP RIT Scores, student exposure to College, Career, and/or Military success information

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement strategies to aid student mastery of executive functioning skills to enhance post-secondary decision-making skills. Strategy's Expected Result/Impact: Continue to implement Habits of Success schoolwide which helps students become academically successful. Staff Responsible for Monitoring: Teachers, Administrators, Counselors	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Create a climate and culture that would attract and retain teachers at Bondy.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher retention rates for each academic year, survey responses regarding campus climate and culture

Strategy 1 Details	Formative Reviews		
Strategy 1: Through a variety of campus events, initiatives, gatherings, and increased planning time, Bondy teachers will have longevity in teaching positions. Strategy's Expected Result/Impact: Teachers will feel supported at Bondy. Staff Responsible for Monitoring: Principal, APs, and CC's Funding Sources: Salary Title I Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$73,858.28, Salary Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,843.07, Salary Title I Peer Facilitator/Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$78,176.48	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

District Objective:

Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Teacher retention data, staff who come with multiple certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: Create, extend, and leverage promotional materials to highlight the PISD employee experience. Strategy's Expected Result/Impact: Use of social media and campus visits to highlight the experience of Bondy teachers thus showcasing the success of Bondy Intermediate. Staff Responsible for Monitoring: Principal, APs, and CC"s	Formative		
	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: Collaborate with families to provide high-quality services needed to partner in the education of their children.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Training certificates or sign in sheets, parent survey, student surveys, and Feedback.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and promote family engagement opportunities within feeder area schools. Strategy's Expected Result/Impact: To create a community of partners in education. Bike ride parade, Patriot Camp (incoming 7th graders visit the school), 8th graders get to visit CTHS and Early College. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide culturally responsive training for all personnel on the benefits of building equitable partnerships with families to support student learning. Strategy's Expected Result/Impact: Consistent positive engagement for our families. CHAMPS training, PBIS committee, ESL Nights, SBDM Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Funding Sources: Title I Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$4,461.23	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide effective two-way communication methods for families to maintain engagement in student learning. Strategy's Expected Result/Impact: Increase and maintain engagement in student learning. Emails, Social Media, maintain staff contact information on campus website, Skylert/Skyward automated messages. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide family engagement activities in academic and social emotional areas to increase student success. Strategy's Expected Result/Impact: ESL Family nights, STEAM nights, Artist boat, Washington DC trip, Field trips, Flight Museum, Holocaust Museum, Parent Conferences, Bilingual Services, Concerts Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors.	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Include families in meaningful consultation and planning of programs and activities to support student success. Strategy's Expected Result/Impact: Parent Conferences, SBDM, SHAC committee, Counselor Advisory Board. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors. Funding Sources: Salary Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,365.81	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Utilize a variety of reliable digital and traditional marketing and communication channels to effectively and interactively foster positive relationships among all stakeholders.

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2





Evaluation Data Sources: Increase in enrollment numbers

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop an innovative marketing plan to promote our school as a preferred choice by area families. Strategy's Expected Result/Impact: Use Social Media to promote and celebrate all the great things happening at Bondy and PISD. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for social media managers on campus to increase family engagement with student's education and campus events. Strategy's Expected Result/Impact: Train all Social Media managers on expectations and cohesiveness of social media posts for our campus. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Foster a culture that champions a restorative and relational model for behavior development, learning, and response. We will promote a culture that produces a safe learning environment that is beneficial to achieving the academic and social-emotional goals of all students.

Evaluation Data Sources: Second Step, Safe Schools Ambassadors and Student Executive Board, Minute Meetings, Summit Mentoring, Teacher/ Student counselor referral link.





Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of student-focused behavior programs and a thorough social-emotional curriculum. Strategy's Expected Result/Impact: PBIS will allow for teachers strategies they can use to model appropriate classroom behavior expectations throughout the school, and the Second-Step social-emotional curriculum will provide lessons on bullying, growth mindset, relationship building, and managing conflict. Staff Responsible for Monitoring: Counselors and Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit students to be Safe School Ambassadors on campus. Strategy's Expected Result/Impact: Decrease in bullying referrals and reports to Anonymous Alerts Staff Responsible for Monitoring: Principals and Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will continue to meet with their assigned mentor biweekly, as recommended by the Summit model. Strategy's Expected Result/Impact: Students will have regular interaction with a trusted adult. Staff Responsible for Monitoring: Teacher, APs, Principal, and CC's ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Provide updated life-saving training skills and emergency response protocols for all staff, including substitutes regularly to increase preparedness and response.

Evaluation Data Sources: ALICE, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation)

Strategy 1 Details	Formative Reviews		
Strategy 1: Train students and staff on campus emergency protocols by modeling appropriate drill behavior. Strategy's Expected Result/Impact: All students and staff will be trained on district-guided emergency protocols. Staff Responsible for Monitoring: APs, Principals, teachers, and staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Expand campus and inter-agency community partner emergency response drills to include students and staff at all campuses to ensure proactive planning and mitigate damage.

Evaluation Data Sources: ALICE training for staff and students, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation); The Anonymous Alerts system will continuously be promoted.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students have access to report any issues or problems they see on campus and Lightspeed will alert us to suspicious activity online. Strategy's Expected Result/Impact: Anonymous Alerts and Teacher and Student Counselor Referral link, Lightspeed reports Staff Responsible for Monitoring: Principals, counselors, and Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify





Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: Augment the physical security of campus to provide greater safety for students and employees.

Evaluation Data Sources: Campus referrals, discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Addition of cameras to monitor the campus, campus doors locked/unlocked on a timer, administrators and teachers monitoring hallways during transition time as well as during the class time and classroom doors locked during instruction time. Strategy's Expected Result/Impact: New cameras will provide additional views of campus to ensure safety. Staff Responsible for Monitoring: APs, Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 5: Establish safe schools while meeting the cultural needs of all students and staff in a culturally responsive environment.

Evaluation Data Sources: staff surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Cultural Awareness Committee, Dia de los Muertos festivities, celebration of different heritages during designated months/weeks, Teacher Appreciation Drinks/Snacks, Bondy Family Mile Meet, Annual Bike-A-Thon, School Health Advisory Committee (SHAC), healthy nutrition information provided at lunch, Autism Awareness, Inclusion Support, and Special Programs Winter Wonderland. Strategy's Expected Result/Impact: staff participation, positive campus climate and culture Staff Responsible for Monitoring: APs, Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 6: Infuse Social Emotional Learning (SEL) into all curricula by developing culturally responsive PK-12 competencies for student wellness to increase each student's knowledge, skills, and behavioral health leading to stronger relationships, academic success, and future employment.

Evaluation Data Sources: Increased numbers of student-centered activities and visitors that promote learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop district wide social emotional learning themes and learning delivery methods based on whole child needs. Strategy's Expected Result/Impact: Using Second Step and Summit Learning's Habits of Success will meet the needs of the whole child. Staff Responsible for Monitoring: all staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a campus Whole Child Team for curriculum development. Strategy's Expected Result/Impact: Counseling advisory board Staff Responsible for Monitoring: Counselors, Bondy Counseling Advisory Board Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development to ensure teacher learning and growth in SEL as it relates to Whole Child Team, student success and college, career, or military readiness. Strategy's Expected Result/Impact: Second Step Program implementation in all classes after initial professional development and refresher course after first semester. Staff Responsible for Monitoring: Classroom teachers, counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Examine current practices regarding the empowerment of student's voice. Strategy's Expected Result/Impact: Student onboarding program, executive board, student council, parent and student SMORE, and NJHS all provide student leadership opportunities based on their interests. Staff Responsible for Monitoring: Principal, APs, Teachers, Class Sponsors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Foster and augment current academic mindsets regarding the habits of success necessary for future readiness and leadership. Strategy's Expected Result/Impact: Campus created Personalized Learning norms consistent throughout campus to promote habits of success through personalized learning. Staff Responsible for Monitoring: all staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase student engagement in current PBIS/SEL focused programming including Restorative practices, Safe and Civil Schools, Conscious Discipline, AVID, and other respectful practices. Strategy's Expected Result/Impact: PBIS/SEL, Safe School Ambassador program, CHAMPS and conscious discipline allow students to work in a safe environment maximized for engagement. Staff Responsible for Monitoring: counselors, assistant principals Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent & Teacher surveys, communication

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a consistent customer service model and expectations school wide and provide customer service training in all ancillary service departments to convey a better understanding customer needs and expectations. Strategy's Expected Result/Impact: Increase customer satisfaction through survey responses and stakeholder communication through the use of social media and newsletter emails. Staff Responsible for Monitoring: Principal, Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Restructure school and ancillary webpages to be more accessible and friendly to all stakeholders. Strategy's Expected Result/Impact: Streamline communication for all stakeholders. Staff Responsible for Monitoring: APs, staff	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

District Objective:
Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Ensure student technology is up to date and maintaining it to meet student needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to "Beautify Bondy" through additions, replacements, and new structures intended to increase the overall aesthetic of the campus. Strategy's Expected Result/Impact: Students, staff, and parents will observe the changes Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

State Compensatory

Budget for Bondy Intermediate

Total SCE Funds: \$169,067.00

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

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Personnel for Bondy Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anderson, Gretchen Estelle	Campus Coach	1
Anderson, Shonika Lane	Int English Teacher 6-8	1
Arnold, Crystal Faith	Int Math Teacher 7-8	1
Bradley, Shelby Noelle	Int Social Studies Teacher 6-8	1
Evans, Frances Nicole	Int Social Studies Teacher 6-8	1
Flores, Jennifer Nicole	Int Math Teacher 7-8	1
Fonte, Loren Anita	Campus Coach	1
Garate, Julia Rose	Int Social Studies Teacher 6-8	1
Godfrey, Brittney Renee	Int Math Teacher 7-8	1
Jaynes, Shelly Lee	Int Math Teacher 7-8	1
Kramer, Ramona Claire	Int Math Teacher 7-8	1
Lopez, Karina	Title I Aide (Fed)	1
Porter, Billy Jay	Campus Coach	1
Respondek, Amanda Nicole	Title I Aide (Fed)	1
Romero, Tabatha Le	Int English Teacher 6-8	1
Sanchez, Sarah Nicole	Int Life Science Teacher 7th	1
Trevino, Armando Jesus	Int Earth Science Teacher 8th	1
Vannoy, Jennifer Lynn	Int Math Teacher 7-8	1
Welch, Kristi Lane	Int Intervention Teacher	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$92,256.00
1	1	3	Overtime		\$8,649.00
1	2	3			\$2,426.00
1	3	1	G/T		\$3,220.00
1	3	2	Fixed		\$7,202.00
1	3	3	Spec Ed		\$2,001.00
1	3	3	At Risk		\$3,740.00
Sub-Total					\$119,494.00
Budgeted Fund Source Amount					\$119,494.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Plan4Learning		\$550.00
1	1	3	Supp High Impact Tutoring Non-Payroll Allocation		\$2,000.00
1	1	3	Campus Instructional Funds		\$25,280.30
3	1	1	Salary Title I Peer Facilitator/Teacher		\$78,176.48
3	1	1	Salary Title I Teachers		\$73,858.28
3	1	1	Salary Title I Instructional Aide		\$26,843.07
4	1	2	Title I Parent Component Funds		\$4,461.23
4	1	5	Salary Title I Parent Coordinator		\$21,365.81
Sub-Total					\$232,535.17
Budgeted Fund Source Amount					\$232,535.17
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Title III Supplemental Funds		\$725.12
Sub-Total					\$725.12

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$725.12
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Coaches		\$81,249.18
Sub-Total					\$81,249.18
Budgeted Fund Source Amount					\$81,249.18
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	HB4545 Tutoring Budget		\$87,000.00
Sub-Total					\$87,000.00
Budgeted Fund Source Amount					\$87,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$521,003.47
Grand Total Spent					\$521,003.47
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Jackson Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

We will provide an educational experience that recognizes student potential and seeks to promote the growth and success of all students.

"All Wildcats ROAR"

Relationships

Opportunities

Academics

Response to Learning

Vision

Jackson Intermediate will be a model campus for quality education, innovative practices, and positive relationships that will contribute to the success of all students.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment statistics have not varied greatly over the past 5 years at Jackson Intermediate.

TOTAL ENROLLMENT		662	
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	20	3.02%	3.02%
HISPANIC/LATINO	623	94.11%	94.11%
WHITE	16	2.42%	2.42%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	0.45%	0.45%
TOTAL	662	100.00%	100.00%

The vast majority of our student population is hispanic/latino. We have very little diversity within our student population.

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	206	99.04%	31.12%
WHITE	2	0.96%	0.30%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	208	100.00%	31.42%

We have a significant number of students who are classified as ESL or EB. A third of our population is either bilingual with Spanish as their first language or emerging bilinguals with a low level of English language development.

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	5	5.32%	0.76%
HISPANIC/LATINO	84	89.36%	12.69%
WHITE	5	5.32%	0.76%
TOTAL	94	100.00%	14.21%

HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	94	100.00%	14.20%

Our special education population has risen in recent years. One aspect to note is that while our Black/African American population comprises just over 3% of the population they account for over 5% of the special education population. Similarly to our white students. They comprise less than 3% of our student population but over 5% of the special education population.

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	18	3.29%	2.72%
HISPANIC/LATINO	514	93.97%	77.64%
WHITE	13	2.38%	1.96%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	0.37%	0.30%
TOTAL	547	100.00%	82.63%

This years data for Free/Reduced meals is lower than usual. We feel this is largely due to the federal funding for breakfast and lunch to be free for all students. There was a lack of urgency for families to complete the enrollment process due to their children already receiving meals. This will likely impact student achievement comparison groups in the coming school year.

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	41	87.23%	6.19%
WHITE	5	10.64%	0.76%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.13%	0.15%
TOTAL	47	100.00%	7.10%

We have less than 10% of our population that is classified as GT. This may be due to a lack of testing. There is also a discrepancy between the number of White students that comprise our population and those classified as GT. Over 10% of our GT population are White students while this demographic only accounts for less than 3% of the whole population.

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	8	1.21%
UNACCOMPANIED YOUTH CODE 3	8	1.21%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	8	1.21%

* Unaccompanied Youth Total Should Match Homeless Count

Our current Homeless/Unaccompanied Youth status is consistent with prior years.

AT RISK	Count	%Group	%Enroll
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AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	12	2.84%	1.81%
HISPANIC/LATINO	402	95.04%	60.73%
WHITE	7	1.65%	1.06%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	0.47%	0.30%
TOTAL	423	100.00%	63.90%

The number of students at Risk is similar to previous years.

Demographics Strengths

We have had consistent demographic groups for the last 5 years. This has allowed us to adapt our instruction to meet the needs of our population. We have tailored our professional development to appropriately and adequately train our instructional staff to support each demographic area. Currently, our focus is on three specific subpopulations: EBs, SpEd, and GT.

EB

- Students are scheduled on the same team and each teacher is trained in SIOP with ongoing professional development support
- Student schedules are designed so that each classroom has a manageable ratio of EB students to regular ed students
- Students are identified by their TELPAS levels and each group is scheduled appropriately

SpEd

- Students are scheduled on the same team and each teacher is trained in SpEd educational strategies with ongoing professional development support
- SpEd students are scheduled in small groups with a 1/7 special education student to regular ed student ratio
- Support personnel is in each classroom often beyond the recommended minutes of support in order to provide consistency for our special education students.

GT

- Students are scheduled on the same team and each teacher is trained in GT strategies to support our GT population. The receive ongoing professional development support
- GT students are scheduled with regular education students in all of their classes
- We have a school-wide GT project that is being conducted by the GT teacher groups with varying student levels. Teachers are trained to conduct the project and monitor student participation and growth.

Student Achievement

Student Achievement Summary

Overall student achievement data has declined drastically in the 2020-2021 school year. We have experienced multi-digit drops across the board with our Math performance being the greatest decline. The decline in performance correlates directly with a decline across the district and the state. Additionally, we continue to have significant gaps in learning for our EB and SpEd populations with the latter being at a greater decline than other subpopulations.

Below is data from all STAAR assessments and overall performance comparisons for the last 4 years of assessments.

7th Grade Reading:

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level 7th Rdg	64%	61%	63%	Not scored	55%	65%	+10%
% Meets Grade level 7th Rdg	23%	29%	31%	Not scored	27%	37%	+10%
% Masters Grade level 7th Rdg	11%	19%	17%	Not scored	13%	18%	+5%
PISD % Meets Grade level 7th Rdg	34%	39%	40%	Not scored	34%	44%	+10%
Texas % Meets Grade level 7th Rdg	40%	45%	47%	Not scored	44%	55%	+11%

On the STAAR assessment:

- Approaches Grade Level: 10% increase from the previous year
- Meets Grade Level: 10% increase from the previous year
- Master's Grade Level: 5% - an increase from the previous year
- Jackson is 7% below the district average and 18% below the state average performance at the Meets Grade Level

8th Grade Reading

-

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level 8th Rdg	64%	65%	65%	Not scored	62%	75%	+13%
% Meets Grade level 8th Rdg	35%	26%	39%	Not scored	31%	44%	+13%
% Masters Grade level 8th Rdg	13%	13%	15%	Not scored	12%	27%	+15%
PISD % Meets Grade level 8th Rdg	40%	40%	45%	Not scored	37%	52%	+15%
Texas % Meets Grade level 8th Rdg	47%	46%	53%	Not scored	45%	57%	+12%

On the STAAR assessment:

- Approaches Grade Level: 13% increase from the previous year
- Meets Grade Level: 13% increase from the previous year
- Master's Grade Level: 15% - an increase from the previous year
- Jackson is 8% below the district average and 13% below the state average performance at the Meets Grade Level

7th Grade Math

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level 7th Math	53%	57%	62%	Not scored	32%	39%	+7
% Meets Grade level 7th Math	24%	18%	21%	Not scored	4%	8%	+4
% Masters Grade level 7th Math	5%	2%	4%	Not scored	0%	.4%	+.4

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
PISD % Meets Grade level 7th Math	35%	31%	35%	Not scored	16%	21%	+5
Texas % Meets Grade level 7th Math	38%	38%	41%	Not scored	25%	X	

On the STAAR assessment:

- Approaches Grade Level: 7% - (increase/decrease/remains) from the previous year
- Meets Grade Level: 4% - (increase/decrease/remains) from the previous year
- Master's Grade Level: .4% - (increase/decrease/remains) from the previous year
- Jackson is 13% below the district average and x% above the state average performance at the Meets Grade Level

8th Grade Math

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level 8th Math	77%	82%	83%	Not scored	65%	58%	-7
% Meets Grade level 8th Math	49%	49%	54%	Not scored	33%	42%	+11
% Masters Grade level 8th Math	13%	9%	11%	Not scored	9%	11%	+2
PISD % Meets Grade level 8th Math	48%	54%	56%	Not scored	34%	38%	+4
Texas % Meets Grade level 8th Math	43%	49%	55%	Not scored	35%	X	

On the STAAR assessment:

- Approaches Grade Level: 7% - (increase/decrease/remains) from the previous year

- Meets Grade Level: 11% - (increase/decrease/remains) from the previous year
- Master's Grade Level: 2% - (increase/decrease/remains) from the previous year
- Jackson is 4% above the district average and x% above the state average performance at the Meets Grade Level
-

Algebra

-

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level Algebra	100%	100%	100%	Not scored	98%	100%	+2
% Meets Grade level Algebra	100%	100%	97%	Not scored	81%	99%	+18
% Masters Grade level Algebra	94%	97%	94%	Not scored	60%	92%	+32
PISD % Meets Grade level Algebra	96%	97%	95%	Not scored	86%	62%	+20
Texas % Meets Grade level Algebra	X	X	X	Not scored	X	X	

On the STAAR assessment:

- Approaches Grade Level: 2% - (increase/decrease/remains) from the previous year
- Meets Grade Level: 18% - (increase/decrease/remains) from the previous year
- Master's Grade Level: 32% - (increase/decrease/remains) from the previous year
- Jackson is 37% above the district average and x% above the state average performance at the Meets Grade Level

8th Grade Science

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level 8th Science	70%	64%	71%	Not scored	60%	73%	+13%
% Meets Grade level 8th Science	42%	37%	35%	Not scored	28%	42%	+14%
% Masters Grade level 8th Science	11%	22%	13%	Not scored	10%	16%	+6%
PISD % Meets Grade level 8th Science	44%	45%	42%	Not scored	29%	40%	+11%
Texas % Meets Grade level 8th Science	46%	50%	49%	Not scored	42%	43%	+1%

On the STAAR assessment:

- Approaches Grade Level: 13% - (increase) from the previous year
- Meets Grade Level: 14% - (increase) from the previous year
- Master's Grade Level: 6% - (increase) from the previous year

Jackson is 2% above the district average and 1% below the state average performance at the Meets Grade Level

8th Grade Social Studies

-

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level 8th Social Studies	50%	48%	55%	Not scored	40%	55.41	15%
% Meets Grade level 8th Social Studies	17%	21%	22%	Not scored	13%	20%	7%
% Masters Grade level 8th Social Studies	7%	9%	13%	Not scored	2%	9%	7%

STAAR	2017	2018	2019	2020	2021	2022	Change 21:22
PISD % Meets Grade level 8th Social Studies	30%	32%	32%	Not scored	17%	24.07	7%
Texas % Meets Grade level 8th Social Studies	31%	34%	35%	Not scored	27%	29%	2%

On the STAAR assessment:

- Approaches Grade Level: x% - (increase/decrease/remains) from the previous year
- Meets Grade Level: x% - (increase/decrease/remains) from the previous year
- Master's Grade Level: x% - (increase/decrease/remains) from the previous year
- Jackson is x% above the district average and x% above the state average performance at the Meets Grade Level
- TELPAS scores show growth overall prior to 2019. However, available data is not clear from that point forward at this time. We will continue to search for updated and accurate data for TELPAS.

Student Achievement Strengths

Our state accountability rating was an 88 (B) overall and we were able to earn 6 distinctions. All distinctions were earned except LAR. We have grown in our practice throughout the year to develop a better understanding of our student and instructional needs for this coming school year. We excelled in progress and growth with a score of 90.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Accountability performance is at 75% for STAAR performance. **Root Cause:** Student gaps in academics have led to a practice of remediation and a focus on intervention rather than quality TIER 1 instruction to decrease the need for intervention.

School Culture and Climate

School Culture and Climate Summary

School culture is a priority for our campus this year. We work to build school culture and climate in the following ways.

Shared and repeatedly communicated/revisited school vision

Jackson Intermediate will be a model campus for quality education, innovative practices, and positive relationships that will contribute to the success of all students.

- This vision is located on all of our public websites, teacher sites, social media profiles, and in all faculty meeting media
- This vision was written with the collaboration of the leadership team in 2020-2021 school year.
- We revisit our vision in all meetings and review progress made toward achieving a Model School status through the evaluation of the 3 main components; quality education, innovative practices, and positive relationship

Collaborative leadership model

- Campus leadership team consists of Admin, Counselors, CCS, campus coaches, and interventionist
- Intervention team of teachers has been created to conduct appropriate student interventions for student achievement
- Teacher-led coalitions were formed to have teachers develop specific aspects of the school culture and lead change on campus. Teachers chose which area they would like to contribute to outside of the classroom. Coalitions include: Attendance, Spirit, Student/Staff Recognition, Family/Community Engagement, and Safe & Civil.
- Regular check-Ins with staff to conduct a timely needs assessment to address issues as they arise

Social Media/Website Communication

- Social media sites of FB and Instagram are utilized to communicate happenings at Jackson to families, students, and community members
- Student recognition for Outstanding Wildcat of the Month and Athletes of the Month are communicated and promoted
- Student activities and awards are celebrated regularly

Overall the culture and climate is one of collaboration and positivity. Staff members are included in all aspects of decision making to ensure that we provide the best opportunities to our students.

School Culture and Climate Strengths

We are collaborative and have built systems to create open lines of communication to develop a true partnership of leadership. This impacts our school's culture by allowing for the free flow of ideas between staff and administration. We also have created a Wildcat PAC (Principal's Advisory Committee) to establish similar structures within our student body. Shared responsibility is the target we have set for our campus and that included everyone who walks the halls. We promote the All Means All mentality in every aspect of our decision-making.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students lack the intrinsic motivation to participate in initiatives that would keep them academically and socially engaged in the school and staff struggle to understand the purpose of school-wide initiatives and have not participated in developing school goals. **Root Cause:** Students are hesitant to have full expression of school pride and there is a lack of clear communication regarding school opportunities while staff feel there is a lack of communication and inclusion in campus decision making.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our overall staff retention rate for all instructional personnel, including teachers and support teachers, was 92.7% for this year. This included 4 classroom teacher positions and 2 support personnel aide positions.

For retention, we strive to support teachers in all aspects of their roles. Utilizing collaborative leadership adds value to their role and helps to build capacity in staff as well as ownership of responsibilities. We also try to boost staff morale often with the Fun Friday activities and treats throughout the year. We celebrate staff successes and recognize teachers who are succeeding with student performance and growth.

Recruitment is a critical part of our staff quality. We work closely with district recruiters to determine the best candidate for the positions available. When conducting interviews we conduct panel-style interviews in which members of the PLT in which the new candidate will be a part, will be invited to be a part of the committee. Teachers have an ownership component on all new hires and it allows them to help recruit and hire the best fit for our open positions.

To maintain quality staff, we believe in building teachers. We often conduct professional development on-site with district personnel leading the instruction. We have invited several members of the C&I team to plan with teachers, conduct quality walk-throughs, and provide coaching for teacher growth. Additionally, we have an excellent team of campus coaches led by a campus content specialist. This team's number one priority is teacher support and student success. They meet weekly as a group to discuss instructional needs and to coordinate professional development opportunities for teachers. Our campus coaches are a vital part of training quality staff members, recruitment, and retention as they provide continuous support for all teachers.

Staff Quality, Recruitment, and Retention Strengths

The structure of our team is critical to staff success. We have a team of campus coaches who represent each of the core subject areas who are led by a campus content specialist. This structure allows for our department expectations and instructional expectations to be aligned and evenly supported. The campus content specialists work to lead the coaches and to develop their coaching skills as well.

We provide opportunities for staff to be involved in decision-making at multiple levels and to have a voice in effecting change on campus.

The leadership team has an intense focus on open communication and building quality relationships with staff and students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We are in our second year of full campus Personalized Learning through Summit Learning. We have worked as a leadership team to develop common documents for planning, data analysis, and PLT discussions. We have implemented common procedures for PFA completion and intervention support. Teachers are also planning common assessments for STAAR progress monitoring with students throughout the school year. We are currently working on varied concepts based on the subpopulation needs. Each GLT has a different instructional focus based on the needs of their populations. EB focus is on word walls and academic vocabulary, SpEd focus is on organizational skills, and GT is focusing on independent student goal setting.

As a campus, we are introducing a school-wide focus on Student engagement specifically in the area of student dialogue and interaction.

We are shifting our focus to MAP assessment data this year. We will be conducting critical data analysis with staff and students following the Winter assessment of Reading, Language, and Math. We will utilize this data to inform campus interventions and goal setting for student progress.

Curriculum, Instruction, and Assessment Strengths

The structure of our team is critical to staff success. We have a team of campus coaches who represent each of the core subject areas who are led by a campus content specialist. This structure allows for our department expectations and instructional expectations to be aligned and evenly supported. The campus content specialists work to lead the coaches and to develop their coaching skills as well.

The leadership team has an intense focus on open communication and building quality relationships with staff and students. We are also focused on innovative practices that will allow for student progress. We are constantly seeking opportunities to learn and to grow our staff in the areas of curriculum and instruction.

Our flexibility as a campus and willingness to work with support staff from C&I, is a strength that allows us to continuously grow and reexamine our practices in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): As a campus, we are still developing instruction expectations to ensure success using the PL model of instruction. Students continue to fall behind in the curriculum throughout the year and staff struggle to fully understand the connection between curriculum in the platform as it relates to STAAR assessments. **Root**

Cause: Lack of common expectations, lack of understanding of STAAR connections, and low student engagement during classroom instruction are contributing to the problem.

Parent and Community Engagement

Parent and Community Engagement Summary

We have a new Parent and Family coordinator who works with our community to increase engagement with the school. We have developed an action plan based on parent surveys given at the end of the last school year. We will be focusing on providing consistent communication to parents and stakeholders, offering educational opportunities for parents to develop personally, and providing opportunities for parent engagement with the school community.

We conduct an event at the end of each 6 weeks to allow for parents to visit the campus and learn more about Jackson.

- Success Caravan - celebrate student success and provide student recognitions for grades, attendance, and citizenship. This is conducted as a drive-through pep rally where our organizations are performing and cheering on as the parents drive through the parking lot and pick up report cards and awards with or for their students.
- Family Night at the Book Fair - Parents are invited to campus to pick up report cards, browse through the book fair, learn about health and wellness, and mingle with their student's teachers
- Jackson Student Showcase - Parents are invited to enjoy dinner, mingle with elective teachers, and visit core teacher classrooms with their students. In each classroom, the students are asked to walk their families through a learning objective they have completed in that class. Students and parents practice content together as the students become the teacher. During this time, parents are also exposed to a review of Summit Learning, signing up for student notifications for grades, health and wellness information, Title 1 information, and learn more about the Power of Choice for our 8th-grade students
- Fine Arts events are conducted on and off-campus for parent engagement
- Athletics events are conducted on and off-campus for parent engagement

Community partnership

- We work closely with CIS to provide at-home connections for families to have access to basic needs and supplies.
- We have a clothing "store" at Jackson where families and students can come and collect items that they need.
- Students can also access the "store" for basic toiletries and accessories
- We also have a washer and dryer on-site for student use if needed
- We have conducted a Community Resource drive thus during times of crisis where we feed the community with donated meals and invite local community members to meet with families in need. Some resources include Houston Food Bank, City of Pasadena, local construction, plumbing, and other domestic providers, and counseling services from local organizations
- We host a Wildcat Winter Wonderland for families and community members to have access to for Holiday "shopping". Donated items are placed on display for families to "shop" for free. Items range from domestic goods, clothes, toys, and furniture. Small children are able to participate in fun activities such as pictures with Santa, hot cocoa station, snowflake making, and more.
- We partner with HFB for the BackPack buddies program as well.

- Albermarle Foundation partners with us to provide mentoring and generously has supported our staff for more than a decade. Last year teachers received nearly \$200/teacher in technology needed to conduct virtual learning with students.

Communication

- Facebook and Instagram are regularly used to communicate events and information to parents and community members
- We have a public website where information is displayed for easy access
- SchoolMessenger is used to send messages to families regarding specific events, informational updates, and urgent messages.

Parent and Community Engagement Strengths

We have an amazing staff who is dedicated to supporting and helping others. They come together with monetary, goods, and innovative ideas to create a culture of giving at Jackson.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Despite many activities/incentives offered to parents for investing time at Jackson, we continue to have low attendance at the campus family engagement events **Root Cause:** Language barriers, lack of opportunities/information, and a lack of interest are causing our problems with parent and community engagement.

School Context and Organization

School Context and Organization Summary

Jackson Intermediate is a 7th and 8th-grade intermediate campus. We have approximately 630 students on campus. Our school day is from 8:00 am - 3:30 pm Monday through Friday. Student schedules consist of 7 instructional periods and a homeroom that they visit daily. We offer a mix of year-long courses and semester courses. We moved to this model to increase the number of electives each student can take during intermediate to increase exposure to various content areas. Students are required to take a fine arts course during their 7th-grade year but are able to elect not to take another one in their 8th-grade year. Most students are offered a combination of classes to choose for their electives.

7th Grade

- PE/Teen Leadership
- Tech Apps/Art
- AVID
- AVID XL
- Band
- Choir
- Orchestra
- Athletics

8th Grade

- PE/Health
- Career Pathways/Art
- AVID
- AVID XL
- Band
- Choir
- Orchestra
- Athletics

We have 2 Assistant Principals, 2 counselors, 1 campus content specialist, 1 school nurse, 4 campus coaches and approximately 70 members of our instructional team including teachers and support personnel.

School Context and Organization Strengths

We have been able to maximize our staff by increasing from a 6 to 7 period day. We now have room to conduct additional

intervention periods during the day to help to maintaining overall performance and progress through the year. Additionally, we increased from 2 to 3 lunch periods to minimize the lunch size and to allow for a 1 hour homeroom period to maximize time for mentoring students. We are innovative and always looking for ways to improve our master schedule to support student learning and growth.

Technology

Technology Summary

Our campus has a technology representative on campus 2 days a week to support student device maintenance and repair. The technology representative also manages the overall quality and updates for campus-wide technology needs. We continuously seek out opportunities to pilot or try new technologies at Jackson. Classrooms have Promethean boards but the quality is poor and we have many issues with the compatibility and maintenance of the boards. Teachers have access to document cameras and projectors for instructional use. Each teacher has a district-issued laptop and most teachers have a docking station instead of a desktop computer in the classroom. Last year all teachers were given an additional Chromebook from the district granted donation. We are looking for opportunities to improve technology at all times. Teachers recently received updated dry erase boards in their classrooms as a facilities upgrade from chalkboards. We have 2 campus liaisons for technology at this time who help to support teachers with basic technology needs.

Recent upgrades:

- Dry erase boards in all instructional spaces
- Cafeteria sound system upgrade and ceiling mount projector set up
- Closed circuit TVs with MediaCast in all hallways and front office display
- Remote connectivity in main meeting area for our projector

Technology Strengths

We have a quality technician who focuses on campus upgrades and maintenance. We have developed an action plan for purchasing upgrades as needed to replace out dated items or to add to our campus for enhanced performance.

Priority Problem Statements

Problem Statement 1: Accountability performance is at 75% for STAAR performance.

Root Cause 1: Student gaps in academics have led to a practice of remediation and a focus on intervention rather than quality TIER 1 instruction to decrease the need for intervention.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Students lack the intrinsic motivation to participate in initiatives that would keep them academically and socially engaged in the school and staff struggle to understand the purpose of school-wide initiatives and have not participated in developing school goals.

Root Cause 3: Students are hesitant to have full expression of school pride and there is a lack of clear communication regarding school opportunities while staff feel there is a lack of communication and inclusion in campus decision making.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 2: As a campus, we are still developing instruction expectations to ensure success using the PL model of instruction. Students continue to fall behind in the curriculum throughout the year and staff struggle to fully understand the connection between curriculum in the platform as it relates to STAAR assessments.

Root Cause 2: Lack of common expectations, lack of understanding of STAAR connections, and low student engagement during classroom instruction are contributing to the problem.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Despite many activities/incentives offered to parents for investing time at Jackson, we continue to have low attendance at the campus family engagement events

Root Cause 4: Language barriers, lack of opportunities/information, and a lack of interest are causing our problems with parent and community engagement.

Problem Statement 4 Areas: Parent and Community Engagement

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: 20% increase in student performance (Meets and Masters) on STAAR assessments from the previous school year.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: Previous STAAR scores, CFAs, MAP data, Mock STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Identifying students who are on the cusp of moving from approaches to meets/meets to masters. Strategy's Expected Result/Impact: At least 55 students will increase their STAAR performance score in the meets or masters category. Staff Responsible for Monitoring: Campus Instructional Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 1 Funding Sources: Instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$23,880.16, - 263 - Title III A - Bilingual Education, Language - 6399 - \$2,257.07	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: In order to prepare for short constructed responses on STAAR tests, students will utilize a campus-wide writing initiative (A.C.E.) in all core content classes. Strategy's Expected Result/Impact: Implementation of campus-wide writing protocol in classrooms through purposeful planning, walk-through data, check for understandings, and common formative assessments Staff Responsible for Monitoring: Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize instructional coaches and district specialists to improve overall implementation and instruction across core content area classes. Strategy's Expected Result/Impact: Increase student performance on local and state assessments and in the Summit Learning platform leading to an overall improvement in targeted essential standards. Staff Responsible for Monitoring: Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Tutorial materials, curriculum documents, supplies - 282 - ESSER III - 6118 - \$59,500	Formative		
	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Accountability performance is at 75% for STAAR performance. Root Cause: Student gaps in academics have led to a practice of remediation and a focus on intervention rather than quality TIER 1 instruction to decrease the need for intervention.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Teachers will average a minimum of 85% on track for each subject area within the Summit Learning platform

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





High Priority

HB3 Goal

Evaluation Data Sources: Weekly DAP, Progress Reports, Report Cards, Weekly School Data Report, Classroom observations, Assistant Principal check-ins for departments (T-TESS)

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus curriculum team will provide scope & sequence and pacing guides to assist in managing instructional timelines. Strategy's Expected Result/Impact: At least 85% of students will remain on track for all 4 subject areas. Staff Responsible for Monitoring: Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Instructional supplies - 199 - General Fund - \$87,884	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure sound teaching through consistent implementation and monitoring of core content area scope and sequence, pacing guides, and campus "Look Fors" while maintaining collaborative planning and assessments. Strategy's Expected Result/Impact: At least 90% of teachers will practice appropriate pacing and best practices during lesson implementation Staff Responsible for Monitoring: Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	June

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Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: As a campus, we are still developing instruction expectations to ensure success using the PL model of instruction. Students continue to fall behind in the curriculum throughout the year and staff struggle to fully understand the connection between curriculum in the platform as it relates to STAAR assessments. Root Cause: Lack of common expectations, lack of understanding of STAAR connections, and low student engagement during classroom instruction are contributing to the problem.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Special populations will receive additional monitoring to ensure students' unique needs are being met.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Skyward discipline records

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will monitor the number of students with disabilities being removed to ISS, OSS, Guidance Center, and/or DAEP. Strategy's Expected Result/Impact: A decrease in the number of removals from the instructional setting Staff Responsible for Monitoring: Admin Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will work collaboratively with the district special education office to ensure compliance with restraint training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Maintain compliance Staff Responsible for Monitoring: Admin Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will reduce the number of ESL Waivers due to teachers who do not fully meet ESL certification requirements serving Emergent Bilingual students by 25%. Strategy's Expected Result/Impact: Compliance with state mandates for ESL certification of ELA teachers of EB students. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

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100% Accomplished

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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Post-Secondary: Give students opportunities to explore colleges and programs of study.





District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: In homeroom mentors will ask students to produce and ultimately present their top options for employment and explain the various paths they have to attain their goals.

Homeroom teachers can also post any project/visual in the classroom and hallway promoting the various interests of their students.

Strategy 1 Details	Formative Reviews		
Strategy 1: College and Career Fair Strategy's Expected Result/Impact: Students will be able to explore the myriad of options when it comes to colleges, careers, and military options upon exiting high school. Students will be able to investigate and research various sources of employment and career options that interest them based off their individual Kudor results. Staff Responsible for Monitoring: Counseling Team HR mentor checks for project completion Students present their projects Student work displayed in the classroom and hallways. Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Academic Pep Rallies Strategy's Expected Result/Impact: Students will be able to identify different colleges, universities and their programs of study. Staff Responsible for Monitoring: Counseling Team Kahoot Results Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: High School - Students learn the opportunities and Career programs available to them in Pasadena ISD.

District Objective:





Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Students will apply for programs within the district. By understanding and meeting district deadlines.

Students will select a career pathway for highschool.

Students will select their courses for High School understanding the differences between Dual Credit, AP, Pre Ap and Regular classes.

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS/Early College - Exploration Strategy's Expected Result/Impact: Students learn the differences between all high school programs and pathways so that they are able to make an informed decision on what educational program best fits their college/career goals. Staff Responsible for Monitoring: Counseling Team 8th Grade Counselor will meet with all 8th Graders to record each student's educational decision. Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Power of Choice - Celebration Day Strategy's Expected Result/Impact: Students will share with the teacher, staff and student body their high school program selection. Staff Responsible for Monitoring: Counseling Team the 8th Grade Counselor will meet with all 8th Graders to record each student's educational decision. Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





Performance Objective 1: Retention rate for teachers at 95% or above

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Retention rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher appreciation events ongoing throughout the year Strategy's Expected Result/Impact: Higher retention rate Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers with opportunities for growth in leadership Strategy's Expected Result/Impact: Higher retention rate Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Instruction personnel - 211 - Title I A - Economically Disadvantaged Study - 6118 - \$250,602.71, Instructional Personnel - 211 - Title I A - Economically Disadvantaged Study - 6118 - \$250, Instructional personnel - 255 - Title II A - Improving Teacher & Principal Q - 6118 - \$111,532.73	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide quality ongoing professional development Strategy's Expected Result/Impact: higher retention rate Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase parent volunteer numbers by 10%

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Number of parent volunteers

Strategy 1 Details	Formative Reviews		
Strategy 1: Families and community stakeholders will be invited to join school committees to provide feedback and participate in building a positive school culture. Strategy's Expected Result/Impact: Parent volunteers will increase Staff Responsible for Monitoring: Admin/Parent Coordinator Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop Volunteer Program to recruit volunteers to help host Wildcat Giveaway, Fieldtrips, Back the Bay, Spirit Committee, Teacher Appreciation Club, and Decorating Club and participate in decision-making committee Strategy's Expected Result/Impact: School culture will shift to include a rich family connection on campus. Staff Responsible for Monitoring: Admin/Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 2: Increase family and community engagement by 10% through consistent and timely information distribution

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Social media followers and website visits

Strategy 1 Details	Formative Reviews		
Strategy 1: Update website and social media platforms consistently Strategy's Expected Result/Impact: increase involvement in school activities Staff Responsible for Monitoring: Admin Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a teacher led coalition to organize events and involvement opportunities Strategy's Expected Result/Impact: Increased opportunities for parent involvement such as Bullying, Internet safety, Coffee with the Principal, Reading/Math/Science Workshops, Picnic in the Park, Wellness Event, Paint & Learn, Raising Highly Capable Kids, Communicating with Child Staff Responsible for Monitoring: Admin Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$4,214.15	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Technology training to provide service and educational opportunities to increase parent awareness of how to support student academic development Strategy's Expected Result/Impact: Improved student academic performance by providing training in Skyward training, Personalized Learning training, Google training, email training and DePelchin training. Staff Responsible for Monitoring: Admin/Parent Coordinator Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Provide one-to-one direct counseling for students experiencing a myriad of emotional and social needs.





District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Evidence of growth, understanding, and improvement in their ability to cope, process, and make decisions in reference to social and emotional issues they encounter throughout their daily lives.

Students are able to navigate crisis situations using the skills discussed during counseling sessions.

Strategy 1 Details	Formative Reviews		
Strategy 1: Direct counseling sessions with students on a scheduled and walk-in basis. Strategy's Expected Result/Impact: Students will be able to express their social/emotional needs and circumstances while working with the counselor to explore methods to self-direct problem solving skills along with socially and emotional acceptable decision making skills Staff Responsible for Monitoring: Counseling Team Weekly Check Ins Monthly Check Ins Teacher Feedback Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Actively monitor and assign weekly meetings with students who need more consistent monitoring and guided interactions. Strategy's Expected Result/Impact: Students who are scheduled on a weekly basis will intentionally work on skills that they show difficulty in managing after a few individual sessions. These ongoing sessions will be more intensive and more focused to ensure growth and understanding of how to best navigate social/emotional well-being moving forward in their lives. Staff Responsible for Monitoring: Counseling Team Weekly Check Ins Parent Feedback Teacher Feedback Updating Behavior Plans/Safety Plans ESF Levers: Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Provide students alternate resources to reach out to the counseling staff when they feel the need for social and emotional support.





District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to access information/announcements that are posted and updated on the website as the year progresses to ensure they are aware of all the activities that are being provided for them as students here at JIS.

Students will be able to access "rooms" on the JIS student webpage under the "Counselor" tab in which they can enter rooms that allow for relaxation, self-reflection, and/or personal growth

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain Jackson Website Counseling Page Strategy's Expected Result/Impact: Students will be able to access the Jackson website for additional resources in reference to social and emotional well-being; along with being able to access other methods of communicating with the counselor as a virtual or face-to-face learner. Staff Responsible for Monitoring: Counseling Team Check in with students in the morning and at lunch to remind them about features on the website and how informative the website is, along with the many self-care options the website affords. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor Request Google Form Strategy's Expected Result/Impact: Students will be able to fill out a Counselor Referral form via the Jackson Website so that an appointment can be requested at any time regardless of their chosen learning format. Staff Responsible for Monitoring: Counseling Team Check the responses page throughout the week to update any concerns/student's needs. Remind PLC and GLT meeting members that the referral is there and a tool that can be used to help with social/emotional needs of the students Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Provide monthly guidance lessons that address social and emotional needs for our students in the world around them.

District Objective:





Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to access information/announcements that are presented and discussed via the counselors as the year progresses to ensure they are aware of all the activities that are being provided for them as students here at JIS.

Students will be able to receive guidance lessons and social/emotional presentations throughout the year to continue to help each student grow and mature in a productive manner.

Students will be able to receive guidance lessons and social/emotional presentations throughout the year to continue to help each student grow and mature in a productive manner.

Awareness of social and emotional issues that exist not only on our campus, but in our world around us will be discussed and given appropriate attention to help guide our students as they navigate these very formative years in jr. high.

Strategy 1 Details	Formative Reviews		
Strategy 1: Habits of Success Lessons Strategy's Expected Result/Impact: Students will be informed, updated, and educated on social/emotional issues and skills that are essential during the Jr. High formative years that are linked to their Habits of Success in the Summit Learning Platform. Students will be guided in a lesson given by the counselor in which social and emotional skills are focused on which will allow the students to begin applying them to their everyday lives. Staff Responsible for Monitoring: Counseling Team Homeroom/Mentor activities prior to and post guidance lesson delivery, as well as counselor check ins with specific students. Referencing data such as counselor referrals and /or AP referrals pertaining to acceptable social/emotional issues. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: Provide a safe and rejuvenating environment in the Counseling Center to create a climate of trust and reassurance that we are here to help them succeed socially and emotionally at all times.





District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to have a safe, calm space to take a time out that will allow them to collect themselves and make good choices/decisions when in an overly emotional or difficult mood or position.

The Sanctuary Room will help lead to fewer emotional/social outbursts in classrooms and/or hallways, along with lessening the number of confrontations between students-students and students-teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Sanctuary Room Strategy's Expected Result/Impact: Sanctuary Room will be a place for the student to use as a "cooling off" zone so they can refocus and calm down while facing a socially/emotionally difficult event, decision, or circumstance. They will be able to access this room privately under the supervision of Ms. Garcia and then be expected to have a private one on one session with their grade level counselor. Staff Responsible for Monitoring: Counseling Team Create Google Forms to check in with students about the effectiveness and productivity of the Sanctuary Room. Continuous polling of students to see what they would like to have access to in the Sanctuary Room to help make it most effective when they need it. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Stress Toys, Diffusers, Relaxing Music, Lighting for Calm and Mood Sensitivity Strategy's Expected Result/Impact: These stress relief options will be available during one on one sessions, along with being accessible in the Sanctuary Room as a means to help calm, focus, and/or ease the student into being able to express the social/emotional issue or concern they are here to discuss with their counselor. Staff Responsible for Monitoring: Counseling Team Compare data concerning students leaving the classroom to come to the counseling center due to social/emotional needs that are not within the category of emergency and/or severe issues. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 5: Complete the CREST application: Counselors Reinforcing Excellence in Texas.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Yearly monitoring through data, referrals, and/or parent request as to how necessary and vital the counseling center is for our students and our teachers throughout the year.

Yearly review of all programs and resources the Counseling Center provides our staff, students, and community in an effort to raise the bar each and every year to ensure growth and improvement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Highlight Counseling Center success through data and alignment with campus improvement plan. Strategy's Expected Result/Impact: Showing the consistency and need that our students utilize the many facets of our Counseling Center throughout the year both emotionally and socially for support and overall coping skills. Staff Responsible for Monitoring: Counseling Team Data reports including the progress students make when working with the counseling center. Running lists/reports of all resources and programs we offer to all stakeholders in our learning community. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Advocate for school counseling program and document how it supports student success. Strategy's Expected Result/Impact: To help enlighten and educate all stakeholders concerning the need and the importance that school counseling affords for our students, our staff, and our community. Staff Responsible for Monitoring: Counseling Team Meetings with parents, students, and teachers to get feedback and suggestions as to how to strengthen the counseling center at JIS. Meeting with district level personnel and other stakeholders to ensure growth and advancement of our counseling services at JIS. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 6: Anonymous Alerts will be utilized campus wide

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: AA data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Training stakeholders in the use of Anonymous Alerts app Strategy's Expected Result/Impact: All parties will download the app to be prepared to report threats or concerns. Staff Responsible for Monitoring: AP Briones ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Provide quality customer service to stakeholders

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent complaints

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated information to all members of the school community so they can meet the needs of our stakeholders and parents as needed. Strategy's Expected Result/Impact: Reduction in parent complaints Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide customer service training to office staff Strategy's Expected Result/Impact: More effective communication with stakeholders Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Facilities upgrades will be purposely monitored and requested to improve quality of facilities for our students.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Facilities upgrades

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain a record of building needs and create a timeline for replacement Strategy's Expected Result/Impact: facilities improvements Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 3: Increase student participation in school lunch services by 10%

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: School lunch data

Strategy 1 Details	Formative Reviews		
Strategy 1: Regularly meet with cafeteria manager to evaluate data Strategy's Expected Result/Impact: Increase in school lunch participation Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Seek opportunities to provide innovative solutions to meet the nutritional needs of students and expand their understanding of nutrition Strategy's Expected Result/Impact: increased participation in school lunch program Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	In order to prepare for short constructed responses on STAAR tests, students will utilize a campus-wide writing initiative (A.C.E.) in all core content classes.
1	2	1	Campus curriculum team will provide scope & sequence and pacing guides to assist in managing instructional timelines.
1	2	2	Ensure sound teaching through consistent implementation and monitoring of core content area scope and sequence, pacing guides, and campus "Look Fors" while maintaining collaborative planning and assessments.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	In order to prepare for short constructed responses on STAAR tests, students will utilize a campus-wide writing initiative (A.C.E.) in all core content classes.
1	2	1	Campus curriculum team will provide scope & sequence and pacing guides to assist in managing instructional timelines.
1	2	2	Ensure sound teaching through consistent implementation and monitoring of core content area scope and sequence, pacing guides, and campus "Look Fors" while maintaining collaborative planning and assessments.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	In order to prepare for short constructed responses on STAAR tests, students will utilize a campus-wide writing initiative (A.C.E.) in all core content classes.

State Compensatory

Budget for Jackson Intermediate

Total SCE Funds: \$243,709.00

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

--

Personnel for Jackson Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Breaux, Charles Michael	Int Social Studies Teacher (Comp Ed)	1
Cruz, Mirian	Int Math Teacher 7-8	1
Flores, Alondra Marisol	Title I Aide (Fed)	1
Gonzales, Amber Rene	Campus Coach	1
Goodwin, Whitney Rene	Int Social Studies Teacher 6-8	1
Haynes, Ashley Dianna	Int Intervention Teacher	1
Hood, Ashley Kucera	Int Math Teacher 7-8	1
Lewis, Naoka Niche	Int English Teacher 6-8	1
Lopez, Kassandra	Residency Student Teacher	1
Mah, Ryan Anthony	Int Asst Dir Band	1
Negrete, Edith	Int Social Studies Teacher (Comp Ed)	1
Ochoa, Emily	Residency Student Teacher	1
Oseguera, Annette R	Int English Teacher 6-8 (Comp Ed)	1
Pleasants, Jordan	Residency Student Teacher	1
Portillo, Keily Yamileth	Residency Student Teacher	1
Rodriguez, Jessenia Marie	Int Art Teacher	1
Rodriguez, Jessenia Marie	Int Intervention Teacher	1
Stent, Travis T	Campus Coach	1
Walton, Cierra Monique	Campus Coach	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional supplies		\$87,884.00
Sub-Total					\$87,884.00
Budgeted Fund Source Amount					\$87,884.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials	6399	\$23,880.16
3	1	2	Instructional Personnel	6118	\$250.00
3	1	2	Instruction personnel	6118	\$250,602.71
4	2	2		6399	\$4,214.15
Sub-Total					\$278,947.02
Budgeted Fund Source Amount					\$278,947.02
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6399	\$2,257.07
Sub-Total					\$2,257.07
Budgeted Fund Source Amount					\$2,257.07
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Instructional personnel	6118	\$111,532.73
Sub-Total					\$111,532.73
Budgeted Fund Source Amount					\$111,532.73
+/- Difference					\$0.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorial materials, curriculum documents, supplies	6118	\$59,500.00
Sub-Total					\$59,500.00
Budgeted Fund Source Amount					\$59,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$540,120.82
Grand Total Spent					\$540,120.82
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Miller Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

At V.W. Miller Intermediate, we will work collaboratively to get students college-ready, career-ready, and world ready.

Vision

At V.W. Miller Intermediate, we believe collaborative teams are the fundamental structure of the school. Together we will:

- Use data to monitor each student's progress and implement timely and appropriate interventions and enrichment
 - Provide authentic real-world learning that engages students
- Provide ongoing resources, strategies, and information to parents and community members
 - Put student needs first in all decision making
- Constantly seek out the most promising practices that support high levels of student learning
 - Provide a guaranteed and viable curriculum to all students

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary Current Enrollment Summary By Ethnicity:

African American 5.1%

Hispanic 91.6%

White 2.2%

Asian 0.5%

Indian .1%

Two or More Races .5%

Economically Disadvantage 91.6%

G/T 11.5%

LEP 49.9%

AR 81.0%

SPED 10.5%

504 - 5.8%

DYS - 4.4%

For 2021-2022, Miller Intermediate received an A accountability rating and had no areas listed for additional targeted supports this year. We also earned 6 out of 7 distinctions for Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Academic Achievement in Social Studies, Domain 2A Top 25 Percent (Quartile 1): Comparative Academic Growth, Postsecondary Readiness, and Domain 3 Top 25 Percent (Quartile 1): Comparative Closing the Gaps. Our current enrollment is 817 students which is a slight decrease over last school year's enrollment. Most of our at-risk students are identified due to unsuccessful state test scores, being retained, and/or being labeled LEP. The majority of our LEP students are level 5's and have been at this level for several years. The attendance Rate for 2021-2022 was 94.7%.

Demographics Strengths

Our students come to us from different backgrounds and bring with them a wealth of diversity. Although some have language deficiencies, learning disabilities, and academic gaps,

they continue to work hard and improve academically. The population of at-risk students has risen, but the number of areas for which we have additional targeted support has declined to zero. Miller Intermediate continues to excel at helping students make academic growth and was ranked number one in our list of 40 schools with 84%. In the area of closing learning gaps, Miller Intermediate achieved 81%, 88% Academic Achievement Status indicators of TEA's accountability data recorded in the 2022 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our percentage of emergent bilingual students has risen from 38.9% to 49.9% over the course of one school year.

Problem Statement 2: Our attendance rate dropped from 94.7% to 94.6% in the 2021-2022 school year.

Student Achievement

Student Achievement Summary

At Meets Grade Level	7 Reading	8 Reading	7 Math	8 Math	7 Writing	8 SS	8 Science	Algebra I
ALL	41%	44%	15%	52%	28%	28%	40%	89%
ED	37%	43%	16%	51%	23%	28%	40%	93%
AA	39%	29%	0%	34%	29%	18%	11%	67%
Hispanic	41%	44%	16%	53%	27%	27%	40%	89%
White	50%	47%	0%	53%	40%	41%	59%	83%
LEP	13%	11%	6%	26%	2%	2%	7%	75%
SPED	8%	8%	0%	19%	3%	3%	5%	-

Student Achievement Strengths

- Miller Intermediate outperformed the state average in the Meets Grade Level category in 8th Grade Math, and 8th Grade Social Studies.
- Miller Intermediate outperformed the district average in the Meets Grade Level category in 7th Grade Reading, 7th Grade Math, 7th Grade Writing, 8th Grade Reading, 8th Grade Math, 8th Grade Science, 8th Grade Social Studies, and Algebra I.
- Our African American student population showed improvement in comparison to the All-Student's score in 7th-grade Reading and 7th-grade Writing tests.
- The passing rate of our Economically Disadvantaged students was consistent with our All-Student passing scores across all STAAR tests.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The data shows in all tests there are large achievement gaps between the all-student group and LEP, and the all-student group and Special Education.

School Culture and Climate

School Culture and Climate Summary

As a leadership team, we are working hard to maintain a positive work environment along with boosting teacher morale. Increasing staff input in major decisions regarding school operations will continue to be a key ingredient. We regularly conduct a "Start It, Keep It, Stop It" survey in order to gauge staff feelings on a variety of topics. Regular meetings with our Campus Leadership Team remind us that we as a campus are responsible for all student learning across all content areas. We also use our Miller Mission Team as a key resource for moving our campus towards achieving the school mission. In order to recognize and honor the kindness/willingness of our faculty to help colleagues, we use Falcon Shout-outs. The Safe and Civil Schools Committee actively works to create policies that maintain a safe and orderly school environment. There are written policies contained in an electronic handbook and staff are consistently trained during the year. These policies are continuously being reviewed and improved upon. This year we are working to promote social and emotional wellness campus-wide focusing on topics such as identifying brain states, shifting, self-calming, and empathy. We have also begun an initiative to train our teachers on Restorative Practices with students. Counselors and our CIS site coordinator conduct small groups on various topics including anger management, stress management, and effective communication to name a few. The variety of extracurricular activities has increased greatly over the past year. In addition to the UIL sports/fine arts offered, we have expanded our after-school program (ACE). There are now numerous clubs and activities that are available for all types of interests.

School Culture and Climate Strengths

Students and parents report feeling safe at V.W. Miller Intermediate. Students report that they feel their teachers care about them. A campus-wide PBIS system was implemented with components including teacher training for classroom management, common area expectations, and a leveled discipline system that specifies what discipline infractions should be teacher handled and which should be referred to the office. Discipline referrals have decreased overall at impressive rates from the previous years. Offering a variety of clubs/organizations for kids to participate in has increased student involvement at school. Current and former students are actively involved in helping with our community/family events including our Falcon Fall Fest, and Festival of Lights. Students also host our PRIDE pep rallies and the visit for next year's incoming seventh graders. We regularly provide school-wide behavior incentives, attendance incentives, and incentives for students who demonstrate our core values (PRIDE). Every day we do a PRIDE value shout-out over our morning announcements to recognize students who demonstrate our PRIDE values. In addition, we celebrate staff birthdays once a month and celebrate students on their birthday with a card and front of the lunch line coupon. We have staff incentives for attendance, professional development, and Teacher of the Week. We celebrate students who make honor roll, merit roll, and have perfect attendance every 6 weeks. We celebrate cultural events such as Hispanic Heritage Month and have our Black History program. We also celebrate College Week, Red Ribbon Week, Bully Prevention Month, and Autism Awareness.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Currently, not all students can associate behaviors with our Guidelines for Success (PRIDE Values.)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Personnel is recruited through job fairs and the Human Resources screening processes. Once hired, all new teachers are given a mentor, as well as support from our campus coaches, campus content specialists, and administrators. As well, we offer focused staff development to support our teachers through our own Miller Teacher Academy, as well as from the district's RISE training program. All new staff receives either a mentor or a buddy depending on if they are new to the campus or new to the profession. Curriculum training is held by our campus coaches, campus content specialists, teacher leaders, and administrators. In addition, each department plans together during the school day, as well as, after school and weekly so all teachers are supported. We provide focused professional development and coaching to support our teachers. We build capacity and leadership by providing many opportunities for all staff members to take on leadership roles via presenting professional development, mentoring new teachers, and coordinating committee activities. Also, numerous teachers serve on the district curriculum writing teams. Teachers also serve on the Campus Leadership Team and help make decisions based on data. Professional development needs were identified through an analysis of various data sources. The professional development has been supported through follow-up sessions to discuss implementation and next steps, coaching, and whole faculty meetings. In addition, our district offers a variety of professional development that our faculty may volunteer to attend. Staff is evaluated through a combination of walk-through observations, a collection of performance indicators, and an annual appraisal. Performance data is included in the annual appraisal. Teachers who perform below expectations receive support from administration content coaches, and campus coaches, and CCS.

Staff Quality, Recruitment, and Retention Strengths

Campus professional development is highly focused and follow-up is provided in department, faculty and individual meetings and conferences. Campus Content Specialists and the Campus Leadership team are used to support teachers in implementing the professional development they have received.

Teachers have received training in the following strategies campus-wide:

- Professional Learning Communities
- Language Objectives
- PBIS Social/Emotional Wellness

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have had some staff turnover and will need to work on getting new teachers up to speed on campus processes and areas of focus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district curriculum is tightly aligned and congruent with the state standards. It requires focus on readiness, supporting, and process standards through the TEKS. Miller teachers are fully implementing the district curriculum. Coaches facilitate team planning using standard clarification pages and pacing guides. Each core area gives a common three-week assessment as well as the district CBA every six weeks to analyze student progress.

The three week common assessments are created by each department team led by the content coach/administrator. The team uses the curriculum documents to create the assessments and the principal reviews all common assessments before the administration. CBAs are created by the district and campus specialists using the SEs and pacing guides. The fact that our CBAs were predictive of STAAR data evidence accurate alignment and congruency.

Assessment results are used to gauge instructional effectiveness, individual teacher performance, campus performance, and individual student progress. We use assessment results to plan instruction and determine needed interventions.

Because our data show that our students have room to grow in performance, especially the special education and LEP student groups, we have focused our efforts on answering the four essential PLC questions:

1. What do we want students to know?
2. How will we know if they get it?
3. What will we do if they don't get it?
4. What will we do if they already know it?

We are now trying more intensive, prescriptive intervention programs along with research-based early, classroom-level strategies. We will use performance data to measure their effectiveness. Because we know one of the most effective intervention strategies is to set personal performance goals, this year, every faculty member and student will set short and long-term goals. Our students will monitor their performance on all common assessments by analyzing SE performance. Teachers will take a "by student, by standard" approach to data disaggregation and meet as teams to determine how to adjust instruction.

Curriculum, Instruction, and Assessment Strengths

All teacher teams follow the district pacing guide and use the standard clarification pages to teach the state standards. Common planning periods are used to plan instruction, create common assessments and analyze student performance data. We believe the best intervention is prevention. For this reason, we have begun predicting where students will struggle based on past performance data and pre-assessments. Teachers then create real-time, in-class interventions for students to access when they struggle to close the gap and master the concept before the end of the period. We are also drafting students for PIE time as a team based on those who have yet to master the "Need to Knows." The teams pre-determine topics and assign students by need, regardless of their scheduled teacher. The leadership team works closely with teachers to ensure fidelity to the curriculum by attending PLC meetings, conducting walk-throughs, and having feedback sessions. Leaders from other campuses and at the district level have come to observe our teams as they conduct their PLC meetings.

Parent and Community Engagement

Parent and Community Engagement Summary

Creating positive partnerships with our families is a high priority. Flight Camp Orientation welcomes all in-coming seventh-grade students and parents at the beginning of the school year. A variety of information is shared to assist students and parents with the transition into intermediate school. Open House is an event focusing on building trusting and collaborative relationships among teachers, staff, and families. Open House provides opportunities to establish a network of parent and community volunteers, as well as nominations for Parent Ambassadors. Pastries with the Principal provide opportunities for families to become more engaged in their child's education and school.

Numerous events are planned to bring families and staff together for positive interaction and support of learning. Some of these events include Dual Language informational meetings, Pastries with the Principal, athletic and fine arts events, parent pot luck luncheons, homecoming activities, Veteran's Day program, and ACE Showcase family nights. Additionally, Falcon Fall Fest, Festival of Lights, and other themed family nights facilitate a continued involvement for family participation. Throughout the year, parent communication is provided in a variety of ways including our phone call-out system, marquee updates, Remind 101, and informative flyers. Families are encouraged to follow us on our Miller website, Facebook and Twitter. Assistance is provided throughout the year for parents to sign up for Parent Connect. Our library provides a designated area for parents to use computers for this purpose.

Parent and Community Engagement Strengths

Parent Ambassadors have strengthened our communication with parents and our volunteer efforts. Creating a friendly and welcoming environment is a continued focus. Up-to-date communication continues as a priority. Parents and community leaders have a role in decision-making at our campus. The number of activities for family involvement and volunteering is increasing.

School Context and Organization

School Context and Organization Summary

We have adjusted our schedule in order to maximize instructional time. We have made active engagement a focus in an effort to ensure that we are maximizing learning time in every classroom. To provide additional time for extension and intervention, we have implemented a PIE time and after school tutorial times. We use PIE time for flex grouping based on targeted TEK instruction. The campus goals align with the district goals in that they both seek to achieve a learning environment that maximizes instruction and provides opportunities so that student performance increases. Teacher teams are organized by grade level and department. The teams are given time during the day and after school to meet. These meeting times are used to plan instruction, create assessments, and track student performance. Each department and teacher is responsible for tracking the progress of the students in their classroom and ensuring necessary interventions are implemented and monitored. We work to provide clarity through comprehensive plans including those for RTI, PBIS, and data disaggregation to name a few. We send out a monthly calendar of scheduled school events and the principal also sends out a Flight Plan each week with a detailed look ahead for the upcoming week to ensure teachers are prepared.

School Context and Organization Strengths

Teachers are given common planning time in departments both during the school day and after school to work collaboratively. Teacher teams facilitate the collaborative process. A schedule has been adopted to give every core tested area time with their students every day. PIE time allows for extension and intervention activities.

Technology

Technology Summary

Our campus is a part of the 1:1 tablet initiative , and all students have the opportunity to own a tablet for the school year. At this time, all but 67 students body has a tablet and we are continuously working to increase this number. Teachers also received tablets to support creating technology rich lessons across all curriculums and grade levels. Our campus has 2 computer labs in place for media classes. We have three netbook carts available for the library, yearbook, and robotics. As a campus, we chose to use Schoology for our learning management system and we are also building a foundation to use Microsoft OneNote for interactive notebooks. LanSchool is the classroom management tool used to monitor student use of the tablets in each class. The campus expectation is that technology be used a minimum of once per class period to enhance instruction and make it more engaging and relevant for students. We evaluate our use and integration of technology using the STAR chart. We expect that results this year will reflect an increase in the availability and use of technology given the amount of technology and training added over the course of the year. Teachers have been offered multiple professional development opportunities through the campus and district, and trainings will continue through the year. We have also implemented the use of Office 365 and OneDrive with students.

Technology Strengths

- Teacher and student access to a large amount of technology
- Teachers are open to learning and implementing new tools to increase technology use in the classroom
- Availability of on-campus tablet technology support for students and teachers

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

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
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: V.W. Miller Intermediate faculty align district scope and sequence, instructional strategies, and campus assessments to the TEKS /College and Career Readiness Standards-based instructional targets to ensure student success.


District Objective:


Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2


Evaluation Data Sources: State, district, and campus assessment data.


Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment. Strategy's Expected Result/Impact: Successful implementation will result in the following: 1. Teachers and students will have a targeted focus as it relates to "Need to Knows" and "Nice to Knows" 2. Teachers will collect and use formative and summative data to measure student mastery of the targeted TEKS and make needed adjustments to instruction 3. Teachers will appropriately differentiate and provide real-time interventions/re-teach based on what students do not master 4. Teachers will pre-plan enrichment activities to extend the learning for those who already demonstrate TEK mastery Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs, and Teachers.	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher teams will establish and abide by norms for the following: 1. Team Meetings 2. Lesson Planning Protocol 3. Data Disaggregation Protocol 4. Text-Coding Protocol Strategy's Expected Result/Impact: Successful implementation will result in the following: 1. Team meetings will run effectively and efficiently with all members coming prepared and actively participating 2. Teams will pre-vet lessons together and deliver effective instruction designed to meet the individual needs of students 3. Teacher teams and individuals will take a "by student, by standard" approach to data disaggregation and adjust instruction as necessary 4. Students will use consistent campus-wide text coding strategies by department: Math- CUBS Science- RULES Social Studies- RULES ELAR- Vertically aligned PAT List Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs, and Teachers.	Formative		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will collaboratively work as a campus to develop and successfully implement a tiered RTI process that includes universal screenings, diagnostic assessments, and leveled support for all students. (See Miller RTI Pyramid)

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: All students will receive the appropriate amount of tiered support based on individual needs





Strategy 1 Details	Formative Reviews		
Strategy 1: We will use the following universal screenings and diagnostic assessments to identify which students are on track and those in need of intervention: 1. Common Assessments 2. CBA exams 3. Lexile Testing Strategy's Expected Result/Impact: Successful implementation will result in: 1. Identification of students in need of tiered intervention 2. Appropriate level of support 3. Persons responsible for providing support 4. Persons responsible for monitoring progress Staff Responsible for Monitoring: Teacher Teams, Content Specialists, Counselors, APs	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will develop and implement school-wide RTI supports for each of the following levels: Tier 1- Core Program (All students have access) Tier 2- Supplemental Program (Certain students have access) Tier 3- Intensive Program (Certain students have access) Strategy's Expected Result/Impact: Successful implementation will result in students receiving appropriate school-wide support at the correct tiered level based on individual need. Staff Responsible for Monitoring: Campus Administration Funding Sources: RTI Training for personnel, books, supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$28,897.33 , RTI implementation - 263 - Title III A - Bilingual Education, Language - \$2,379.63, - 199 - General Fund - GT (Pgm 21) - \$2,949, - 199 - General Fund - Base Funding Fixed - \$7,202, - 199 - General Fund - Base Funding - Overtime - \$7,920, - 199 - General Fund - Base Funding - BFU - \$84,480	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Students in need of math and/or literacy remediation will participate in Dreambox (Math) and IXL/ Language Live/or LLI/Saddleback (Literacy). Strategy's Expected Result/Impact: Increased performance on math, reading, writing, summative assessments Staff Responsible for Monitoring: Teachers, Campus Coaches, and Counselors.	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who were not successful on STAAR in the 2020-2021 school year will participate in remediation courses during the school day in Math or English test prep classes or after school in specially designed extended day courses in accordance with HB4545 regulations. Strategy's Expected Result/Impact: Students will close learning gaps in content areas that were not mastered in the 2021-2022 school as indicated by STAAR or MAP data. Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,600, - 282 - ESSER III - \$78,500	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide dictionaries, thesauri, and other instructional resources for classroom instruction as well as state, district and campus-mandated testing. Strategy's Expected Result/Impact: STAAR Scores Staff Responsible for Monitoring: ELAR Campus Coach Funding Sources: Reference Materials (anchor chart posters, dictionaries, thesauri, calculators, etc.) - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: All policies and procedures will be followed so that Miller is in compliance with Special Education requirements and all special education students receive appropriate services. Accountability Area Targeted: State Accountability

Evaluation Data Sources: 2022 STAAR Data, compliance data

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Disciplinary removals in 2022 will decrease over the number of removals in the 2021 school year. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: All appropriate staff will receive CPI training. Staff Responsible for Monitoring: Special Education Administrator Funding Sources: - 199 - General Fund - Spec Ed (Pgm 23) - \$1,839	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: All policies and procedures will be followed so that Miller Intermediate is in compliance with English Language Learners/Emergent Bilingual Student requirements so all Emergent Bilingual students receive appropriate services.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will follow district policy and work with district personnel to ensure all English teachers serving Emergent Bilingual students hold an ESL certification. Strategy's Expected Result/Impact: All ELAR teachers of record serving Emergent Bilingual students will hold an ESL certification. Funding Sources: - 199 - General Fund - BIL/ESL (Pgm 25) - \$5,980	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





Performance Objective 1: By June 2023, all students will have participated in activities and received information on college and career topics.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student participation in college/career activities, along with evidence of topics in lesson plans.





Strategy 1 Details	Formative Reviews		
Strategy 1: The PSAT test will be administered to eighth-grade students. Strategy's Expected Result/Impact: Test taken and results discussed with students. Staff Responsible for Monitoring: Testing Coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Lessons will be provided during homeroom that supports college and career readiness for all students. Strategy's Expected Result/Impact: Lessons will be created and implemented. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 8th grader students will take a field trip to tour the Career Tech High School and learn about college/career options available to those who attend. Strategy's Expected Result/Impact: Completed CTHS application Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Train selected teachers on AVID strategies to promote college-ready academic behaviors. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Promote college readiness and participate in college week with daily activities. Strategy's Expected Result/Impact: Increased college and career option awareness. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Students will participate in a High School and College Readiness Night with various session topics including CTHS, ECHS, meet with college representatives and participate in a Q&A session with local high school students regarding how to prepare for high school and college. Strategy's Expected Result/Impact: Participation in college/career awareness activities. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Students will have opportunities to participate in college field trips. Strategy's Expected Result/Impact: Writing assignment about the experience Staff Responsible for Monitoring: Counselors, Administrators, AVID Teacher	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Students will participate in individual planning sessions with the counselor regarding the career program of study. Strategy's Expected Result/Impact: Completed career program of study. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: All eighth-graders will attend an Early College High School presentation to learn about options for taking college courses and earning an associate's degree with their high school diploma.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Miller Intermediate will ensure that all staff will be highly qualified and support systems will be implemented to facilitate retention of effective employees.





Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance report, Job Fair documentation, and Staff Development Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: We will hire quality personnel and provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexia, Special Education, Migrant, At-Risk, and all other special populations. Strategy's Expected Result/Impact: Campus Administrators and Leadership teams Funding Sources: Salaries - Teachers & Other Professionals - State Compensatory Funds - \$0	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will participate in staff development opportunities, data disaggregation, and school district initiatives. Strategy's Expected Result/Impact: Increase retention rate, teacher development, improve instruction. Staff Responsible for Monitoring: Principals, Campus Leaders	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Miller will attain a 90% teacher retention rate.





Evaluation Data Sources: Improved teacher retention rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Build leadership capacity among staff by appointing team leaders who will participate in personal professional growth opportunities, be involved in decision-making, and lead the PLC process. Strategy's Expected Result/Impact: Products will be created as the result of collaborative planning and student achievement results will increase. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate activities to promote and maintain team morale such as personal notes, cook-outs, Falcon Shout-Outs, teacher incentives, and team-building. Strategy's Expected Result/Impact: Start It, Keep It, Stop It data Survey data will indicate teacher satisfaction with the process. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize and celebrate faculty/staff achievements/contributions through Shout Outs in the Flight Plan, Teacher of the Week, Teacher of the Year, New Teacher of the Year, and Paraprofessional of the Year. Strategy's Expected Result/Impact: Faculty and staff will feel valued as a member of our Falcon Family. Staff Responsible for Monitoring: Leadership Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Hire staff and train them to meet the academic, social, emotional, and behavioral needs of learners.





Strategy 1 Details	Formative Reviews		
Strategy 1: Team leads will be trained in the RTI process. Strategy's Expected Result/Impact: Successful implementation will result in teacher teams effectively providing Tier 1 and 2 supports to students as outlined by the RTI pyramid. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All faculty and staff will be trained in Youth Mental Health First Aid. Strategy's Expected Result/Impact: Faculty and staff will be prepared to identify a student in need of mental health assistance and lead them to resources for help. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The principal, assistant principals, and counselors will complete the necessary training to become a Level 1 Trauma Certified Practitioner- Education. Strategy's Expected Result/Impact: The leadership team will be equipped to look for the motivation behind the behavior and provide effective support to students. Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: All faculty and staff will attend training in Trauma-Informed Care. Strategy's Expected Result/Impact: Faculty and staff will be equipped to look for the motivation behind the behavior and provide effective support to students. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Core teams will be trained in writing effective language objectives. Strategy's Expected Result/Impact: Teachers will write effective language objectives including the language domain from the ELP, the academic focus from the TEK, and the research-based strategy used to move students to mastery. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Science teachers will attend the Conference for the Advancement of Science Teaching (CAST). Strategy's Expected Result/Impact: Increased performance on science CBA's and STAAR Staff Responsible for Monitoring: Science AP	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: All faculty and staff will be trained in the campus PBIS system regarding school-wide procedures and classroom expectations. Strategy's Expected Result/Impact: Student misbehavior will be handled consistently across the campus in class and in the office. Staff Responsible for Monitoring: PRIDE Team, Admin Team	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Instructional aides will receive training regarding their responsibilities for providing appropriate instructional support and collecting necessary data for SPED and LEP students. Strategy's Expected Result/Impact: Students will receive appropriate support from instructional aides. Teachers/case managers will have needed data to make informed instructional decisions for students. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Faculty and staff will be trained on bullying to prepare them to recognize the behavior and address it. Strategy's Expected Result/Impact: Reduced number of discipline referrals for bullying. Staff Responsible for Monitoring: Administrators, Counselors, Safe and Civil Committee	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Teachers will attend technology professional development to learn additional strategies for blended learning, flipped learning, and video teaching. Strategy's Expected Result/Impact: Eduphoria credit for tech PD Walk-throughs Improved student performance on summative data Staff Responsible for Monitoring: Teachers, Tech Liaison	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Hire and retain staff trained to work with at-risk students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Miller will hire teachers for the dual language program. Strategy's Expected Result/Impact: Students in the dual-language program will demonstrate mastery of the content in both English and Spanish. Staff Responsible for Monitoring: Principal Funding Sources: Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$316,193.85	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Miller will hire Title 1 instructional aides to provide student support in the classroom. Strategy's Expected Result/Impact: Student sub pop performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$53,962.36	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Miller will hire campus coaches/peer facilitators to provide at-risk student support. Strategy's Expected Result/Impact: Student subpop performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$159,799.56	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Miller Intermediate will hire a Parent Coordinator to provide at-risk student support. Strategy's Expected Result/Impact: Parent participation will increase in support of student success. Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$25,417.43	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Miller Intermediate will hire a Campus Content Specialist to provide at-risk student support. Strategy's Expected Result/Impact: Student sub-population performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$109,500.26	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By May 2023, we will consistently increase the amount of parent participation in family events and parent meetings compared to the 2022 data.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1





Evaluation Data Sources: Attendance documentation for family events and meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide multiple opportunities for parents to participate in the school, such as Pastries with the Principal, Falcon Fall Fest, Festival of Lights, Report Card Nights, and dances. Strategy's Expected Result/Impact: Event sign-in sheets will show increased attendance at all events. Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches Funding Sources: Parent training material such as Second Step Curriculum, printer and ink for printing informational and learning materials, supplies for parent events, etc. - 211 - Title 1 A - Economically Disadvantaged Study - \$5,099.53	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance, and social and emotional learning lessons. Strategy's Expected Result/Impact: Event sign-in sheets will show increased attendance at all events. Staff Responsible for Monitoring: Parent Coordinator, Campus Coach, ACE Coordinator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Communicate information monthly through a variety of methods in order to increase parent participation compared to 2022 data.

Evaluation Data Sources: Attendance of parents at events and meetings as well as satisfaction with school efforts according to campus surveys.

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain current information on the school website. Strategy's Expected Result/Impact: Increased parent participation as a result of effective communication Staff Responsible for Monitoring: Campus Coach, Technology Liaison	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Facebook, Remind, Skyward Messenger, and the phone call-out system to communicate important dates and events at least twice each month. Strategy's Expected Result/Impact: Increase parent satisfaction and involvement Staff Responsible for Monitoring: Principal, Campus Coach, tech liaison	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase participation in the Parent Ambassador group with parent volunteers to support school efforts to involve other parents on campus. Strategy's Expected Result/Impact: Increased parent visibility and involvement on campus. Staff Responsible for Monitoring: Parent Coordinator, campus coach	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: By May 2023, we will increase the number of parents we have volunteering at various campus events for students and families compared to the 2022 data. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Sign-in sheets for events

Strategy 1 Details		Formative Reviews		
Strategy 1: Maintain sign in sheets for volunteer opportunities that are provided to parents throughout the year. Strategy's Expected Result/Impact: An increase in parent participation in school activities. Staff Responsible for Monitoring: Parent Coordinator, Campus Coach		Formative		
		Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 4: We will offer various ways in which parents can become involved with the school and support their students including Parent Ambassadors, Curriculum/STAAR Nights and Charlas.

Evaluation Data Sources: Participation is based on sign-in sheets.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 5: By June 2023, we will increase the number of quality partnerships we have with businesses and members of our community through service opportunities.





Evaluation Data Sources: Increased quality partnerships with businesses and community partners.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in community service opportunities such as volunteering at the local church, participating in a city food drive and toy drive. Strategy's Expected Result/Impact: Community service hours, Food donations Staff Responsible for Monitoring: Sponsors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Miller will participate in the HOSTS program through which local high school students volunteer in classrooms to provide student support. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Campus Coach	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a Community Outreach Team to actively seek out partnerships in the community. Strategy's Expected Result/Impact: Increased number of quality business and community partnerships Staff Responsible for Monitoring: Principal, Campus Coach	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will decrease the number of discipline referrals through our school-wide PBIS system.





Evaluation Data Sources: Discipline data, PBIS discipline report

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use a leveled discipline system to address behavior issues on campus. Levels are as follows: Level 1- Mild Infractions (teacher corrected) Level 2- Moderate Infractions (student remains in class, referral placed in AP box) Level 3- Severe Infractions (student removed from the area) Strategy's Expected Result/Impact: Student misbehavior will be handled consistently across the campus in class and in the office Staff Responsible for Monitoring: PRIDE Team, Admin Team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will have to develop and implement a classroom management plan with expectations for behavior and consequences in accordance with school-wide policy. The plan will also include maintaining documentation in a discipline binder. Strategy's Expected Result/Impact: Consistent expectations and enforcement of classroom rules. Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: All students will know and abide by our PRIDE values (Guidelines for Success.)





Evaluation Data Sources: Decrease in overall discipline referrals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in the following PRIDE value activities: 1. Back to School lessons in HR 2. Mini-lesson updates 3. PRIDE pep rallies Strategy's Expected Result/Impact: Students will know the PRIDE values and model them at school Staff Responsible for Monitoring: PRIDE Team, Admin Team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Faculty and staff will recognize students for modeling PRIDE values through the following: 1. Falcon Shout Outs 2. Phone calls home 3. Miller Money incentive Staff Responsible for Monitoring: Admin Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Behavior expectations for common areas will be taught and posted in common areas in the context of our Guidelines for Success. Strategy's Expected Result/Impact: Students will display expected common area behaviors according to our Guidelines for Success Staff Responsible for Monitoring: PRIDE Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: By June of 2022, we will become a trauma-informed school.





Evaluation Data Sources: Student social/emotional wellness surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in various social-emotional lessons throughout the year based on the Casel model competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Strategy's Expected Result/Impact: Students will have a welcoming, caring climate in which to learn. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in small group counseling sessions based on various social/emotional learning (SEL) topics Strategy's Expected Result/Impact: Counselors	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: We will employ a Community In Schools site coordinator to provide various services including academic support, enrichment activities, college readiness, parent involvement, health and human services, and supportive guidance. Strategy's Expected Result/Impact: Students and families will receive extra support in these areas. Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will use an Action Based Learning Lab for initial instruction as well as some for Tier 2 and Tier 3 behavior interventions. Strategy's Expected Result/Impact: Admin Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: We will increase our campus attendance rate to at least 96% for the 2022-23 school year.





Evaluation Data Sources: The attendance rate for the year will be at or above 96%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Miller will implement a leveled approach to attendance with the following tiers: Tier 1: Universal Plan for students missing between 2-8% of school Tier 2: At-Risk Plan for students missing between 9-20% of school Tier 3: Plan for students who are chronically absent missing more than 20% of school *All tiers will include a family/community component Strategy's Expected Result/Impact: The attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator Funding Sources: - 199 - General Fund - At Risk (Pgm 30) - \$4,432	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The following areas will be targeted by tier to reduce absenteeism: -Monitoring Data -Engaging students and parents -Recognizing good and improved attendance -Personalized early outreach Strategy's Expected Result/Impact: The attendance rate will improve Staff Responsible for Monitoring: Attendance Administrator	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Miller will implement a Truancy Prevention Policy which includes the following: -Warning Letters -Parent Contact -Attendance Contracts -Counseling Conferences -Truancy Referrals Strategy's Expected Result/Impact: The attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 5: By June 2022, there will be a reduction in the reported incidents of bullying as a result of Miller's Bully Prevention Campaign.

Evaluation Data Sources: Reduction in reported bullying incidents (discipline data), survey results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will provide student lessons over topics including bullying vs. conflict, cyber-bullying, and how to report bullying. Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers, counselors, principals, and parents will communicate to effectively address bullying concerns. Strategy's Expected Result/Impact: Survey data will show adults and students feel a school is a safe place Staff Responsible for Monitoring: Administrators, Counselors	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: We will bring in speakers and have presentations such as the "Change Happens" group to speak with students about Bully Prevention. Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents. Staff Responsible for Monitoring: CIS Site Coordinator	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

State Compensatory

Budget for Miller Intermediate

Total SCE Funds: \$226,119.00

Total FTEs Funded by SCE: 24

Brief Description of SCE Services and/or Programs

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Personnel for Miller Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alba, Ivette Alejandra	Int Earth Science Teacher 8th (Comp Ed)	1
Ali, Adrienne	Int Math Teacher 7-8	1
Alvarez, Karina Zamora	Int Dual Language 7-8	1
Amaya, Daniela	Int Dual Language 7-8	1
Barbick, David A	Extra Days 10	1
Barbick, David A	Int Asst Dir Band	1
Benson, Kevin Allen	Coor - 21st CCLC Cycle 10	1
Borrego, Laura Marie	Int Reading Teacher	1
Centeno Martinez, Miguel Angel	Classroom Facilitator	1
Charles, Anisa	Int English Teacher 6-8	1
Cisneros, Lesley Esmeralda	Title I Aide (Fed)	1
Clark, Charlene Renee	Int Social Studies Teacher 6-8	1
Clarke, Irvinia Jno-Finn	Int English Teacher 6-8	1
Elizondo, Cindy	Int Intervention Teacher	1
Escobar, Roger Ivan	Int Dual Language 7-8	1
Estrada Flores, Angela V	Int Dual Language 7-8	1
Leon, Tracy Michelle	Int Dual Language 7-8	1
Moreno, Jose Luis	Int Life Science Teacher 7th	1
Moreno, Priscilla Jean	Title I Aide (Fed)	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Olea, David Esteban	Classroom Facilitator	1
Rangel, Jacqueline	Int Dual Language 7-8	1
Releford, Tiya Lee	Campus Coach	1
Suarez, Jennifer Lee	Campus Coach	1
Zamora, Alejandra	Int Math Teacher 7-8	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Hathhorn	Campus Content Specialist Intermediate		1
Angela Estrada Flores	Dual Language Intermediate		1
Daniela Amaya	Dual Language Intermediate		1
Jennifer Suarez	Secondary Peer Facilitator		1
Karina Alvarez	Dual Language Intermediate		1
Lesly Cisneros	Title I Aide		1
Priscilla Moreno	Title I Aide		1
Tiya Releford	Secondary Peer Facilitator		1
Tracy Leon	Dual Language Intermediate		1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		Base Funding - Overtime	\$7,920.00
1	2	2		Base Funding Fixed	\$7,202.00
1	2	2		GT (Pgm 21)	\$2,949.00
1	2	2		Base Funding - BFU	\$84,480.00
1	3	2		Spec Ed (Pgm 23)	\$1,839.00
1	4	1		BIL/ESL (Pgm 25)	\$5,980.00
5	4	1		At Risk (Pgm 30)	\$4,432.00
Sub-Total					\$114,802.00
Budgeted Fund Source Amount					\$114,802.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	RTI Training for personnel, books, supplies		\$28,897.33
1	2	4			\$1,600.00
1	2	5	Reference Materials (anchor chart posters, dictionaries, thesauri, calculators, etc.)		\$550.00
3	4	1	Dual Language Teachers		\$316,193.85
3	4	2	Title I Instructional Aides		\$53,962.36
3	4	3	Campus Coaches		\$159,799.56
3	4	4	Parent Coordinator		\$25,417.43
4	1	1	Parent training material such as Second Step Curriculum, printer and ink for printing informational and learning materials, supplies for parent events, etc.		\$5,099.53
Sub-Total					\$591,520.06
Budgeted Fund Source Amount					\$591,520.06
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	RTI implementation		\$2,379.63

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,379.63
Budgeted Fund Source Amount					\$2,379.63
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	5			\$109,500.26
Sub-Total					\$109,500.26
Budgeted Fund Source Amount					\$109,500.26
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$78,500.00
Sub-Total					\$78,500.00
Budgeted Fund Source Amount					\$78,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$896,701.95
Grand Total Spent					\$896,701.95
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Park View Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Social Studies
Postsecondary Readiness





Board Approval Date: October 25, 2022

Mission Statement

Park View Intermediate School is committed to providing all students with a quality education in a safe and caring environment. Park View Intermediate and its stakeholders are dedicated to promoting and developing partnerships with the community and empowering all learners to become responsible and productive citizens of the world.

Vision

- 1. We believe in the worth and dignity of every human being.**
- 2. We believe that everyone can learn.**
- 3. We believe that everyone has the right to a quality education.**
- 4. We believe in promoting respect for all cultures.**
- 5. We believe in lifelong learning.**
- 6. We believe that the ultimate success of children is dependent upon the efforts of parents, teachers, and the surrounding community.**

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocatable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Revised/Approved: October 7, 2022

Demographics

Demographics Summary

Total Students - 583

Female - 52.14% Male - 47.86%

Hispanic - 85.42% White - 6.69% African-American - 6.69% Asian - 0.34% Two or more races - 0.86%

Free and Reduced - 90.57%

LEP - 29.16%

Bilingual - 14.41%

ESL - 11.49%

Homeless - 5.15%

GT Students - 2.92%

Special Education - 15.78%

Dyslexia - 4.63%

504 - 6.69%

At Risk - 68.61%

Current ADA Attendance - 92.5%

Mobility Rate - 13.2%

Demographics Strengths

Average class size (teacher to student ratio is 22:1)

We are meeting the needs of our diverse population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our low attendance rate continues to affect instruction and academic gaps. **Root Cause:** Students are missing numerous days for personal reasons.

Problem Statement 2: Our ELL population is growing exponentially causing a gap in their learning. **Root Cause:** Our population is growing faster than the district is able to train teachers on ELL instructional strategies and/or hire teachers with ESL certification.

Student Achievement

Student Achievement Summary

Our student Achievement Data is located in the Addendum section.

Student Achievement Strengths

Park View offers a variety of extracurricular activities including Career Investigations and Tech Apps, clubs including ART Club and Chess Club along with our various Fine Arts Programs. Park View believes in building a well rounded student for tomorrow's future by providing them a place to excel academically and socially. We are creating a school atmosphere where students feel a connection through a sense of belonging and purpose. Our campus is built with students from various backgrounds and they will bring a piece of that diverse background to make us complete. With that diversity we get some language deficiencies, learning disabilities, and academic gaps but together we can work through these to build academic success for all. To fill in these gaps, we at Park View make sure that we continuously do the following:

- * Align our PLCs with District Expectations
- * Continuously collect and analyze data on common assessments
- * Implement an inclusion/support facilitation model for our special needs students
- * Implement a variety of interventions for various students including SPUR time, LEP Intervention, Math and Reading Intervention classes and After School Tutorials
- * To meet the needs of the 21st Century Learner we utilize the districts One to One Table Initiative.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Provide remediation and just in time intervention for struggling learners including our labeled learners (Special Education, 504, Response to Intervention, and Emerging Bilinguals) in the classroom using small group instruction, SPUR time, Reading and Math Intervention Classes, and After School Tutorials.

School Culture and Climate

School Culture and Climate Summary

The main philosophy of Park View Intermediate is to create a climate and culture that is well rounded, highly organized, and a safe environment for all participants including our students, our parents, our teachers and our community. Our campus life is full of activities to enjoy like football, volleyball and basketball games. Faculty games and events, school dances, Fine Arts productions and Veteran's Day activities. There are also many social events that are a part of our campus culture including monthly staff gatherings after work, the Halloween Spooktacular, Chess Club, and Art Club. To help build our campus climate, Homeroom teachers meet with students once every three weeks to help students create goals and check in with their academic and social needs. Building these relationships between the teacher, student and parents has helped students with some emotional outburst and how to handle difficult situations which in turn helps discipline referrals decline. The other two weeks in between homeroom weeks are spent in SPUR rotations where students are able to get assistance in all content areas through deep and specific interventions based on common assessments.

School Culture and Climate Strengths

Park View is a diverse community that has a plethora of different activities to build a stable school climate and culture. Some of these items are for academic and some are for social diversity, they include:

- * To keep students safe, all areas of the building have Park View staff members on duty to monitor students in the morning and in between classes.
- * The CIS program provides social and academic opportunities for our at-risk students.
- * SPUR times allow students to gain confidence and knowledge in areas deemed necessary through data desegregation of common assessments
- * Celebration of Student, Teacher and Para-Professionals of the month
- * One to One devices for each student to work on individual assignments
- * Our physical environment is welcoming and conducive to learning for all students
- * Recognition of staff and the good things they are doing on campus is seen often
- * Student achievement is celebrated at least each six weeks if not more often
- * Through safe and civil, a school wide discipline management plan is in place.
- * Collaborative efforts within and outside content areas happen often to improve instruction through cross-curricular projects
- * Sound instructional strategies are used in all content areas and supported through instructional coaches
- * Effective PLC's are modeled and recognized throughout the school
- * Extra-curricular sports and fine arts activities are participated in
- * Cultural events are celebrated including Hispanic Heritage Month, Black History Month, College Week, Red Ribbon Week, Bully Prevention Month, Breast Cancer Awareness and Autism Awareness.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Continue to increase the level of student, parent and community involvement and communication.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to create the most successful learning environment for our students, all teachers and instructional paraprofessionals are highly qualified and have been appropriately trained and certified within their assigned positions. Professional development, such as ESL training, FOCUS meetings, and PLC, are put in place to support teachers. Through these training's, teachers are better able to build curriculum competency, maintain classroom management and provide appropriate instruction for a multicultural body of students. We believe building strong relationships is key to our success.

Our PLC's provide the necessary solid instructional foundation for students as well as cooperative work environments for teachers. New teachers on our campus are assigned a buddy or mentor teacher to assist them in navigating their first year at Park View Intermediate. Our Campus Content Specialists and Instructional Coaches assist new staff members and veteran staff members with instructional coaching and overall assistance. The entire administrative team meets regularly with the principal to assist with decision making and leadership coaching and opportunities.

The administrative team recruits highly talented and effective personnel through job and career fairs. Highly recommended candidates then go through an extensive interview process in which campus leaders participate.

Through district mentoring programs, walk-throughs, and administrative collaboration, teachers build their own personal bank of experiences which help to create a more conducive learning environment for our students. Structures to ensure that teachers are implementing professional strategies are documented in walk-throughs, the review of lesson plans and daily formative observations.

Staff Quality, Recruitment, and Retention Strengths

- * Sufficient time is allowed for instructional planning among common departments
- * Professional development is tailored to meet individual staff needs and targeted on critical areas of need of the campus
- * Hire and retain highly qualified teachers
- * Provide support systems for new teachers on our campus
- * Common planning time within academic teams which allow staff to share ideas and teaching techniques as well as reiterate campus goals
- * Collaborative efforts within and outside content area to improve instructions
- * One to One Devices for all students
- * Campus content coaches and Campus Content Specialists provide continuous support to all staff members
- * Peer observations to gain perspectives on teaching practices

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Attracting and retaining highly qualified teachers to reduce turnover.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Providing teachers with a solid curriculum that is aligned with the TEKS (Texas Essential Knowledge and Skills) is a critical attribute of a successful school district. Pasadena ISD initiated a program several years ago that put forth an aligned curriculum which follows a teacher-generated timeline. Curriculum and Instruction provides teachers with the scope and sequence necessary to impart this rigorous curriculum. Teachers meet weekly in PLCS or GLT's to plan regularly. Upon receiving Common Assessment results and MAP Data, all departments set individual goals to improve student achievement.

Quality instruction is the hallmark of T-TESS, the teacher evaluation system in the state of Texas. Teacher's instructional methods are formally evaluated each year by their assessor in a classroom observation. Teachers are also assessed by walk-through observations that may occur at any time during the year. Plans must indicate a clear, TEKS-aligned objective of what the students will learn, the activities that will be incorporated into the lesson, the materials/resources that will be used and the means of evaluation. Administrators use focused walk-through forms to target specified instructional expectations.

Research-based instructional strategies are modeled, utilized, and focused upon daily. Our PLCs and GLT's closely follow and implement the Solution Tree's Model for PLCs and GLTS focusing on the 4 questions implementing real-time data and creating academic student interventions to strengthen student achievements and close gaps in learning.

Common district assessments are being used to measure student achievement through high level questioning. Data is then used from formal results to adjust instruction based on areas of strengths and weaknesses. Small group instruction and focused tutorials are put in to place based on individual student needs.

Curriculum, Instruction, and Assessment Strengths

- * Teachers consistently follow the prescribed curriculum in all subject areas which is aligned to state standards
- * Teachers meet by department minimally once a week in PLCs and/or GLT's to plan lessons, plan common assessments, break down SE's, review data, and celebrate success.
- * Timelines are met by all teachers for the grading period to ensure that all curriculum is covered adequately
- * Collaborative efforts within and outside content areas to improve cross-curriculum instruction
- * Implementation of common assessments within content areas that are aligned to state standards
- * Multiple opportunities to explore interests/electives
- * SPUR time for small group intervention along with Reading and Math Intervention classrooms
- * Use of in class Just in Time Interventions with Small Group Instruction
- * Appropriate technology and technology resources are integrated into classroom instruction
- * Interventions are data driven.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Increase focused interventions in small group and tutorial opportunities in all content areas.

Parent and Community Engagement

Parent and Community Engagement Summary

Through the many different campus family nights, sporting events, music performance, and other field trips. Parents are a continuous and important part of Park View Intermediate. Through the Park View Facebook page and call outs parents are notified of Park View Events and are welcomed through our open door beliefs. Through the year, parents are invited to programs recognizing their student's academic achievements along with other community events that are held.

Our parents and community involvement committee meet regularly to organize events to promote parent and community involvement. We partner with Chick-Fil-A, Ranchito Restaurant, and Mi Tienda to name a few community sponsors. Some of these events include literacy night, the health fair, Halloween Spooktacular, Veteran's Day and Spirit Nights.

Parent and Community Engagement Strengths

- * The counseling center has created a family oriented climate on campus to support the social and emotional needs of parents and students.
- * Parent participation in events has grown over the past several years.
- * Our Parent and Community Involvement Committee organizes monthly events to bring parents and community members to campus
- * Our Parent Coordinator is in constant communication with parents and community members.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: To increase parental and community involvement on campus **Root Cause:** Parent work schedules and multiple children on different campuses makes it difficult for them to participate.

School Context and Organization

School Context and Organization Summary

Having only five Principals to date at Park View has been an advantage in the evolution of our philosophy and the consistency of our structure. Over the years our programs have changed and flexed as our population has grown and diversified. Our academic standards and highly structured environment has remained consistent. Having a school-wide discipline management plan that is clearly known by all students and teachers maintains the safe and orderly environment we enjoy. We have never faltered from this plan even as our student population has presented more challenging issues. We firmly believe that intermediate aged children thrive in a safe, orderly and well-structured atmosphere. Teachers have to be able to teach and students have to be able to learn. The most innovative programs available will be of no use if chaos prevails. A myriad of clubs, organizations and teams afford our students multiple opportunities to be involved in campus life and allows them a chance to bond with teachers in ways other than the core area classrooms. Just a few of the avenues available are:

- National Junior Honor Society
- Student of the Month Recognition
- Band, Orchestra, and Choir Social Events
- Steel Band
- Peer Tutoring
- Chess Club
- Art Club
- Cowboy Cash– Reward coupon for good citizenship
- Honor Roll Celebrations
- School Wide Incentives
- 8th grade send off
- 8th grade Teacher/Student basketball game
- Football, Volleyball, Basketball, Cross-Country, Track, Soccer
- Cheerleading

School Context and Organization Strengths

- * The environment is welcoming and conducive to learning for all students
- * Student recognition and achievement generates school pride
- * Student achievement is celebrated and recognized regularly to encourage school engagement and attendance
- * Student discipline management plan is effectively in place and evaluated and tweaked by the Safe and Civil Committee
- * Opportunities for engagement and involvement are in place and promoted by entire school community
- * Bell to Bell Instruction
- * SPUR time intervention that is data driven
- * One to one tablet initiative

- * Small group focus to close achievement gaps

- * Family and community involvement committee helps to bring together the students, parents, teachers and community.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Create opportunities for teachers to become campus leaders through staff development. **Root Cause:** Encourage staff members to lead campus and/or district staff development.

Technology

Technology Summary

We have a technology rich environment which includes 1:1 Tablets for our teachers and students. Our teachers are trained regularly to incorporate technology into instruction to enhance learning. The teachers have access to touch screen Promethean boards, document cameras, and active inspire. The teachers have implemented the 1:1 technology with ease and without reservation. We are adapting the Blended Learning Model by using Google Classroom.

We are in year 7 of Personalized Learning and we are learning how to utilize our resources for the benefit of our students.

Every department, team and teacher has created an online Google Classroom so that students are able to access their instruction both virtually, in person, or anywhere on campus.

Technology Strengths

- * Implementation of the 1 to 1 initiative to improve instruction and meet the needs of the 21st century learner
- * All teachers have access to the prescribed 21st century classroom
- * Collaborative efforts to incorporate technology seamlessly to improve instruction
- * Appropriate technology and technology resources are integrated into classroom instruction
- * Implementation of Blended Learning
- * Personalized Learning program
- * Blended Classes through Google Classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue to provide training opportunities to enhance one to one initiative utilizing our technology.

Priority Problem Statements

Problem Statement 1: Our low attendance rate continues to affect instruction and academic gaps.

Root Cause 1: Students are missing numerous days for personal reasons.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Provide remediation and just in time intervention for struggling learners including our labeled learners (Special Education, 504, Response to Intervention, and Emerging Bilinguals) in the classroom using small group instruction, SPUR time, Reading and Math Intervention Classes, and After School Tutorials.

Root Cause 2:

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Continue to increase the level of student, parent and community involvement and communication.

Root Cause 3:

Problem Statement 3 Areas: School Culture and Climate

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Goals

Revised/Approved: October 7, 2022





Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 1: By June 2023, the percentage of students with satisfactory academic performance on the 2023 Math, Reading, Science and Social Studies STAAR tests will be equal to or greater than the state average.

Strategy 1 Details	Formative Reviews		
Strategy 1: Administer MAP and common teacher assessments within a particular SE. Disaggregate data to measure student progress and adjust instructional techniques and objectives to ensure student success. Strategy's Expected Result/Impact: Assessments, AWARE data, MAP Data, TFAR Data Staff Responsible for Monitoring: All Teachers, Campus Coaches, CCS, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and Administrators will participate in bi-weekly team meetings and weekly PLC/GLT meetings to align curriculum, assess student needs, and share resources and ideas to support student achievement. Strategy's Expected Result/Impact: Interactive Agendas and Sign in Sheets Staff Responsible for Monitoring: All Teachers, Team Leaders, Campus Coaches, CCS, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will post content and language objectives in STAAR friendly language daily as guided by the district's scope and sequence. Assessments will be aligned to the content and cognitive level of the objective. Strategy's Expected Result/Impact: Lesson Plans, Instructional Coaching, Mentor Coaching, Walk Throughs Staff Responsible for Monitoring: Core Teachers, Campus Instructional Coach, CCS, and Administrative Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement school wide research-based instructional strategies to support student learning - tablets, interactive notebooks, Cornell notes, Talk Read/Talk Write, Sentence Stems, SIOP Strategies, Seven Steps, Higher Level Questioning Strategies, Safe and Civil Strategies including CHAMPS and Small Group Instruction. Strategy's Expected Result/Impact: Lesson Plans, Coaching Observations, Mentor Observations, and Administrative Walk Throughs Staff Responsible for Monitoring: Teachers, Instructional Coaches, CCS and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$53,876.64	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will participate in the district science fair or STEM fair. Strategy's Expected Result/Impact: Completed Projects Staff Responsible for Monitoring: Science Teachers, Science Campus Instructional Coach ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Grade reporting will be implemented to effectively communicate student achievement to students, parents, teachers and administrators. Strategy's Expected Result/Impact: Progress Reports, Report Cards, Parent/Guardian Contact, Team Meetings and PLCs/GLT's Staff Responsible for Monitoring: Teachers, Counselors, and Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide campus based staff development to ensure consistent implementation of curriculum with rigor and relevant standards Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Campus Instructional Coaches and Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$53,876.64	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Students will be drafted into SPUR locations based on the STAAR assessment, common assessments, and MAP testing for intensive tutoring of Math, Reading, Science and Social Studies. We will also provide intensive intervention to close gaps in Math and Reading through RTI classes in both 7th and 8th grade for traditional and personalized learning students. Strategy's Expected Result/Impact: Test results on common assessments, MAP Testing and Six Week Grades Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Campus Content Specialists and Administrative Team TEA Priorities: Build a foundation of reading and math - Funding Sources: - 199 - General Fund - \$14,471.40	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Through Personalized Learning, students will work through content at their own individualized pace with teacher support when needed. Strategy's Expected Result/Impact: Project Based Learning, Workshops Staff Responsible for Monitoring: PL Teachers, PL Instructional Coach and Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide extended day learning opportunities for at-risk students and provide after school tutorials for students who did not pass the Reading and Math STAAR test through HB4545. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Campus Content Specialists and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$13,750	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Utilize the plan4learning software to develop and monitor the Campus Improvement Plan Strategy's Expected Result/Impact: Online Software Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 2: By June 2023, the percentage of students identified as special education students that achieve satisfactory academic performance on the STAAR Math, Reading, Science, and Social Studies tests will be equal to or greater than the state average.

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Park View will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Student Data, ARD minutes, Esped Reports Staff Responsible for Monitoring: Diagnostician, LSSP, and Administrative Team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accommodations and materials to ensure that students identified as special education are being successful. Strategy's Expected Result/Impact: Student Data, Testing Reports, and Esped reports Staff Responsible for Monitoring: Case Managers, Diagnostician, and Administrative Team Funding Sources: - 199 - General Fund - \$14,471.40	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Park View will follow district procedures regarding parental request for special education evaluations. Strategy's Expected Result/Impact: Parent Communication Logs Staff Responsible for Monitoring: Diagnostician, LSSP and Administrative Team	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Park View will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision Making Process for students with disabilities by 1) use of data from progress monitoring, MAP, etc. to make determinations regarding state assessments and ensure progress, 2) ensure ARD document clearly delineates the need for STAAR/STAAR ALT (i.e. PLAFFs, IEPs, deliberations) and 3) utilizing District/State required STAAR and STAAR ALT participation requirement forms. Strategy's Expected Result/Impact: ARD minutes and District Documentation Spreadsheet Staff Responsible for Monitoring: Case Managers, LSSP, Diagnostician, and Administrative Team	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Park View Intermediate will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Identified special education students will participate in Literably, IXL, Language live, ELlevation and LLI reading recovery to monitor identified strengths and weaknesses and facilitate growth in those areas in preparation for the STAAR Strategy's Expected Result/Impact: Computer Reports, Grades, Formative Evaluations Staff Responsible for Monitoring: Special Education Teachers and Case Managers Funding Sources: - 199 - General Fund - \$1,880	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Use Benchmark Data, testing history, and classroom observations to create small group instructional opportunities within the regular classroom setting in order to provide accelerated instruction for support facilitation students. Strategy's Expected Result/Impact: Walkthroughs and Lesson Plans Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers and Administrative Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Monitor Special Education students success through ESPED on a regular basis Strategy's Expected Result/Impact: Skyward Reports/ESPED reports Staff Responsible for Monitoring: Case Managers, Special Education Teachers and Regular Education Teachers TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Special Education students who did not perform satisfactorily on the state assessment will be provided with special interventions per ARD - accelerated instructions and Response to Intervention Strategy's Expected Result/Impact: ARD Committee minutes, Skyward Grade Reports Staff Responsible for Monitoring: Case Managers, Diagnostician, and LSSP	Formative		
	Jan	Apr	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Park View Intermediate will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: ARD minutes, Scheduled SPED services Staff Responsible for Monitoring: Case Managers, Special Education Teachers, General Education Teachers, LSSP, Diagnostician, and Administrative Team	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Special Education Aides and Title 1 Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule and Minutes Staff Responsible for Monitoring: Campus Instructional Coach and Administrative Team Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$18,424.80	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Co-teach and Support Facilitation classes will be in place for students requiring support facilitation. Strategy's Expected Result/Impact: Aide minutes, Assessment Data Staff Responsible for Monitoring: Special Education Department Head, Instructional Coaches, Counselors, and Administrative Team	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Park View Intermediate will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Case Managers, Diagnostician, LSSP and ARD committee	Formative		
	Jan	Apr	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Utilization of a Health Care Professional to meet health care needs. Strategy's Expected Result/Impact: Scheduled SPED services Staff Responsible for Monitoring: Administrative Team Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$73,029.83	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 3: By June 2023, the percentage of identified Emerging Bilingual students with satisfactory academic performance on the 2023 Math, Reading, Science and Social Studies STAAR test will be equal to or greater than the state average. In addition, at least 75% of Emerging Bilingual students will demonstrate progress, 45% of students in years 1-4 and 65% of students in years 5+ will score advanced high on TELPAS.

Evaluation Data Sources: 2023 STAAR and TELPAS results

Strategy 1 Details	Formative Reviews		
Strategy 1: A collaborative meeting with ESL teachers will be held on a monthly basis to identify specific strategies for instructional implementation in the Emerging Bilingual classroom. Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,583.02	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students who are at risk of failing. Strategy's Expected Result/Impact: Prior and current year TELPAS results Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Use assessment data and classroom observations to create small group instruction opportunities within the classroom setting to provide accelerated instruction Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team Funding Sources: - 199 - General Fund - \$2,318	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Analyze STAAR data results and benchmark data to ensure that students are receiving instructional accommodations they need in order to be successful. Strategy's Expected Result/Impact: Campus Assessments, Benchmark Assessments and STAAR Results Staff Responsible for Monitoring: Classroom Teachers, LPAC committee and Administration Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$53,876.64	Formative		
	Jan	Apr	June





Strategy 5 Details	Formative Reviews		
Strategy 5: LPAC committee will meet throughout the year (grading periods, mid year and end of year) to review assessment data to determine progress of Emerging Bilinguals Strategy's Expected Result/Impact: LPAC minutes, Frontline documentation Staff Responsible for Monitoring: LPAC Administrator, LPAC Parent Representative, ELL Master List Clerk, and LPAC Teacher	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will review formative and summative assessment data to identify areas where more support is needed Strategy's Expected Result/Impact: Team/Committee Minutes Staff Responsible for Monitoring: All teachers, Department Heads, Instructional Coaches and Administrative Team Funding Sources: - 199 - General Fund - \$14,471.40	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Emerging Bilingual aide will be utilized and trained to support Emerging Bilinguals who are in a structured setting Strategy's Expected Result/Impact: Aide Schedule Staff Responsible for Monitoring: Administrative Team Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$18,424.80	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Tutorials and Extended Day will be offered to support Emerging Bilinguals academic success Strategy's Expected Result/Impact: Sign in Sheets and tutorial Schedules Staff Responsible for Monitoring: All teachers and Administrative Team Funding Sources: - 282 - ESSER III - \$13,750	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 4: By June 2023, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced academic performance on STAAR Math, Reading, Science and Social Studies Tests

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Pre-AP classes to identified gifted and talented students Strategy's Expected Result/Impact: Class Schedules Staff Responsible for Monitoring: Counselors and Administrative Teams	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with the opportunity to participate in Tweens Read, Spelling Bee, Name that Book Competition Strategy's Expected Result/Impact: Participation in events Staff Responsible for Monitoring: All Teachers and Librarian Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$710	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for students to participate in Texas Performance Standard Projects Strategy's Expected Result/Impact: Student Work Samples Staff Responsible for Monitoring: Pre-AP Teachers and Instructional Coaches Funding Sources: - 199 - General Fund - \$2,048	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training opportunities for teachers to learn teaching strategies for our GT population Strategy's Expected Result/Impact: Strive Certification Staff Responsible for Monitoring: Counselors and Administrative Team Funding Sources: - 199 - General Fund - \$14,471.40	Formative		
	Jan	Apr	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Extended day opportunities will be provided to GT students to help further excel their success. Strategy's Expected Result/Impact: Teacher Sign in Sheets, Testing Data Staff Responsible for Monitoring: Teachers and Instructional Coaches Funding Sources: - 282 - ESSER III - \$13,750	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Identified GT students will work on projects during specific SPUR intervention times Staff Responsible for Monitoring: Teachers, Librarian, Counselors and Administrative Team Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$710	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 5: By June 2023, the average daily attendance will be at least 96%

Evaluation Data Sources: Attendance Reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor daily attendance reporting to ensure accuracy in state reporting Strategy's Expected Result/Impact: Emails, Documentation of Noncompliance, Attendance checks Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Call students who are absent for three consecutive days. Strategy's Expected Result/Impact: Parent Contact Logs Staff Responsible for Monitoring: Teachers, Attendance Clerk, Campus Attendance Administrator	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Call the parents of students that are tardy to school Strategy's Expected Result/Impact: Parent contact logs Staff Responsible for Monitoring: Attendance clerk, Campus Attendance Administrator	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Send out attendance contracts after 10 absences. Strategy's Expected Result/Impact: Parent contact log, RAAwee documentation, Attendance Contracts Staff Responsible for Monitoring: Attendance clerk, Campus attendance Administrator	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide counseling services to students who are experiencing attendance issues due to social or emotional reasons. Strategy's Expected Result/Impact: Counseling Logs Staff Responsible for Monitoring: Counselors and Administrative Team	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Make home visits to those students experiencing extreme attendance issues. Strategy's Expected Result/Impact: Home Visit Attendance Logs Staff Responsible for Monitoring: Administrative Team	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Actively pursue leavers and potential dropouts. Strategy's Expected Result/Impact: Leaver records Staff Responsible for Monitoring: Attendance Committee, Registrar, and Administrative Team	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Recognize and reward perfect attendance throughout the school year with a variety of incentives. Strategy's Expected Result/Impact: Incentive Reward Documentation, Awards Ceremony Documents Staff Responsible for Monitoring: Attendance Committee, Peer Facilitators, and Administrative Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 6: By June 2023, The Campus Coordinated Health Committee will plan and implement activities that increase student, teacher and parent awareness of healthy living as measured by attendance at planned events.

Evaluation Data Sources: Event sign in sheets and an increase in student participation in school sponsored events.





Strategy 1 Details	Formative Reviews		
Strategy 1: The committee will meet regularly to ensure the interventions and actions from the campus improvement plan are being met. Strategy's Expected Result/Impact: Sign in Sheets, Meeting Agendas Staff Responsible for Monitoring: Coordinated School Health Committee	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in Universal Breakfast Strategy's Expected Result/Impact: Number of Students participating in Breakfast Staff Responsible for Monitoring: Cafeteria Manager	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in regular physical activities during physical education every other day except athletics activity is every day. Strategy's Expected Result/Impact: Lesson plans and Walkthroughs Staff Responsible for Monitoring: PE Teachers and Administrative Team Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will participate in physical education assessment including two fitnessgram assessments. Strategy's Expected Result/Impact: Test Results Staff Responsible for Monitoring: PE Teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Curriculum and Instruction: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are ready for future endeavors.

Performance Objective 7: By June 2023, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal to or greater than the state average.

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide academic and counseling support for qualifying at-risk students on campus. Strategy's Expected Result/Impact: Lesson plans, Counseling Logs, Assessment Results Staff Responsible for Monitoring: Teachers, Instructional Coaches and Counselors Funding Sources: - 199 - General Fund - \$14,471.40	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Intervention Assistance Team (IAT) will meet monthly to identify and discuss strategies for assisting those students in need. Interventions will be documented Strategy's Expected Result/Impact: IAT Meeting Notes Staff Responsible for Monitoring: IAT Committee, Grade Level Teams, IAT Counselor	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: All students will be provided with tutoring services such as Khan Academy, Delta Math and Gimkit. Strategy's Expected Result/Impact: Lesson Plans, Tutoring Attendance Logs Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches Funding Sources: - 199 - General Fund - \$2,398	Formative		
	Jan	Apr	June





Strategy 4 Details	Formative Reviews		
Strategy 4: Provide in class support to at-risk students using a Title 1 Aide and instructional paraprofessional. Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Teachers, Title 1 Aide, Instructional Paraprofessionals, Instructional Coaches, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$18,424.81	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia through a direct dyslexia reading class. Strategy's Expected Result/Impact: Classroom Assessments and Assessment results Staff Responsible for Monitoring: Dyslexia teacher Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$20,379.81	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: The CIS programs will be utilized to provide Academic and emotional support for at-risk students. Strategy's Expected Result/Impact: Student rosters, Sign in Sheets Staff Responsible for Monitoring: CIS Director	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2023, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities

Evaluation Data Sources: College Week, Career Readiness Classes

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide College Week activities to expose students to information about attending various colleges. Strategy's Expected Result/Impact: College Week Activity Schedule Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for teachers to attend training and observation time for teacher-to-teacher observation. Strategy's Expected Result/Impact: Sign in Sheet, Observation Reports Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Through SPUR time, students will be able to receive additional assistance throughout the school day. Teachers will provide tutorials and/or enrichment activities for all subjects Strategy's Expected Result/Impact: Common Assessments, 2022 STAAR results Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Extended day services will be utilized for enrichment activities to push our higher level learning students towards more fulfilling educational experiences. Higher level students will be able to participate in a more rigorous program. Strategy's Expected Result/Impact: Grades, Common Assessments, STAAR results Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$13,750	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By June 2023, 100% of our professional staff will participate in regular staff development sessions targeting campus initiatives and the needs of the students as measured by teacher attendance during professional development sessions and evidence of the utilization of techniques in lesson plans and classroom observations.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Strive Walkthrough Analysis, Lesson Plan Reviews, Professional Development Sign in Sheets, Student Work Products.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will actively participate in bi-weekly team meetings to discuss instructional objectives and language objectives as guided by district timelines, techniques for instructional delivery, and cross curricular integration and relevancy. Strategy's Expected Result/Impact: Meeting Minutes, Meeting Agenda, Attendance Sheets Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Coaches, CCS and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Content Specialists and Campus Instructional Coaches in the areas of Social Studies, Math, Science, and ELAR will be provided as a support to all staff members. Campus Instructional Coaches and Campus Content Specialists will provide staff development opportunities, model lessons, and provide feedback based on teacher needs and expertise with the curriculum content. Campus Instructional Coaches and Campus Content Specialists will also periodically attend team meetings to provide ideas on instructional techniques, suggestions for resources and to maintain overall focus on district curriculum guidelines. Strategy's Expected Result/Impact: Coaching Logs, Meeting Agendas and Minutes, Attendance Sheets Staff Responsible for Monitoring: Campus Instructional Coaches, CCS and Administrative Team Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$109,951.92	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: By June 2023, 100% of new teachers will receive induction support.




District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Sign in Sheets, Meeting agendas and Minutes, Mentor Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers new to the district and new teachers will receive training on key district initiatives and required training's such as CHAMPS and Effective Teacher Practices. Strategy's Expected Result/Impact: Sign in Sheets, Meeting Agendas and Minutes, Mentor Documentation TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: New teachers will receive a mentor to provide support and assistance in all areas Strategy's Expected Result/Impact: Mentor Documentation Staff Responsible for Monitoring: New Teachers, Mentors and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: New teachers will receive training on school-wide instructional strategies such as data desegregation Strategy's Expected Result/Impact: Sign in Sheets, Meeting Agendas and Minutes Staff Responsible for Monitoring: New Teachers, Instructional Coaches and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus Instructional Coaches will provide training on the usage of 1 to 1 technology Strategy's Expected Result/Impact: Teacher Sign in Sheets Staff Responsible for Monitoring: Campus Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers will continue professional development growth to ensure success within their content areas Strategy's Expected Result/Impact: Lesson Planning, Common Assessments Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Strive Reports Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: In order to meet Federal guidelines for students being served in the Bilingual Program, partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam	Formative		
	Jan	Apr	June

<p>Strategy's Expected Result/Impact: Strive Report</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: By September 2023, 100% of new teachers will meet the requirements to be highly qualified in their teaching areas.

District Objective:

Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Human Resource Highly Qualified Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Create interview team to help select teachers that meet the requirements to be highly qualified Strategy's Expected Result/Impact: Interview Schedule and notes Staff Responsible for Monitoring: Interview Committee, Principal TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education Strategy's Expected Result/Impact: Interview process, recruit process Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: By June 2023, 80% of teachers will participate in at least 3 hours of technology implementation training

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Strive Log

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage teachers to participate in district technology training Strategy's Expected Result/Impact: Strive Reports Staff Responsible for Monitoring: Technology Liaison, Campus Instructional Coaches and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide technology training on campus to include instructional resources, google classroom, lightspeed, etc. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Instructional Coaches and Technology Liaison	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By June 2023, we will provide parent training in order to increase parental engagement on campus and increase parental involvement by 10%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Sign in sheets at Parent Involved Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training for parents on the following topics: Title 1 School-wide components, ESL, English Acquisition, and Skyward Strategy's Expected Result/Impact: Sign in Sheets, Meeting agendas Staff Responsible for Monitoring: Counselors, ESL Master Clerk, Family Coordinator, and Administrative Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$24,663.89	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Host academic nights that focus on family participation and engagement in student achievement goals in the area of language arts, math, science, and social studies. Strategy's Expected Result/Impact: Sign in Sheets, Activity Agenda Staff Responsible for Monitoring: Teachers, Department Leaders, Campus Instructional Coaches, and Administrative Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,596.44	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for parents to meet teachers and sign up for parent conferences during Open House Strategy's Expected Result/Impact: Sign in Sheets, Parent Conference Reports Staff Responsible for Monitoring: Teachers and Administrative Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: By June 2023, we will provide information about social and academic programs to parents

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Participation in Programs and Distribution of Information

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated information on the school website and the Park View Facebook Page Strategy's Expected Result/Impact: School Website , Park View Facebook page Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Parent Skyward Access so that parents have updated information regarding student grades and attendance and inform parents about services using our parent calendar. Strategy's Expected Result/Impact: Newsletter, Parent Skyward Access Staff Responsible for Monitoring: Teachers, Counseling Center and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: By June 2023, we will increase the number of business and community partnerships by 25.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Number of Business and Community Organizations working with Park View Intermediate.

Strategy 1 Details	Formative Reviews		
Strategy 1: Seek and develop new partnerships with the business and community that will provide support for our students. Strategy's Expected Result/Impact: New Partnerships Staff Responsible for Monitoring: Parent and Family Coordinator, Parent and Community Involvement Committee, Counselors, and Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 1: By June 2023, implement an anti-bullying program to help reduce incidents of bullying by 60%

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide bullying training to all teachers and professional staff. Strategy's Expected Result/Impact: Sign in Sheets, Meeting Agenda Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue with peer mediation program to help reduce conflict between students and teach students conflict resolution skills Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: Counselor	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide anti-bullying literature to parents through the counseling center. Strategy's Expected Result/Impact: Sign in Sheet Staff Responsible for Monitoring: Counseling Center Staff and Counselors	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue the implementation of Safe and Civil and CHAMPS by providing training to new teachers and posting expectations in all common areas. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Teachers and Administrative Team	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will be recognized and rewarded for honorable behavior that promotes a sense of citizenship. Teachers will recognize student's good behavior by giving them "Cowboy Cash" or a "Positive Office Referral". Administrators and teachers will select a "Student of the Month" to recognize with an award to promote a positive school culture. Strategy's Expected Result/Impact: Cowboy Store, Positive Referrals, Student of the Month Roster Staff Responsible for Monitoring: Teachers and Administrative Team	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: By June 2023, Create an environment where students feel comfortable to express their emotional concerns and teach them how to manage their emotions.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Counselor Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Students new to 7th grade will be invited to Cowboy Camp to orientate themselves with the school layout, meet the faculty and staff, and become familiar with how the school operates Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Help students to recognize their emotions and how to manage them through different situations. Strategy's Expected Result/Impact: Counselor Logs Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: To create an environment that helps support a reduction in discipline referrals in special populations.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS or DAEP. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Case Managers, LSSP, Diagnosticians, Counselors, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and the Texas Behavior Support Initiative (TBSI) requirements Strategy's Expected Result/Impact: Strive Records Staff Responsible for Monitoring: Administrative Team	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

State Compensatory

Budget for Park View Intermediate

Total SCE Funds: \$206,758.00

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

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Personnel for Park View Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Balsara, Danielle Kristin	Int English Teacher 6-8	1
Benavidez, Clarissa Arlene	Nurse SPED	1
Castillo, Yaritza Sarai	Title I Aide (Fed)	1
Cerros, Juana Maria	Int Math Teacher 7-8	1
Cunningham, Brandon Eugene	Int Social Studies 6-8 (Comp Ed)	1
Doan, My H	Campus Coach	1
Garza, Gabriela	Campus Coach	1
Jasso Fuentes, Cynthia Jenifer	Int Reading Teacher	1
Keeling, Jarrod Rian	Int Social Studies Teacher	1
Lawrence, Anniel H	Title I Aide (Fed)	1
Madrigal, Ruby	Int Math Teacher 7-8	1
Nosrat, Maria Allyn	Int English Teacher 6-8	1
Reche, Katie Marie	Int Life Science Teacher 7th	1
Sanborne, Garrett Mcpheters	Int Asst Dir Band	1
Sanborne, Garrett Mcpheters	Extra Days 10	1
Walker, Stefanie Michelle	Campus Coach	1
Wheeler, Michelle Rena	Int Math Teacher 7-8	1
Whiteside, Jordan John	Int Intervention Teacher	1
Whiteside, Jordan John	Classroom Facilitator	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

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STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	62%	61%	41%	63%	59%	-	*	-	*	31%	*	65%	46%	61%	41%
	2019	76%	74%	69%	46%	69%	73%	-	-	-	*	33%	60%	70%	61%	67%	67%
At Meets Grade Level or Above	2021	45%	35%	38%	23%	40%	41%	-	*	-	*	23%	*	40%	31%	37%	20%
	2019	49%	43%	37%	31%	37%	47%	-	-	-	*	20%	0%	39%	31%	38%	36%
At Masters Grade Level	2021	25%	17%	17%	9%	18%	24%	-	*	-	*	5%	*	19%	10%	17%	8%
	2019	29%	23%	21%	23%	20%	33%	-	-	-	*	16%	0%	22%	16%	21%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	48%	35%	5%	38%	36%	-	*	-	*	31%	*	37%	26%	34%	22%
	2019	75%	76%	66%	67%	65%	67%	-	-	-	*	49%	*	70%	49%	64%	67%
At Meets Grade Level or Above	2021	27%	18%	8%	0%	7%	18%	-	*	-	*	23%	*	9%	2%	8%	4%
	2019	43%	38%	23%	25%	22%	44%	-	-	-	*	30%	*	24%	19%	21%	20%
At Masters Grade Level	2021	12%	5%	1%	0%	1%	0%	-	*	-	*	3%	*	1%	0%	1%	0%
	2019	17%	9%	1%	0%	1%	0%	-	-	-	*	0%	*	1%	0%	0%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	53%	51%	42%	50%	65%	-	*	-	*	21%	*	55%	38%	50%	26%
	2019	70%	67%	57%	46%	57%	73%	-	-	-	*	27%	60%	59%	51%	58%	55%
At Meets Grade Level or Above	2021	33%	21%	22%	21%	21%	41%	-	*	-	*	18%	*	24%	17%	22%	4%
	2019	42%	34%	24%	23%	24%	33%	-	-	-	*	18%	20%	25%	20%	24%	27%
At Masters Grade Level	2021	10%	4%	5%	13%	5%	0%	-	*	-	*	3%	*	6%	3%	5%	3%
	2019	18%	12%	8%	23%	8%	13%	-	-	-	*	8%	20%	7%	14%	8%	7%
Grade 8 Reading+																	

At Approaches Grade Level or Above	2021	73%	69%	65%	54%	66%	79%	-	*	-	-	59%	*	67%	59%	64%	46%
	2019	86%	84%	81%	74%	81%	87%	-	*	-	*	42%	100%	84%	69%	80%	86%
At Meets Grade Level or Above	2021	46%	39%	36%	19%	37%	57%	-	*	-	-	44%	*	36%	36%	35%	16%
	2019	55%	47%	45%	21%	46%	57%	-	*	-	*	12%	60%	49%	31%	43%	43%
At Masters Grade Level	2021	21%	14%	16%	0%	17%	36%	-	*	-	-	9%	*	17%	15%	17%	5%
	2019	28%	21%	20%	11%	20%	22%	-	*	-	*	0%	20%	20%	17%	17%	16%
Grade 8 Mathematics+																	

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At Approaches Grade Level or Above	2021	62%	66%	68%	52%	68%	80%	-	*	-	-	62%	*	68%	64%	67%	54%
	2019	88%	90%	91%	79%	92%	93%	-	*	-	*	67%	100%	92%	86%	90%	93%
At Meets Grade Level or Above	2021	36%	35%	33%	26%	33%	47%	-	*	-	-	41%	*	32%	39%	32%	20%
	2019	57%	58%	62%	47%	63%	67%	-	*	-	*	38%	80%	64%	54%	61%	63%
At Masters Grade Level	2021	11%	8%	4%	7%	4%	7%	-	*	-	-	7%	*	4%	5%	3%	4%
	2019	17%	16%	13%	0%	13%	19%	-	*	-	*	4%	20%	15%	5%	11%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	60%	62%	35%	63%	77%	-	*	-	-	55%	*	64%	52%	61%	40%
	2019	81%	78%	78%	68%	77%	91%	-	*	-	*	57%	80%	80%	70%	77%	78%
At Meets Grade Level or Above	2021	43%	31%	35%	19%	35%	54%	-	*	-	-	45%	*	34%	35%	33%	12%
	2019	51%	44%	40%	21%	39%	59%	-	*	-	*	21%	80%	42%	33%	37%	38%
At Masters Grade Level	2021	24%	12%	10%	8%	10%	15%	-	*	-	-	10%	*	11%	7%	10%	1%
	2019	25%	17%	14%	0%	13%	23%	-	*	-	*	7%	0%	14%	11%	12%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	51%	59%	46%	59%	71%	-	*	-	-	59%	*	59%	57%	59%	43%
	2019	69%	68%	73%	50%	72%	91%	-	*	-	*	53%	80%	74%	67%	71%	73%
At Meets Grade Level or Above	2021	28%	19%	27%	15%	27%	43%	-	*	-	-	44%	*	27%	26%	26%	14%

At Meets Grade Level or Above	2021	37%	34%	42%	22%	43%	41%	-	*	-	*	33%	40%	43%	37%	39%	43
At Masters Grade Level	2021	14%	6%	9%	0%	9%	14%	-	*	-	-	9%	*	8%	11%	9%	3
	2019	21%	17%	19%	11%	20%	14%	-	*	-	*	7%	20%	19%	21%	17%	20
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	87%	97%	*	97%	*	-	-	-	-	*	-	99%	86%	97%	80
	2019	85%	90%	100%	*	100%	*	-	*	-	*	-	*	100%	100%	100%	100
At Meets Grade Level or Above	2021	41%	57%	77%	*	75%	*	-	-	-	-	*	-	76%	86%	77%	60
	2019	61%	73%	97%	*	100%	*	-	*	-	*	-	*	100%	89%	97%	100
At Masters Grade Level	2021	23%	29%	49%	*	49%	*	-	-	-	-	*	-	49%	57%	50%	40
	2019	37%	46%	86%	*	87%	*	-	*	-	*	-	*	89%	78%	84%	93
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	61%	60%	42%	61%	69%	-	100%	-	*	44%	80%	62%	50%	59%	40
	2019	78%	76%	74%	63%	74%	85%	-	100%	-	95%	46%	80%	76%	66%	74%	73

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At Meets Grade Level or Above	2021	41%	33%	31%	20%	31%	46%	-	57%	-	*	33%	50%	32%	28%	30%	14
	2019	50%	45%	41%	27%	40%	53%	-	88%	-	48%	25%	43%	42%	34%	39%	39
At Masters Grade Level	2021	18%	12%	11%	6%	11%	16%	-	0%	-	*	7%	10%	11%	8%	11%	4
	2019	24%	18%	15%	9%	15%	20%	-	63%	-	33%	6%	14%	16%	14%	14%	14
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	63%	48%	64%	68%	-	*	-	*	44%	*	66%	53%	63%	41
	2019	75%	72%	75%	63%	75%	82%	-	*	-	100%	37%	80%	77%	65%	74%	73
At Meets Grade Level or Above	2021	45%	35%	37%	21%	38%	48%	-	*	-	*	32%	*	38%	34%	36%	18
	2019	48%	42%	41%	25%	41%	53%	-	*	-	67%	16%	30%	44%	31%	41%	40
At Masters Grade Level	2021	18%	12%	17%	4%	17%	29%	-	*	-	*	7%	*	18%	12%	17%	6
	2019	21%	15%	20%	16%	20%	26%	-	*	-	50%	9%	10%	21%	17%	19%	18
All Grades Mathematics																	

All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	61%	59%	37%	61%	67%	-	*	-	*	46%	*	62%	49%	59%	43
	2019	82%	82%	81%	75%	81%	87%	-	*	-	100%	58%	90%	83%	72%	80%	82
At Meets Grade Level or Above	2021	37%	30%	30%	20%	30%	43%	-	*	-	*	33%	*	31%	26%	29%	16
	2019	52%	47%	48%	38%	48%	63%	-	*	-	50%	34%	50%	50%	43%	47%	46
At Masters Grade Level	2021	18%	11%	9%	6%	9%	13%	-	*	-	*	7%	*	10%	6%	9%	4
	2019	26%	21%	13%	0%	13%	18%	-	*	-	33%	2%	20%	14%	9%	12%	14
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	50%	51%	42%	50%	65%	-	*	-	*	21%	*	55%	38%	50%	26
	2019	68%	66%	57%	46%	57%	73%	-	-	-	*	27%	60%	59%	51%	58%	53
At Meets Grade Level or Above	2021	30%	20%	22%	21%	21%	41%	-	*	-	*	18%	*	24%	17%	22%	4
	2019	38%	32%	24%	23%	24%	33%	-	-	-	*	18%	20%	25%	20%	24%	21
At Masters Grade Level	2021	9%	4%	5%	13%	5%	0%	-	*	-	*	3%	*	6%	3%	5%	3
	2019	14%	10%	8%	23%	8%	13%	-	-	-	*	8%	20%	7%	14%	8%	7
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	65%	62%	35%	63%	77%	-	*	-	-	55%	*	64%	52%	61%	40
	2019	81%	80%	78%	68%	77%	91%	-	*	-	*	57%	80%	80%	70%	77%	78
At Meets Grade Level or Above	2021	44%	35%	35%	19%	35%	54%	-	*	-	-	45%	*	34%	35%	33%	12
	2019	54%	50%	40%	21%	39%	59%	-	*	-	*	21%	80%	42%	33%	37%	38

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At Masters Grade Level	2021	20%	12%	10%	8%	10%	15%	-	*	-	-	10%	*	11%	7%	10%	
	2019	25%	19%	14%	0%	13%	23%	-	*	-	*	7%	0%	14%	11%	12%	
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	69%	59%	46%	59%	71%	-	*	-	-	59%	*	59%	57%	59%	4

ADOVE	2019	81%	80%	73%	50%	72%	91%	-	*	-	*	53%	80%	74%	67%	71%	7:
At Meets Grade Level or Above	2021	49%	42%	27%	15%	27%	43%	-	*	-	-	44%	*	27%	26%	26%	1:
	2019	55%	54%	42%	22%	43%	41%	-	*	-	*	33%	40%	43%	37%	39%	4:
At Masters Grade Level	2021	29%	21%	9%	0%	9%	14%	-	*	-	-	9%	*	8%	11%	9%	:
	2019	33%	30%	19%	11%	20%	14%	-	*	-	*	7%	20%	19%	21%	17%	2:

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed and updated annually by a committee which consists of the campus principal, one assistant principal and the campus testing coordinator.

2.2: Regular monitoring and revision

The Campus Improvement Plan is reviewed and updated throughout the year.

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

The Campus Improvement Plan is available to parents and the public, and the information contained in such plan shall be in an understandable and uniform format and to the extent practicable, provided in a language that parents can understand.

The plan is available on our campus for all parents and community members to view.

2.4: Opportunities for all children to meet State standards

Our teachers follow the district created pacing guide and scope and sequence. We teach and assess all the TEKS for their subject area and to prepare students for their MAP testing, common assessments, TELPAS and STAAR tests.

Department Professional Learning Communities meet once or twice a week to plan lessons, share instructional strategies and resources, and develop effective common assessments which they analyze to determine students' strengths and weaknesses. We track student progress using Hot Spot Data and plan for intervention and/or enrichment activities based on the results. The district provides an Assessment Calendar for MAP testing, MOCK testing, TELPAS tests, and STAAR tests, along with End of Course Exams. The test results are also analyzed by administrators and teachers to determine strategies for reteaching and/or intervention. Real time intervention occurs regularly and reteaching and/or interventions occur school-wide during SPUR time.

Additionally, struggling students receive assistance through resource classes for reading and math as well as intervention/test prep classes for those subjects. Teachers use the district curriculum for regular education and scaffold the material to meet the needs of individual students. Teachers supplement the resource program with other lower-level materials in math and reading.

2.5: Increased learning time and well-rounded education

Our master schedule has been designed to maximize instructional time and allow students the flexibility to participate in music, sports, technology applications, career investigations, and fine arts. All students are provided with a computer to use at school as tools to enhance learning; and to take home with them to practice and review their work. Our school-wide instructional focus is using real-time data to effectively work with students in small groups to close gaps in learning. Teachers regularly assess power standards and review real time data to drive their small group instruction based on student need.

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

SPUR Time: Every 3 weeks, teachers draft students who are in most need of intervention in their subject area. The need is based on common assessments, and the students work with those teachers for a 2 week period on intensive interventions.

Homeroom Mentoring: Every 3 weeks students go to homeroom for one week in between SPUR rotations to check-in with their homeroom teacher/mentor to set goals, discuss grades and to work on relationship building activities and lessons provided by our counselors.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Park View Intermediate will continually evaluate the needs of our campus with regards to our students and their progress.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parents and community members are invited to participate in our SBDM meetings. Our Parent and Family Engagement Policy is revised each year and distributed at Open House for parents. At the end of the year, a parent Survey is conducted so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events. We work really closely with our Family Coordinator to create events that encourage parental involvement.

4.2: Offer flexible number of parent involvement meetings

We have implemented a Parent and Community Involvement Committee made up of teachers, counselors, parent community coordinator, Communities in school coordinator, and Administrative staff. They meet regularly to create meetings and events in which our parents feel invited and welcomed on our campus. Our Campus Administrators provide communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. Parent meetings are planned throughout the year and our campus promotes parental involvement. Parent information is provided in multiple ways through face to face meetings, call outs, social media, website and conference.

The committee has created events such as the Halloween Spooktacular, Veteran's Day Programs and Academic Night with which we have had a large turn out.

Other regularly hosted parent events are:

- Open House
- Personalized Learning On boarding Meeting
- Athletic Events
- Pep Rallies
- Fine Arts Performances
- Book Fair
- School Assemblies
- Field Trip Chaperone
- Literacy Night
- Career Fairs

- Fun, Family and Food Night

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anniel Lawrence	Title 1 Aide	Title 1 Aide	1.0
Clarissa Benavidez	Special Ed. Nurse	ACCESS Nurse	1.0
Gabriella Garza	Peer Facilitator	Title 1	1.0
My Doan	Peer Facilitator	Title 1	1.0
Stephanie Walker	Peer Facilitator	Title 1	1.0
Yajaira Castillo	Master List Clerk	Master list ELL Clerk	1.0
Yaritza Castillo	Title 1 Aide	Title 1 Aide	1.0

2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	Jaclyn Sweet	
Classroom Teacher	Michelle Wheeler	

Campus Planning Committee

Committee Role	Name	Position
Administrator	Abby Leonard	
Classroom Teacher	Michelle Wheeler	
Classroom Teacher	Alonzo McQueen	
Community Representative	Francisca Pesina	
Administrator	Monique Cooper	
Community Representative	Henrietta Robinson	
Classroom Teacher	Christine Beck	

PBIS Committee

Committee Role	Name	Position
Classroom Teacher	Katie Reche	
Administrator	Monique Cooper	
Classroom Teacher	Chad Cleveland	
Classroom Teacher	Garrett Sanborne	
Classroom Teacher	Michelle Wheeler	
Classroom Teacher	Kelly Arnold	
Classroom Teacher	Donna Rossino	
Administrator	Jaclyn Sweet	

School Safety Committee

Committee Role	Name	Position
Administrator	Nick Furman	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$14,471.40
1	2	2			\$14,471.40
1	2	6			\$1,880.00
1	3	3			\$2,318.00
1	3	6			\$14,471.40
1	4	3			\$2,048.00
1	4	4			\$14,471.40
1	7	1			\$14,471.40
1	7	3			\$2,398.00
Sub-Total					\$81,001.00
Budgeted Fund Source Amount					\$81,001.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$53,876.64
1	1	7			\$53,876.64
1	1	11			\$550.00
1	2	11			\$18,424.80
1	2	14			\$73,029.83
1	3	4			\$53,876.64
1	3	7			\$18,424.80
1	4	2			\$710.00
1	4	6			\$710.00
1	7	4			\$18,424.81
1	7	5			\$20,379.81
4	1	1			\$24,663.89
4	1	2			\$3,596.44

211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$340,544.30
Budgeted Fund Source Amount					\$340,544.30
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$1,583.02
Sub-Total					\$1,583.02
Budgeted Fund Source Amount					\$1,583.02
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$109,951.92
Sub-Total					\$109,951.92
Budgeted Fund Source Amount					\$109,951.92
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$13,750.00
1	3	8			\$13,750.00
1	4	5			\$13,750.00
2	1	4			\$13,750.00
Sub-Total					\$55,000.00
Budgeted Fund Source Amount					\$55,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$588,080.24
Grand Total Spent					\$588,080.24
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c) TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena ISD

Intermediate School Title I and Title III Funds Campus Distribution 2022-2023

6/30/2022

School	Title I Parent Component Funds	Title I Campus Instructional Funds	Title I Campus Instructional Funds TOTAL	Salary Title I Peer Facilitator/ Teacher with benefits	Salary Title I Parent Coordinator with benefits	Salary Title I Instructional Aide with benefits	Salary Title I Dual Lang Teachers with benefits	Salary Title I Teachers with benefits	Salary Title I Nurse with benefits	Salary Title I Office Clerks with benefits	Salary Title I Dyslexia/ Intervention Teachers with benefits	Plan 4 Learning (paid) with benefits	Title I Supplemental High Impact Tutoring Non-Payroll Allocation	Title 1 TOTAL	Title 3 Supplementa Funds	TOTAL ALL
Beverly Hills	\$4,646.54	26,330.41	\$30,976.95	81,898.39	21,865.81			79,189.73				550	\$1,900.00	216,380.88	1,787.28	218,168.16
Bondy	\$4,461.23	25,280.30	\$29,741.53	78,176.48	21,365.81	26,843.07		73,858.28				550	\$2,000.00	232,535.17	725.12	233,260.29
Jackson	\$4,214.15	23,880.16	\$28,094.31	170,049.39	23,396.17	55,257.15						550	\$1,600.00	278,947.02	2,257.07	281,204.09
Miller	\$5,099.53	28,897.33	\$33,996.86	159,799.56	25,417.43	53,962.36	316,193.85					550	\$1,600.00	591,520.06	2,379.63	593,899.69
Parkview	\$3,596.44	20,379.81	\$23,976.25	161,629.92	24,663.89	55,274.41		73,029.83				550	\$1,420.00	340,544.30	1,583.02	342,127.32
Queens	\$3,761.16	21,313.24	\$25,074.40	167,407.48	22,394.40	56,051.29						550	\$1,600.00	273,077.57	2,226.43	275,304.00
San Jacinto	\$3,987.65	22,596.70	\$26,584.35	78,121.14	25,922.75	56,310.24						550	\$1,600.00	189,088.48	1,940.47	191,028.95
So.Hou.Int.	\$4,298.32	19,357.14	\$23,655.46	166,809.84	24,905.65	60,816.11						550	\$1,600.00	278,337.06	2,522.61	280,859.67
Southmore	\$4,344.55	24,619.12	\$28,963.67	81,208.84	26,428.07	53,962.36		80,661.44				550	\$1,600.00	273,374.38	2,686.02	276,060.40
Thompson	\$4,330.82	24,541.34	\$28,872.16	80,268.96	23,653.26	26,843.07						550	\$1,900.00	162,087.45	1,205.13	163,292.58
TOTALS:	42,740.39	237,195.55	279,935.94	1,225,370.00	240,013.24	445,320.06	316,193.85	233,709.45	73,029.83			5,500.00	16,820.00	2,835,892.37	19,312.78	2,855,205.15

Title I Parent, Title I Instructional, and Title 3 Supplemental Funds are budgeted in your 6399 accounts. Please submit a budget change request through Frontline to move your funds, if needed

All Salary and Plan 4 Learning funds are already budgeted with the accounting department and are not available for expenditures.

Pasadena ISD
Intermediate School Title II Funds Campus Distribution 2022-2023

School	Salary	Salary	TOTAL
	Title II	Title II	ALL
	Campus	Campus	
	Content	Coaches	
	Specialists		
	with benefits	with benefits	
Beverly Hills		83,576.63	83,576.63
Bondy		81,249.18	81,249.18
Jackson	111,532.73		111,532.73
Miller	109,500.26		109,500.26
Parkview	109,951.92		109,951.92
Queens			-
San Jacinto	111,741.72		111,741.72
So.Hou.Int.	112,213.91		112,213.91
Southmore	107,902.62		107,902.62
Thompson		79,530.61	79,530.61

Title II salary funds are already budgeted with the accounting departement and are not available for expenditures.

22-23 Intermediate - Federal Funds Campus Distribution - Int.

22-23 ESSER III - HB4545 Tutoring Budget Balance

ID #	Intermediate	Allotment
41	Beverly Hills	80,500.00
51	Bondy	87,000.00
42	Jackson	59,500.00
48	Miller	78,500.00
43	Park View	55,000.00
44	Queens	57,000.00
45	San Jacinto	57,000.00
46	S. Houston	61,000.00
47	Southmore	63,000.00
49	Thompson	81,000.00

Base Funding

Schools	BFU Enrollment	BFU	Variable (1) Overtime	Fixed	At Risk (Pgm 30)	Bil/ESL (Pgm 25)	G/T (Pgm 21)	Spec Ed (Pgm 23)	Total BFU Budget	90% BFU Budget
Intermediate Schools:		\$96.00	\$9.00							
41 Beverly Hills	887	\$85,152	\$7,983	\$7,202	\$4,139	\$2,642	\$2,972	\$2,426	\$115,516	\$103,965
51 Bondy	961	92,256	8,649	7,202	3,740	2,426	3,220	2,001	119,494	107,545
42 Jackson	662	63,552	5,958	7,202	3,824	3,230	2,218	1,900	87,884	79,096
48 Miller	880	84,480	7,920	7,202	4,432	5,980	2,949	1,839	114,802	103,322
43 Park View	611	58,656	5,499	7,202	3,398	2,318	2,048	1,880	81,001	72,900
44 Queens	628	60,288	5,652	7,202	3,461	3,106	2,105	1,577	83,391	75,051
45 San Jacinto	630	60,480	5,670	7,202	3,698	2,812	2,111	2,183	84,156	75,741
46 South Houston	688	66,048	6,192	7,202	3,712	3,894	2,306	1,738	91,092	81,982
47 Southmore	709	68,064	6,381	7,202	3,922	4,002	2,376	1,496	93,443	84,099
49 Thompson	902	86,592	8,118	7,202	3,845	1,823	3,023	2,102	112,705	101,434
	7,558	\$725,568	\$68,022	\$72,020	\$38,171	\$32,233	\$25,328	\$19,142	\$983,484	\$885,136

2022-2023 Title I Campus Supplemental High Impact Tutoring Non-Payroll Allocation

Account Number: 211-11-6399-000-XXX-30-SUPHIT

Campus	Supplemental High Impact Tutoring
Atkinson	\$1,300.00
Bailey	\$1,500.00
Bush	\$1,500.00
Burnett	\$1,300.00
Fisher	\$1,500.00
Frazier	\$1,300.00
Freeman	\$1,200.00
Gardens	\$1,300.00
Garfield	\$1,300.00
Genoa	\$1,500.00
Golden Acres	\$1,200.00
Hancock	\$1,200.00
Jensen	\$1,500.00
Jessup	\$1,300.00
Kruse	\$1,300.00
Matthys	\$1,500.00
McMasters	\$1,300.00
Meador	\$1,300.00
Moore	\$1,200.00
Morales	\$1,300.00
Parks	\$1,200.00
Pearl Hall	\$1,500.00
Pomeroy	\$1,800.00
Red Bluff	\$1,500.00
Richey	\$1,500.00
LF Smith	\$1,500.00
Mae Smythe	\$1,700.00
South Belt	\$1,800.00
South Houston Elm	\$1,300.00
South Shaver	\$1,300.00
Sparks	\$1,200.00
Teague	\$1,800.00
Stuchbery	\$1,500.00
Turner	\$1,500.00
Williams	\$1,300.00
Young	\$1,500.00
DeZavala	\$1,600.00
Keller	\$1,700.00
Kendrick	\$1,700.00
Lomax	\$1,700.00
Melillo	\$1,600.00
Milstead	\$1,700.00
Morris	\$1,800.00
Roberts	\$1,600.00
Sullivan	\$1,600.00
Schneider	\$1,600.00
Shaw	\$1,700.00
Beverly Hills	\$1,900.00
Bondy	\$2,000.00
Jackson	\$1,600.00
Miller	\$1,600.00
Parkview	\$1,420.00
Queens	\$1,600.00
San Jacinto	\$1,600.00
South Houston Int	\$1,600.00
Southmore	\$1,600.00
Thompson	\$1,900.00

TOTAL BUDGET: \$85,820.00

Texas Education Agency
2022 STAAR Performance
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	550	551	264	264	1,629	
Approaches GL or Above	411	346	193	188	1,138	70%
Meets GL or Above	242	174	114	87	617	38%
Masters GL	131	60	36	36	263	16%
Total Percentage Points						124%
Component Score						41

Texas Education Agency
2022 STAAR Performance
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	70%	60%	70%	82%	-	*	-	90%	70%	53%	66%	40%	86%	72%	61%
At Meets GL Standard or Above	38%	25%	38%	50%	-	*	-	50%	36%	19%	35%	27%	53%	40%	30%
At Masters GL Standard	16%	13%	16%	26%	-	*	-	0%	15%	6%	13%	8%	25%	16%	15%
Number of Tests															
At Approaches GL Standard or Above	1,138	90	971	64	-	*	-	**	991	233	445	94	31	929	209
At Meets GL Standard or Above	617	38	531	39	-	*	-	**	518	84	234	64	19	515	102
At Masters GL Standard	263	20	222	20	-	*	-	**	215	25	90	20	9	210	53
Total Tests	1,629	150	1,387	78	-	*	-	**	1,425	437	675	236	36	1,285	344
Participation															
% participation 2020-21	98%	100%	98%	95%	-	64%	-	*	98%	99%	98%	92%	100%	98%	98%
% participation 2021-22	99%	100%	99%	100%	-	*	-	100%	99%	100%	100%	100%	95%	100%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	75%	67%	75%	83%	-	*	-	*	75%	55%	71%	42%	93%	77%	65%
At Meets GL Standard or Above	44%	29%	44%	58%	-	*	-	*	42%	20%	41%	27%	64%	47%	31%
At Masters GL Standard	24%	17%	24%	42%	-	*	-	*	22%	5%	21%	6%	43%	25%	21%
Number of Tests															
At Approaches GL Standard or Above	411	32	355	20	-	*	-	*	358	81	164	33	13	334	77
At Meets GL Standard or Above	242	14	210	14	-	*	-	*	203	29	94	21	9	205	37
At Masters GL Standard	131	8	113	10	-	*	-	*	105	8	48	5	6	106	25
Total Tests	550	48	474	24	-	*	-	*	480	148	232	79	14	432	118
Participation															
% participation 2020-21	98%	100%	98%	97%	-	*	-	*	98%	98%	97%	93%	*	98%	99%
% participation 2021-22	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	100%	93%	100%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	63%	52%	63%	79%	-	*	-	*	62%	50%	61%	35%	71%	66%	53%
At Meets GL Standard or Above	32%	21%	32%	46%	-	*	-	*	30%	17%	32%	28%	36%	34%	23%
At Masters GL Standard	11%	13%	11%	17%	-	*	-	*	10%	6%	10%	8%	7%	11%	9%
Number of Tests															
At Approaches GL Standard or Above	346	25	299	19	-	*	-	*	299	75	142	28	10	284	62
At Meets GL Standard or Above	174	10	152	11	-	*	-	*	146	25	74	22	5	147	27
At Masters GL Standard	60	6	50	4	-	*	-	*	50	9	23	6	1	49	11

Texas Education Agency
2022 STAAR Performance
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	551	48	475	24	-	*	-	*	481	149	233	79	14	433	118
Participation															
% participation 2020-21	96%	100%	96%	91%	-	*	-	*	96%	98%	97%	93%	*	97%	93%
% participation 2021-22	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	100%	93%	100%	99%
Science															
Percent of Tests															
At Approaches GL Standard or Above	73%	59%	74%	80%	-	*	-	*	73%	59%	71%	38%	*	76%	63%
At Meets GL Standard or Above	43%	30%	44%	53%	-	*	-	*	42%	27%	38%	26%	*	44%	39%
At Masters GL Standard	14%	15%	13%	20%	-	*	-	*	13%	7%	10%	10%	*	14%	13%
Number of Tests															
At Approaches GL Standard or Above	193	16	162	12	-	*	-	*	170	41	75	15	*	159	34
At Meets GL Standard or Above	114	8	96	8	-	*	-	*	98	19	40	10	*	93	21
At Masters GL Standard	36	4	28	3	-	*	-	*	29	5	11	4	*	29	7
Total Tests	264	27	219	15	-	*	-	*	232	70	105	39	*	210	54
Participation															
% participation 2020-21	98%	100%	99%	93%	-	*	-	-	99%	100%	100%	90%	*	98%	100%
% participation 2021-22	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	71%	63%	71%	87%	-	*	-	*	71%	51%	61%	46%	*	72%	67%
At Meets GL Standard or Above	33%	22%	33%	40%	-	*	-	*	31%	16%	25%	28%	*	33%	31%
At Masters GL Standard	14%	7%	14%	20%	-	*	-	*	13%	4%	8%	13%	*	12%	19%
Number of Tests															
At Approaches GL Standard or Above	188	17	155	13	-	*	-	*	164	36	64	18	*	152	36
At Meets GL Standard or Above	87	6	73	6	-	*	-	*	71	11	26	11	*	70	17
At Masters GL Standard	36	2	31	3	-	*	-	*	31	3	8	5	*	26	10
Total Tests	264	27	219	15	-	*	-	*	232	70	105	39	*	210	54
Participation															
% participation 2020-21	98%	100%	99%	93%	-	*	-	-	99%	100%	100%	90%	*	98%	100%
% participation 2021-22	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%

- 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.

Pasadena Independent School District

Queens Intermediate

2022-2023 Campus Improvement Plan



Mission Statement

Queens Intermediate School is dedicated to providing a safe, positive learning environment in which all students, parents, teachers and administrators are responsible for the academic, social and individual student achievement necessary to develop the skills needed for each student to become a productive, contributing citizen of our community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocated under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We try to determine no more than five targets for the 2022-2023 school year.

- One Target is Math and Social Studies STAAR scores based on 2022 Accountability.
- One Target is English Language Proficiency Status scores based on 2022 Accountability.
- One Target is Parent Engagement based on Parent Surveys.
- One Target is Social Emotional Learning based on campus needs.
- One Target is College and Career Readiness based on Parent Survey.

Demographics

Demographics Summary

Queens Intermediate School is located in Pasadena, with a city population of 152,500, within the Houston-Woodlands-SugarLand metropolitan area. Currently, we serve 7th and 8th grade students with a total population of 620 students. Queens mission is Queens Intermediate is dedicated to providing a safe, positive learning environment in which all students, parents, and teachers are responsible for academic, social, and individual student achievement necessary to develop the skills needed to become a productive, contributing citizen of the community. Our vision and focus this year, will be Personalized Learning (Year 2- Full Campus), Social and Emotional Learning, continued Professional Learning Community growth, and Intervention for Math and Social Studies. For the 2021-2022 school year, we received from TEA a B rating with an overall scale score of 83. We received three out of seven Distinction Designations in ELAR/Reading, Science, and Postsecondary Readiness. In the ELAR/Readiness, we meet the 2022 Distinction Designations in Accelerated Student Progress in ELA and Grade 8 Reading Performance Master Grade Level. In the Science, we meet the 2022 Distinction Designations in Grade 8 Science Performance Master Grade Level and in the Postsecondary Readiness and received Points of STAAR Results at Meets Grade Level or above. According to the Texas Education Agency's 2021 Accountability Summary Report, Queens school population is comprised of 95.8% students of Hispanic descent, while the remainder of students are as follows: 2.1% African American, 1.3% White, .3% Asian. Queens has 86.9 percent of the total population qualifying for Free/Reduced lunch and a At-Risk student population of 83.7 percent. Currently, Queens Intermediate's special education population has grown to 13.7%, with averages between 10% to 12% in years prior. Our LEP populations is 41.8 percent and our 504 population is 5.5 percent. Queens Intermediate boasts an Average Daily Attendance of 94%, with historically average fluctuations from 1% to 2%. Our class size is about 1:19 students. We have 49 full time teachers with an average pay of \$61,900. [CSF Use of Quality Data TEC39.106(b)(7)(11)(12)].

Queens utilizes Map testing, STARR data, classroom common assessments, teacher data, and discipline data to inform our decisions. .

Our data is shared in PLCs, GLTS, department meetings, planning days, campus instructional leadership team meetings, Site Based Decision-Making Committee meetings, and in staff development meetings where we get feedback as well as plan based on student needs.

We use various instructional strategies, Aware data, and instructional support staff in order to help us better analyze our data.

Attendance issues are addressed via the district's plan for truancy prevention and using non-profit TP (Truancy Prevention) services provided by the city.

Demographics Strengths

- Queens has maintained a stable demographic population of students.
- Faculty and staff members carry appropriate training and credentials for the needs of our students including ESL certifications, SIOP training, and on going special education training.

- ELL/LEP students receive support and services from certified staff.
- Special Education students are assigned a case manager and receive services either through resource classes, behavioral or inclusion support.
- Students identified as at-risk are monitored via Intervention Assistance Team (IAT).
- Intervention classes and teachers are available to address behavior issues, academic gaps, and social skills with At-Risk students.
- A dyslexia teacher is available to address reading and writing skills for our students including dyslexia support.
- All students receive daily intervention through a school wide academic enrichment period.
- We now have four full time academic coaches for all four core subjects.
- Bilingual staff members are available to communicate with parents and translate for non-Spanish speaking staff members when appropriate.
- Every student is provided access to their own tablets and netbooks through our 1:1 device initiative.
- Queens' students participate in the SUMMIT LEARNING program, a blended learning initiative; we are a full Personalized Learning campus.
- School publications, robo-calls, and other communicative, informational texts are sent out in dual language formats
- Parents are provided with at least one family engagement event per month by the Parent Coordinator.
- We have two full time counselors to provide social emotional support to students.
- All staff has been trained on CHAMPS and Restorative Practices for classroom management and building relationships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our population is 96% Hispanic that lack cultural capital, with less time and emphasis on language, reading, and math at home. **Root Cause:** This population has fewer resources and time to develop cultural capital that has a negative impact on ability of students to learn.

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, we received from TEA a B rating with an overall scale score of 83. We received three out of seven Distinction Designations in ELAR/Reading, Science, and Postsecondary Readiness. In the ELAR/Readiness, we meet the 2022 Distinction Designations in Accelerated Student Progress in ELA and Grade 8 Reading Performance Master Grade Level. In the Science, we meet the 2022 Distinction Designations in Grade 8 Science Performance Master Grade Level and in the Postsecondary Readiness and received Points of STAAR Results at Meets Grade Level or above.

2022 Accountability Ratings Overall Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		73	C
STAAR Performance	41	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	77	86	B
Relative Performance (Eco Dis: 84.6%)	41	83	B
Closing the Gaps	52	76	C



2022 STAAR PERFORMANCE: Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	604	604	285	285	1,778	
Approaches GL or Above	483	364	211	143	1,201	68%
Meets GL or Above	299	185	128	46	658	37%
Masters GL	170	74	61	26	331	19%
Total Percentage Points						124%
Component Score						41

CLOSING THE GAP Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	8	14	57%	30%	17.1
Growth Status	8	14	57%	50%	28.5
ELP Status	0	1	0%	10%	0.0
Student Success Status	5	8	63%	10%	6.3
Closing the Gaps Score					52

QUEENS RECEIVED THREE OUT OF SEVEN DISTINCTION DESIGNATIONS:

ELA/READING, SCIENCE, AND POSTSECONDARY READINESS.

***AREAS HIGHLIGHTED IN BOLD PRINT (Q1) ARE AREAS WHERE DISINCTION DESIGNATIONS WERE DETERMINED BY TEA 2022.**

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	93,732.0	99,229.0	94.5	96.2	Q3

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Accelerated Student Progress in ELA/Reading	252	536	47.0	47.0	Q1
Accelerated Student Progress in Mathematics	83	528	16.0	20.0	Q2
Grade 7 Reading Performance (Masters Grade Level)	85	319	27.0	28.0	Q2
Grade 7 Mathematics Performance (Masters Grade Level)	14	292	5.0	8.0	Q2
Grade 8 Reading Performance (Masters Grade Level)	85	285	30.0	30.0	Q1
Grade 8 Mathematics Performance (Masters Grade Level)	13	259	5.0	9.0	Q3
Grade 8 Science Performance (Masters Grade Level)	61	285	21.0	18.0	Q1
Grade 8 Social Studies Performance (Masters Grade Level)	26	285	9.0	12.0	Q2
Algebra I by Grade 8 - Participation	53	290	18.0	28.0	Q3
Algebra I by Grade 8 - Performance (Meets Grade Level)	52	290	18.0	21.5	Q2
Algebra I Performance (Masters Grade Level)	47	53	89.0	75.0	Q1
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	658	1,778	37.0	37.0	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	114	551	21.0	22.0	Q2

Student Achievement Strengths

For the 2021-2022 school year, we received from TEA a B rating with an overall scale score of 83. We received three out of seven Distinction Designations in ELAR/Reading, Science, and Postsecondary Readiness. In the ELAR/Readiness, we meet the 2022 Distinction Designations in Accelerated Student Progress in ELA and Grade 8 Reading Performance Master Grade Level. In the Science, we meet the 2022 Distinction Designations in Grade 8 Science Performance Master Grade Level and in the Postsecondary Readiness and received Points of STAAR Results at Meets Grade Level or above.

According to 2022 Accountability Rating:

- Queens received an overall rating of a "B" and a scaled score of 83.

- Queens, also received a rating of a "B" in School Progress, Academic Growth, Relative Performance with a ED population of 84.6 percent.
- We received a rating of a "C" in Student Achievement with a scaled score of 73.
- We are so very proud to receive **three Distinction Designations** in both Comparative Academic Growth and Comparative Closing the Gap.
- In all subject areas of 7th and 8th Grade STAAR, we increased in the areas of MEETs.
- In 7th Grade Reading, we were ranked 5th place in the district with an increase of 12 points in MEETs.
- In 8th Grade Reading, we were ranked 6th place in the district with an increase of 14 points in MEETs.
- In 8th Grade Science, we were ranked 4th in the district with an increase of 20 points in MEETs.

SUBJECT/ GRADE LEVEL	MEETS 2022	MEETS 2021	+/- PERCENTAGE
7TH GRADE READING	46%	34%	+12
7TH GRADE MATH	15%	6%	+9
8TH GRADE READING	49%	35%	+14
8TH GRADE MATH	28%	20%	+8
8TH GRADE SCIENCE	42%	22%	+20
8TH GRADE SOCIAL STUDIES	14%	7%	+7

The following chart shows Queens ranking of MEETS compared to ten intermediate schools in Pasadena School District:

SUBJECT/ GRADE LEVEL	RANKING OF PISD ON MEETS for 2021-2022 SCHOOL YEAR
7TH GRADE READING	5TH PLACE
7TH GRADE MATH	6TH PLACE
8TH GRADE READING	6TH PLACE

SUBJECT/ GRADE LEVEL	RANKING OF PISD ON MEETS for 2021-2022 SCHOOL YEAR
8TH GRADE MATH	8TH PLACE
8TH GRADE SCIENCE	4 TH PLACE
8TH GRADE SOCAIL STUDIES	10TH PLACE

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Queens students continue to struggle in the areas of Math, Social Studies, and English Language Proficiency Status according to the 2022 Closing The Gap report. **Root Cause:** Queens students struggle with basis foundational math skills, limited academic vocabulary and processing skills for social studies, and lack writing skills for the English Language Proficiency Status.

School Culture and Climate

School Culture and Climate Summary

Queens Intermediate is part of the Safe and Civil Schools Initiative. Safe and Civil school system comprises of the administrative team of the Principal, two Assistant Principals, two counselors, and four academic coaches that analyzes, creates, and revises school systems currently in place to ensure safety and efficiency. Committees are formed and collaborate on areas:

- Tardy sweep
- Developed the Queens Guidelines to Success (prepared, responsible, respectful, on-time)
- Created office referral definitions so students have a better understanding of the difference between a major and minor infraction
- Mentor Mondays
- Intervention classes for all students
- School drills such as ALICE training
- Traffic flow
- Morning procedures
- Dismissal procedures
- Intervention Binders & Supplies
- Restroom etiquette
- Student expectations
- Staff expectations
- Gathering data on behavior incidents (time of day, day of the week, location, etc.)
- Incorporating PBIS (Positive Behavior Intervention Supports)
- Faculty/Staff Commitment
- Effective Procedures for Dealing with Discipline

According to Parent and Student surveys of 2022 and asked the question "my student feels safe at school," 50% strongly agree, 44% Agree, 4% Disagree, and 2 percent Strongly Disagree. Parents priority is bullying and parents reported 51% were extremely concern, 33% were concern, and 16 percent were not concern. Queens has a Parent Ambassador team which is comprised of parent volunteers and administrators who focus on increased parental involvement and school climate.

The overall climate and culture of Queens Intermediate is a positive and inviting environment. Data taken from student, staff, and parent surveys indicate positive feelings about Queens Intermediate and the education that their children are receiving. **According to the Student Discipline Summary Report of school year 2021-2022, the top ten incidents by percentage:**

Breakdown by Reason for Discipline	Tardy	37.44%
Profanity/Obscenities		8.43%
Student Code of Conduct		7.46%
Disruption, Classroom		7.46%
Disruptive/Aggressive		7.29%
Pers Misbehavior Reg Campus		6.48%

Breakdown by Reason for Discipline	Tardy	37.44%
	Vandalism Damage <= \$1500.00	3.08%
	Media/Cell Ph Device Inapp Use	2.92%
	Fighting/Mutual Combat	2.59%
	Cig/Tobacco/E-Cig/Vapor Device	2.27%

Breakdown by Action Taken	ISS	52.84%
	OSS - 3 Days or Less	12.64%
	Detention - Before/After Sch	10.53%
	Detention - Saturday	6.65%
	GC Place	6.48%
	Detention - Lunch	3.40%
	Communication w/Parent	1.78%
	Media Device held in Office	0.97%
	Notes Only	0.81%
	Student Conference	0.81%
	Time Out	0.65%
	Warning	0.65%
	Bus Removal - 1 to 3 Days	0.49%
	Place DAEP - Summit	0.32%

Our attendance is >95% each year and >85% of our student body participates in a music and/or athletic program.

100% of our student body has access to participation in extracurricular activities.

School Culture and Climate Strengths

- The overall climate and culture of Queens Intermediate is a positive and inviting environment.
 - Data taken from student, staff, and parent surveys indicate positive feelings about Queens Intermediate and the education that their children are receiving.
 - Mentor Mondays allows for student to discuss both academic and social and emotional concerns.
 - Intervention classes are target to decrease gaps in learning and build relationships with teachers from other grade levels.
 - Parents receive various call-outs, letters, Facebook, and information from the school and teachers to ensure constant flow of communication between school and home.
 - Bullying is dealt with immediately through mediation provided by campus counselors, teachers, and administrators.
- Administrators have open door policies which allow students and staff members to report concerns and/or pitch ideas for school

improvement.

- Queens has a Fine Arts and Athletics program for extra curricular activities.
- Principal Advisory committee comprised of students and administrators which focus on student activities and school culture.
- Queens participates in Reading Challenge, Accelerated Reader program, Cheer, Pentathlon, multiple (campus) volunteer service organizations/clubs, Family literacy Night, Community Night, family Fun Night, Parent ambassador committee, 8th grade end of year party, Awards ceremonies, Attendance incentives, and PL incentives, Art classes, faculty sports tournaments, Sport Pep Rallies, and academic competitions.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The teachers report concerns that some students are apathetic and the teachers feels helpless in getting students to acquire the language, the skills and knowledge, and maintain engagement while motivating students to learn. Teachers feel like they are not supported with enough time to meet the needs of their position. **Root Cause:** Teachers feel like they are not supported with enough time to meet the needs of their position. The teachers feel helpless, lack the skills to develop relationships with students and parents, and feel that the students and parents lack the cultural capital and little emphasis is placed on language, reading, and math at home.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Queens Intermediate are considered highly qualified based on state standards. We currently provide new teachers with mentors to ensure a quality experience for students and teacher. Three Academic Coaches provides all faculty with support and resources necessary to foster a safe and academically enriched classroom. A content specialist for ELA and math is provided to the campus to assist teachers with reading, writing, and math skills. Teachers are given common planning period to collaborate on instructional strategies and lesson plans. Teachers are encouraged to attend several staff development provided by the campus and district. Various activities are planned throughout the year to keep teacher morale elevated. Positive notes and communication are consistently written to ensure teachers feel validated and appreciated. Staff socials and events are planned to promote a cohesive environment.

Based on Texas Academic Performance report for teachers' years of experience, we have the following:

Teachers by Years of Experience:

Beginning Teachers:3

1-5 Years Experience: 17

6-10 Years Experience: 14

11-20 Years Experience: 12

21-30 Years Experience: 3

Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified faculty and staff
- Competitive district salaries
- Four Academic Coaches to support teachers through the Coaching Cycle.
- Teachers receive CHAMPS training and Restorative Practices
- FOCUS meetings are provided for Core teachers.
- District wide professional development opportunities are provided
- 7 Steps to Language Rich Environments and Talk Read and Talk Write resources/training provided
- Specifically Designed Instructional strategies are provided to staff members through roll out trainings by the Queens Instructional Leadership Team
- Campus dyslexia specialist
- New teacher mentors
- Rolling PLCs and GLTs
- Extensive interviews for applicants
- T-TESS evaluations for teachers
- Staff Walk throughs
- Campus leadership team
- Instructional rounds
- Internal rounds

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our overall teacher population is fairly inexperienced especially in the areas of math and social studies and these teachers only have between one to three years experience which impacts student achievement as shown on 2022 Math and Social Studies STAAR results. The teachers lack the curriculum, assessment, and skills in SIOP and Specifically Designed Instruction to reach students' needs **Root Cause:** Some of our teachers are not prepared to teach to the rigor of STAAR and lack the time to acquire the skills and practice needed to be successful.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district provides curriculum via Eduphoria based on the Texas Essential Knowledge and Skills (TEKS) for each subject area. Teachers consistently post TEKS objectives and language objectives to identify alignment with the state standard and activity in the classroom as well as cognitive complexity of the activity. Each content area works to integrate instruction around readiness standards, supporting, and process standards to create rigorous and relevant instruction for all students. Lesson plans are developed by Instructional Specialists and placed in the Summit Learning platform along with several resources ensuring that instructional focus areas for Queens Intermediate (Openings, Closings, Process Points, etc.) are being addressed and TEKS that will be covered during a grading period based on the district's scope and sequence. Grade books in Skyward must be updated each Monday. Administrators and Academic Coaches are in charge of observing teachers' delivery of lesson plans each weekly to ensure that they are aligned to curriculum SWAAG (6 weeks at a glance) and YAAG (year at a glance).

Campus based assessments and the district Curriculum Based Assessments are closely aligned with the standards. Map Testing is given to all students at the beginning of the year to assess a baseline of reading and math skills. Map testing is also given mid year to assess gains or gaps in learning. The third round of Map testing is given before STAAR to assess final skills that need to be addressed. Student data is available to individual teachers through Skyward and Eduphoria in Aware, to use as a guide for planning future instruction and interventions. If pre-set standards for passing Common Assessments are not reached, teachers are encouraged to discuss plans for re-teaching those SEs during PLCs and department meetings. Formative assessments, such as teacher observations, Map Testing, Power Focus Area, Math Units, Cool Downs, informal checks for understanding, and scaffolded instruction are used to measure student achievement and guide instructional practices and interventions. Teachers are also provided with "Bang for your Buck" SEs to focus on during 6 week grading periods to ensure students are prepared for standardized assessments.

Teachers meet across grade levels and by department to collaborate on instructional best practice and data weekly in PLC and Grade Level Teams. Teachers are responsible for assessing all of the students in their classes, providing grades in their content areas according to district policy, and differentiating instruction. Teachers are required to communicate with parents frequently via any means possible and particularly during three week progress reports, six week report cards, and parent conferences. Administration at Queens encourages teachers to get ESL and SPED certifications to meet the needs of all of our students.

The campus leadership team meets weekly to ensure that student needs are monitored and that campus safeguard goals and expectations are being addressed.

[CSF Academic Performance TEC39.106(b)(10)].

Curriculum, Instruction, and Assessment Strengths

- Utilization and fidelity to the district curriculum and scope and sequence.
- Use of research based strategies such as 7 Steps to a Language Rich Classroom, Talk Read Talk Write, SIOP strategies etc.
- Academic and instructional focus and expectations: Openings, closing, process points
- We have four Academic Coaches for all core subjects.
- We have a Math, Reading, and ESL intervention teacher who provides intervention throughout the day.
- Dyslexia services representative
- AVID strategies encouraged via Cornell notes
- Specifically designed instructional strategies implemented campus wide
- Data walls for student achievement
- Students provided with CBA tracking sheets so that they can see the progress they make on CBAs each 6 weeks
- Teachers provided with software like AWARE and Map testing to provide data results.
- Fourth period is utilized as an academic intervention period everyday.
- Daily tutorials are provided Monday through Friday from 7:30am-8:00am in addition to after school tutorials offered on appointment basis

- Internal and instructional rounds are utilized to promote instructional rigor and growth
- School wide strategies are implemented to address the problem of practice; TRTW, 7 steps, and verbal reasoning.
- CBE tests for students to earn high school credit in the areas of Algebra and Spanish I

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers lack the skills, practice, and experience to deliver effective instruction that target readiness standards. Teachers lack the skills to create common assessments that align with STAAR. Teachers lack the time to remediate in class when students struggle with readiness standards. **Root Cause:** Teachers lack the skills and time to develop the skills, and practice to effectively implement instructional strategies that will impact student achievement on Map Testing and the STAAR assessment.

Parent and Community Engagement

Parent and Community Engagement Summary

Queens Intermediate strives to involve parents and open the lines of communication between family and school. Communication is the key to involvement and Queens provides Spanish translation via Facebook, Parent Smore, Call-Outs, and Parent Newsletters to ensure comprehension. Parental Involvement has seen a rise over the past years particularly in part due to a part time Parent Coordinator. We have hired a parent coordinator for our campus and we share her with another campus. The Parent Coordinator provided Parent Informational Meetings via Zoom for the 2021-22 school year. Some of the activities that have found major success include: Open House, Hornet Hype Day, Hornet Nest, Academic Parent Night Meetings, Literacy Nights, and not to mention the numerous fine arts concerts and athletic contests held throughout the year. A parent/community member also participates on the Site-based decision Making Committee annually. We have seen an increase in participation in various events. Queens plans to hosts Parent Student Career night which provides us with valuable insight from parents and community members as well as holds them accountable for school wide volunteer opportunities. We have plans to develop parent coordinators and parenting classes, which allows parents to be present on our campus bi-weekly.

(CSF Family/Community Engagement 39.106(b)(4)].

Parent and Community Engagement Strengths

- Parent meetings via Zoom
- Hornet Hype Day
- Hornet Nest
- Literacy nights
- Academic parent nights
- Parent coordinator was hired
- Call outs and memos in Spanish and English
- Parent Ambassador committee
- Community night
- Site Based Decision Making Committee with parent representative

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Our parents primarily work more than one job or work during the time events occur. Although communication is provided in both Spanish and English, our parents still express that language is a barrier. We have not actively recruited parents to participate and maintain involvement in our academic programs. **Root Cause:** Our parents feel helpless and feel that the school personnel is the experts. Some come from generational poverty, lack critical resources, most work two jobs, and lack the time to review the academic skills with their child. The parents feel that the school does not support or communicate enough to families and this has created a negative impact on the ability to assist

their students to learn.

School Context and Organization

School Context and Organization Summary

Queens Intermediate is a campus in Pasadena ISD that serves 7th and 8th grade level students. Grade levels are organized by department with a department head and a supervisory Assistant Principal. Students have the opportunity to select from a variety of fine arts electives, including band, orchestra, choir, and art. Queens intermediate offers physical education classes as well as an organized district athletic program which features volleyball, basketball, track, cross country, football, and soccer.

Students in special education classes are served in resource and support facilitation. Academic coaches provide coaching support to teachers in order to improve their instructional practices. A dyslexia and intervention teachers provides support to students needing reading, math, ESL, and dyslexia services . Our librarian maintains the library, provided additional instructional support to teachers as well as educational resources. Each classroom is equipped with technology resources including but not limited to a document camera, wireless projector, 1 to 1 tablet student ratio. The library houses an extensive collection of literature as well as 12 Kindle Fire, 12 computers, a cart of 18 netbooks, math materials, educational games, and a literacy library that teachers can use to support instruction. Queens average class size is approximately 18-23 students.

Our teachers plan during school hours and participate in Professional Learning Communities and in Grade Level Teams. Our time is dedicated to student learning, so all staff development and planning time is dedicated to this task. **(CSF Learning Time 39.106(b)(2)).**

School Context and Organization Strengths

- Department Focus
- Horizontal Planning
- Fine Arts and Athletics
- Four Academic Coaches: one for ELAR, one for Math, and one for science and social studies.
- Three intervention teachers: one in Math, one in ESL, and one dyslexia teacher.
- PLC meetings to collaborate on lessons
- GLT meeting to address students progress, attendance, and behaviors.
- Campus Parent Coordinator
- Built in 4th period intervention time.
- We have a Chess, Robotic and Art Club for extra curricular activities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Most Professional Learning Communities do not effectively answer the four key questions of this process, especially "what will we do if the students do not get it." The teachers are unclear of the process of the Professional Learning Community and do not use the time effectively. **Root Cause:** The campus lack a clear understanding of an effective PLC process and their role and responsibilities in the PLC and how to address students needs in the Grade Level Teams..

Technology

Technology Summary

Technology is readily available on campus at Queens. The campus participates in the district 1:1 technology initiative that allows the opportunity for each student to obtain a personal computer tablet or netbook for school use. Students are able to take devices home and utilize them for academic purposes. We are a full time personalized learning school using the SUMMIT Learning platform.. The CSUMMIT Learning program provides for a personalized learning environment where students are able to learn via face to face instruction, online curriculum, and through mini-workshops. Teachers also utilize tablets and projectors for instructional purposes. The school has a wireless internet connection that is available at all times and is provided by the school district. Two or Three staff members are technology liaisons used to train and assist with technology. In addition, the school maintains two HD video cameras. Some classrooms contain ethernet drops and a ceiling mounted projector. The library is also equipped with student computers. Administration requires that all teachers at Queens Intermediate incorporate technology into every lesson. Teachers upload their lesson plans via the SUMMIT Learning platform or in Google Classroom. Teachers have electronic gradebooks via Skyward which is linked to Parent Connect which gives parents access to their children's grades and attendance. Teachers use Google Classroom and the SUMMIT Learning Systems which allows them to create online assignments and assessments for their students. Teachers use Google Classroom, Language Live, and Dream Box as a remediation software program. Queens also offers online textbooks for students as an alternative to hardback textbooks.

Technology Strengths

- Technology is available to all teachers and students.
- Wireless internet service is provided by the district
- Two staff members are trained to assist with technology staff development and maintenance.
- 1:1 technology is provided to the students and staff members via wireless Dell tablets through district resources
- An on campus 1:1 device tech is provided for each staff member to assist students with their tablets and netbooks
- Queens is a full personalized learning campus using the SUMMIT Learning platform as well as Google Classroom, Language Live, and Dream Box.

Problem Statements Identifying Technology Needs

Problem Statement 1: We lack technology and the technology we do have is out dated while some teachers lack the knowledge and skills to use technology effectively in the classroom. All Teachers are learning the new SUMMIT Learning platform. **Root Cause:** Our campus lacks the budget to purchase new technology. Our campus has not focused on purchasing effective technology and training for our teachers on how to utilize the technology in the classroom. The SUMMIT Learning platform is new to two thirds of our teachers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Running Records 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
- 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
- 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.

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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By June of 2023, All Students performance scores on STAAR will increase by six percent for the MEETs and APPROACHES criteria in Math and Social Studies using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Data from the Summit platform

STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best instructional practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Base Funding for all Instruction - 199 - General Fund - \$76,958	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Salary for Academic Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$167,407.48, Salary for Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - \$56,051.29</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ALL Students will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.</p> <p>Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment in Reading and Math.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Advance money used for material and supplies for intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Queens will provide teachers and staff ESSER funds and additional time during and after the school day to plan and collaborate with other teachers, staff and provide tutoring for students to improve campus and state assessments.</p> <p>Strategy's Expected Result/Impact: During 4th period and PLC and GLT time, teachers and staff are enhancing their skills and impacting instruction and student performance on district and state assessments. Teachers are paid funds for tutorials afterschool and on weekends that will impact students' performance on STAAR.</p> <p>Staff Responsible for Monitoring: Administration Teachers Academic Coaches Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Pay Teachers and paraprofessionals for planning and tutoring - 282 - ESSER III - \$57,000</p>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Queens will maintain documentation of their goals, objectives, strategies, and funding in the Plan4Learning system for the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: My housing the Campus Improvement Plan in a central location, we will be able to document, monitor, and adjust changes as needed by our campus which will improve teacher instruction and student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Academic Coaches Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Software used to house the Campus Improvement Plan - 211 - Title 1 A - Economically Disadvantaged Study - \$550</p>	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: By June of 2023, the subgroup Hispanic performance scores on STAAR will increase by six percent for the MEETs criteria in Math and Social Studies using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Data from the Summit platform





STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best instructional practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The subgroup, Hispanics will be given Tier 2 and Tier 3 interventions, extended day tutorials, and personnel support in the classrooms. Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Pay for subs, extra duty teachers, material and supplies, and transportation for extended day - Extended Day/Tutorial - \$1,600	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: By June of 2023, the subgroup Economic Disadvantaged performance scores on STAAR will increase by six percent for the MEETs criteria in Math and Social Studies using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Data from the Summit platform





STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for instructional best practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Additional Curriculum licenses, materials, and Professional Development focus on best instructional practices - 211 - Title 1 A - Economically Disadvantaged Study - \$18,616.22	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The subgroup, Economic Disadvantaged will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms. Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: By June of 2023, the subgroup English Learner performance scores on STAAR will increase by six percent for the MEETs criteria in Math and Social Studies using the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Data from the Summit platform

STAAR data





Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In order to meet the Federal guidelines, by June of 2023 teachers will receive on-going ESL and SIOP Professional Development and curriculum and instructional support in the classroom to enhance instruction for English Learners.</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment. Queens will continue to send teachers to the district's three day ESL Institute to develop skills and strategies to take the ESL certification and assist Emergent Learner in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Pay for materials and supplies for ESL intervention teacher and paras - 199 - General Fund - \$3,259</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The subgroup, English Learners will be given ESL classes, SIOP strategies, and additional intervention in the classroom and after school to develop proficiency in the four domains of language: speaking, reading, listening, and writing.</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations ESL Intervention Teachers will provide small group instruction.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Curriculum licenses, materials, supplies for English Learners - 263 - Title III A - Bilingual Education, Language - \$2,226.43</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In order to meet Federal guidelines by June of 2023 for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam</p> <p>Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment. Queens will continue to send teachers to the district's three day ESL Institute to develop skills and strategies to take the ESL certification and assist Emergent Learner in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: By June of 2023, the subgroup Special Education performance scores on STAAR will increase by six percent for the MEETs and APPROACHES criteria in Math and Social Studies using the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Data from the Summit platform





STAAR data

Map Data

Classroom assessments

warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Specifically Designed Instruction Professional Development for best instructional practices for Tier One and Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Curriculum licenses, materials, and supplies for classroom and Professional Development - 199 - General Fund - \$1,157</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided Special Education Instructional Specialists, Academic coaches, and Paraprofessionals to model and support special education students during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The subgroup, Special Education will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms. Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: By June of 2023, the subgroup English Learner performance scores on TELPAS will increase by 5 percent for the Progress rate using best instructional strategies for ESL students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: TELPAS scores

Classroom assessments
warm-up and exit tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive curriculum and instructional support with on-going ESL and SIOP Professional Development for best instructional practices for Tier One and Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The subgroup, English Learners will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms. Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will be provided curriculum and instructional support from ESL Intervention Teacher, Academic Coaches, and ESL Instructional Specialists during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches ESL Intervention Teacher will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 7: By June of 2023, the students classified as Gifted and Talented will have performance scores on the STAAR that will increase by six percent for the Master criteria using the Personalized Learning Program, Summit Learning.

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR

Map testing

PSAT

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens Gifted and Talented students will be exposed to additional activities, field trips, and curriculum and instruction utilizing the Summit Learning Program and Gifted and Talented curriculum. Strategy's Expected Result/Impact: The Summit Learning Program has enrichment curriculum that challenges our Gift and Talented students to perform at higher levels which will impact their achievement on STAAR and assessments such as Map testing, and PSAT. Staff Responsible for Monitoring: Teachers Academic Coaches Principal and Assistant Principals TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Curriculum, materials, supplies, and trips for Gifted and Talented students - 199 - General Fund - \$2,017	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2023, Queens' students will be exposed to several assessments to determine their high school, college, and career interest.





District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Kuder Assessment

Interest inventory

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens' students will take various assessments such as the 7th grade career assessment, the PSAT and Spanish Credit by Exam I and II throughout the 2020-2021 school year. Strategy's Expected Result/Impact: This will increased high school and college readiness which will result in high post-secondary outcomes. Staff Responsible for Monitoring: Testing Coordinator ELAR 7th grade Teachers for career assessment Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: By January 2023, Queens' students will be offered various courses to prepare and/or earn credit for high school classes, college, and career choices.





District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Skyward

Counselors registration database

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens' students are offered and can take courses such as AVID, Art 1, Health, and Algebra for college readiness and to earn high school credit during the 2022-2023 school year. Strategy's Expected Result/Impact: Queens' students will earn high school credits and through AVID close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education. Staff Responsible for Monitoring: Teachers Counselors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: By June 2023, Queens will provide various activities and events to expose students to their college, career, and military interest.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Queens calendar

Sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Queens' students will be given the opportunity to attend field trips to colleges and universities, participate in College Week highlighting colleges and universities, and attend Career Day with various local business.</p> <p>Strategy's Expected Result/Impact: By exposing Queens' students to colleges, universities, and local businesses, students will determine a college and career path to pursue.</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of 2023, Queens Intermediate will retain 90 percent of it's teachers and staff.

District Objective:





Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Personnel staffing data

Budget data

Teacher surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens will highlight teachers, staff, and students accomplishments, starting salaries, and our new facility through our website and social media. Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens. Staff Responsible for Monitoring: Administrative staff Administrative support staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Teacher salaries, medical, and insurance cost - State Compensatory Funds - \$710,087, General materials and supplies - State Compensatory Funds - \$3,421, Operation cost for the building - State Compensatory Funds - \$3,200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Queens administrative and support staff will provide weekly and monthly events to celebrate teachers and staff's accomplishments. Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens. Staff Responsible for Monitoring: Administrative staff Administrative support staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Queens will provide on-campus and off-campus Professional Development to support teachers and staff with instructional and behavioral strategies to enhance instruction and learning. Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens because teachers' skills will develop and students learning and achievement will increase. Staff Responsible for Monitoring: Administrative staff Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum and professional development. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Queens will provide instructional and behavioral personnel to support teachers and students in the classroom, PLCs, and GLTs meeting. Strategy's Expected Result/Impact: Teachers' skills and instruction will improve that will impact student learning and achievement. Staff Responsible for Monitoring: Administrative staff Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum and professional development. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: By June 2023, Our Parent Coordinator will provide parent training, family workshops, Skyward training and family activities in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Accountability

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Parent Sign in and parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide trainings for parents to educate them in new educational platforms. Provide Skyward workshops for parents for better navigation of system and students grades. Provide training and assistance for parents to develop a supportive home environment for students. Provide parent support in College readiness topics. Provide family events to engage parents such as Open house, Hornets Day, Back to the Nest and Trunk or Treat. Parent training on study skills and behavior management. Strategy's Expected Result/Impact: Parents increase their knowledge in all educational platforms and support in areas of concerns. Parents will receive college ready information. Staff Responsible for Monitoring: DelFina Govea, Parent Coordinator Funding Sources: Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,730.90	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 2: By June 2023, Queens' parents will attend various parent meetings discussing their child's current progress, future high school, college, and career choices.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Queens' parents will attend Open House, Hornet Hype Day, Back to the Nest, and Fall and Spring 8th grade parent meetings to discuss courses at Queens and at the high schools.</p> <p>Strategy's Expected Result/Impact: Parents will know the various courses provided at Queens and at various high schools to prepare their students for college, career, and military.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Pay for activities, supplies, and materials for Parent and Family events. - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000.84</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Queens' parents will attend various Personalized Learning Family Day events to celebrate their child's progress on the SUMMIT learning platform and Map Testing.</p> <p>Strategy's Expected Result/Impact: The more the parents are aware of their students progress on the SUMMIT platform and Map</p>	Formative		
	Jan	Apr	June

<p>testing data, the parents are prepared to assist their child in academic success.</p> <p>Staff Responsible for Monitoring: Administration Teachers Academic Coaches</p> <p>Funding Sources: Pay for activities, supplies, and materials for Parent and Family events. - 211 - Title 1 A - Economically Disadvantaged Study - \$1,720.84</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Queens will provide Standard Response Protocol training and monthly drills to practice the protocol of weather events, fires, accidents, intruders and other threats for teacher, staff, student, and school safety.

District Objective:





Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Standard Response Protocol document

Emergency Drill Requirements

Raptor report

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens will practice fire drills monthly and other weather and safety drills each semester. Strategy's Expected Result/Impact: By planning and practicing weather events, fires, accidents, intruders and other threats to teachers, staff and student will be prepared and school safety will increase. Staff Responsible for Monitoring: Administrative staff Teachers and staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: The number of students with disabilities that are removed will decrease for the 2021-2022 school year. Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with district special education office to ensure compliance with Restraints Training and Texas Behavior Support Initiative. Strategy's Expected Result/Impact: Teachers will be better equipped to address students in crisis and student restraints will decrease. Staff Responsible for Monitoring: Administration Teachers District Office of Special Education TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Queens will utilize the Rhythm and Anonymous Alerts email system to alert staff of students' emotional, social, and safety concerns and needs. Strategy's Expected Result/Impact: When Queens' students use the Alerts system safety will increase and students' emotional and social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: By June of 2023, Queens' students will participate in various lessons and activities conducted by the counselors to address social emotions concerns.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Lesson plans

Students product

Strategy 1 Details	Formative Reviews		
Strategy 1: Queens' students will participate in Safe and Civil school lessons at the beginning of each semester, celebrate Red Ribbon Weeks, while counselors will provide bullying, self-esteem, self-harm, social media use, and healthy relationship lessons on various Fridays. Strategy's Expected Result/Impact: Queens' students social and emotional well-being will improve and students will have better coping skills when challenges occur. Staff Responsible for Monitoring: Counselors Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best instructional practices for Tier One and Tier 2 instruction.
1	1	4	Queens will provide teachers and staff ESSER funds and additional time during and after the school day to plan and collaborate with other teachers, staff and provide tutoring for students to improve campus and state assessments.
1	2	1	Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best instructional practices for Tier One and Tier 2 instruction.
1	2	3	The subgroup, Hispanics will be given Tier 2 and Tier 3 interventions, extended day tutorials, and personnel support in the classrooms.
1	3	1	Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for instructional best practices for Tier One and Tier 2 instruction.
1	3	3	The subgroup, Economic Disadvantaged will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.
1	4	1	In order to meet the Federal guidelines, by June of 2023 teachers will receive on-going ESL and SIOP Professional Development and curriculum and instructional support in the classroom to enhance instruction for English Learners.
1	4	2	Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.
1	4	3	The subgroup, English Learners will be given ESL classes, SIOP strategies, and additional intervention in the classroom and after school to develop proficiency in the four domains of language: speaking, reading, listening, and writing.
1	5	1	Teachers will receive curriculum and instructional support in the classroom and with on-going Specifically Designed Instruction Professional Development for best instructional practices for Tier One and Tier 2 instruction.
1	5	2	Teachers will be provided Special Education Instructional Specialists, Academic coaches, and Paraprofessionals to model and support special education students during PLCs, GLTs, and in the classroom.
1	5	3	The subgroup, Special Education will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.
1	6	1	Teachers will receive curriculum and instructional support with on-going ESL and SIOP Professional Development for best instructional practices for Tier One and Tier 2 instruction.
1	6	2	The subgroup, English Learners will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.
1	6	3	Teachers will be provided curriculum and instructional support from ESL Intervention Teacher, Academic Coaches, and ESL Instructional Specialists during PLCs, GLTs, and in the classroom.
2	1	1	Queens' students will take various assessments such as the 7th grade career assessment, the PSAT and Spanish Credit by Exam I and II throughout the 2020-2021 school year.
2	2	1	Queens' students are offered and can take courses such as AVID, Art 1, Health, and Algebra for college readiness and to earn high school credit during the 2022-2023 school year.
2	3	1	Queens' students will be given the opportunity to attend field trips to colleges and universities, participate in College Week highlighting colleges and universities, and attend Career Day with various local business.

Goal	Objective	Strategy	Description
4	2	1	Queens' parents will attend Open House, Hornet Hype Day, Back to the Nest, and Fall and Spring 8th grade parent meetings to discuss courses at Queens and at the high schools.
5	1	2	Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.
5	1	3	Campus will work collaboratively with district special education office to ensure compliance with Restraints Training and Texas Behavior Support Initiative.

State Compensatory

Budget for Queens Intermediate

Total SCE Funds: \$645,830.00

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

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Personnel for Queens Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarez, Jaquelin Diosdado	Residency Student Teacher	1
Arvizu, Myriam	Campus Coach	1
Beauvais, Cleoval	Int English Teacher 6-8 (Comp Ed)	1
Capritto, Michael Joseph	Extra Days 10	1
Crawford, Jennifer Elaine	Int Earth Science Teacher 8th (Comp Ed)	1
Cruz, Beatrice	Residency Student Teacher	1
Dlouhy, Dale Robert	Campus Coach	1
Fernandez, Nathali	Int Social Studies Teacher (Comp Ed)	1
Godoy, Karryn Alison	Int Life Science Teacher 7th	1
Gonzalez, Josefina Suarez	Title I Aide (Fed)	1
Johnson-Herndon, Nichelle Victoria	Int Math Teacher 7-8	1
Lark, Sherry Elizabeth	Int Social Studies Teacher (Comp Ed)	1
Mauricio, Sarah R	Int Intervention Teacher	1
Mcfall, Jaime Stefan	Int Asst Dir Band	1
Prado, Mariana	Int Math Teacher 7-8	1
Rhodes, Christian Bryce	Residency Student Teacher	1
Shea, Joseph Michael	Int Math Teacher 7-8	1
Tobias, Erminia	Title I Aide (Fed)	1
Vaughan, Taylor Rene	Int English Teacher 6-8 (Comp Ed)	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Base Funding for all Instruction		\$76,958.00
1	4	1	Pay for materials and supplies for ESL intervention teacher and paras		\$3,259.00
1	5	1	Curriculum licenses, materials, and supplies for classroom and Professional Development		\$1,157.00
1	7	1	Curriculum, materials, supplies, and trips for Gifted and Talented students		\$2,017.00
Sub-Total					\$83,391.00
Budgeted Fund Source Amount					\$83,391.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salary for Academic Coaches		\$167,407.48
1	1	2	Salary for Paraprofessionals		\$56,051.29
1	1	3	Advance money used for material and supplies for intervention		\$5,000.00
1	1	5	Software used to house the Campus Improvement Plan		\$550.00
1	3	1	Additional Curriculum licenses, materials, and Professional Development focus on best instructional practices		\$18,616.22
4	1	1	Salary for Parent Coordinator		\$21,730.90
4	2	1	Pay for activities, supplies, and materials for Parent and Family events.		\$2,000.84
4	2	2	Pay for activities, supplies, and materials for Parent and Family events.		\$1,720.84
Sub-Total					\$273,077.57
Budgeted Fund Source Amount					\$273,077.57
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Curriculum licenses, materials, supplies for English Learners		\$2,226.43
Sub-Total					\$2,226.43
Budgeted Fund Source Amount					\$2,226.43
+/- Difference					\$0.00

255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Pay Teachers and paraprofessionals for planning and tutoring		\$57,000.00
Sub-Total					\$57,000.00
Budgeted Fund Source Amount					\$57,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$415,695.00
Grand Total Spent					\$415,695.00
+/- Difference					\$0.00

Addendums

Pasadena Independent School District
San Jacinto Intermediate
2022-2023 Campus Improvement Plan



Mission Statement

San Jacinto Intermediate Mission Statement

The mission of San Jacinto Intermediate School is to enable students to achieve academically and progress socially through parent, teacher, and community cooperation in a way that promotes critical thinking, social skills, and personal responsibility so that all students can become productive citizens who value lifelong learning.

Vision

San Jacinto Intermediate believes that we are *shaping lives and launching futures* by *empowering, inspiring, challenging, and believing in our students*.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment for the 2021-22 school year was **633** students. Our largest student group was *Hispanic* at **90.4%**, followed by the *White* student group at **4.7%** and the *African American* student group at **3.9%**. Finally, students identified as being *two or more races* made up **.6%** of our student population.

The *Economically Disadvantaged* (free and reduced lunch) student group made up **90.2%** of our student population, while the *At-Risk* population made up **73.5%** of our student body. Our *ESL* population was at **20.4%**, and our *Special Education* population was **17.1%**.

We have a high mobility rate. We strive to maintain classes at approximately a 25:1 ratio due to the high needs of our student population. Our demographics have remained relatively consistent for the past five years.

Use of Quality Data TEC 39.106 (b)(7)(11)(12)

Demographics Strengths

Our demographics have remained relatively consistent for the past 5 years

We have had enrollment that has remained relatively constant for the past 5 years (within 5%)

Problem Statements Identifying Demographics Needs

Problem Statement 1: The vast majority of our students have crucial needs that extend beyond the academic setting that potentially hurt their probability for academic success. **Root Cause:** There are many different reasons for this, but our comparatively high numbers of economically disadvantaged, at-risk, and special education students are the main contributing factors to this struggle.

Student Achievement

Student Achievement Summary

TEA Accountability Ratings

Overall Rating: B (Scaled Score: 87)

Student Achievement: C (Scaled Score: 74)

- STAAR Performance (Component Score: 42 - Scaled Score: 74)

School Progress: B (Scaled Score: 89)

- Academic Growth (Component Score: 79 - Scaled Score: 89)
- Relative Performance with *Eco. Dis @ 90.2%* (Component Score: 42 - Scaled Score: 85)

Closing the Gaps: B (Component Score: 71 - Scaled Score: 82)

Distinction Designations

- ELA/Reading
- Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

STAAR Results

7th Grade Reading:

- 69% of students approaching grade level (up 3%)
- 37% of students meeting grade level (no change)
- 21% of students mastering grade level (up 6%)

7th Grade Math:

- 26% of students approaching grade level (down 10%)
- 3% of students meeting grade level (down 4%)
- 1% of students mastering grade level (no change)

8th Grade Reading:

- 83% of students approaching grade level (up 12%)
- 55% of students meeting grade level (up 12%)
- 30% of students mastering grade level (up 12%)

8th Grade Math:

- 69% of students approaching grade level (up 8%)
- 28% of students meeting grade level (down 7%)
- 2% of students mastering grade level (down 4%)

8th Grade Social Studies:

- 60% of students approaching grade level (up 10%)
- 23% of students meeting grade level (up 6%)
- 10% of students mastering grade level (up 5%)

8th Grade Science:

- 74% of students approaching grade level (up 12%)
- 35% of students meeting grade level (up 2%)
- 12% of students mastering grade level (down 1%)

8th Grade Algebra I:

- 99% of students approaching grade level (down 1%)
- 89% of students meeting grade level (up 5%)
- 71% of students mastering grade level (up 15%)

Student Achievement Strengths

Apart from a slight drop in our Algebra I scores and a moderate decline in 7th grade math performance, we are proud of the fact that we have returned to or exceeded our pre-pandemic levels of performance in almost all of our STAAR testing performance indicators. These successes, in the aftermath of the CV-19 pandemic, are a testament to the constant hard work and dedication exhibited by the San Jacinto staff during these trying and difficult times.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): We had a sizable drop in performance by our 7th grade math students. Incoming 6th graders performed low as well and are in need of intervention as well. **Root Cause:** A combination of two years worth of lost instruction time due to the CV-19 pandemic and an inexperienced 7th grade math team are the main reasons we experienced a drop in math performance.

School Culture and Climate

School Culture and Climate Summary

SJI has a variety of extracurricular activities designed to connect and appeal to all students of varying backgrounds and interests. In order to facilitate this, students are divided into one of six different “colleges”. Each college works together to create a sense of belonging and family within that team by providing numerous opportunities throughout the year for students to develop a sense of pride for their school and a sense of belonging to their college. We have a school wide competition called the College Championship Series once a month to build community, as well as pep-rallies every 6 weeks. At each of these events, students work within their college to connect as one bonded entity. Additionally, school wide opportunities are offered that are purposefully designed to allow all students a chance to develop a deeper connection to their San Jacinto Tiger Family. These options can include, but are not limited to, athletics, fine arts, media production, honor society, recycling team, academic pentathlon, book groups, and our Safe School Ambassador program.

SJI also offers numerous clubs, such as History, Anime and Manga, and Music in Movies, to provide students with a community of common interests and enrichment that are led by our most passionate teachers. Students can choose their club each semester and they are offered as enrichment opportunities during the school day.

At San Jacinto, we spend the first weeks of school building relationships with our school family. We purposely set aside time each week for community building activities for all students and staff members while also providing scheduled times for team building throughout the remainder of the school year as well. Pep rallies, grade level celebrations, and the College Championship Series are some of the great events that allow us to come together and build fellowship within our Tiger family. We have also recently added more staff-centric culture building programs such as our Wednesday Morning Yoga sessions and the community building Tiger Time on Thursdays.

School Climate ***TEC 39.106(b)(8)***

School Culture and Climate Strengths

Students feel safe and secure at San Jacinto.

Campus highlights safety rules through their broadcast/media system.

Clear procedures are in place for students to report unsafe activities.

Character lessons have been developed by our counselors and implemented through our Tiger Advisory Time.

Students are highlighted and rewarded for exemplifying the character traits we emphasize with our Tiger P.R.I.D.E. initiative.

Programs intended to encourage the development of leadership capacity at all levels.

Safe and Civil team meets monthly to support campus culture and discipline.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): We would like to have more community and parent involvement on our campus than we have had in the past. **Root Cause:** Some of our students come from families that are stretched thin already and do not have time to fully involve themselves in our school community. Additionally, we have been without a Parent Coordinator for this school year, and that has led to less outreach efforts to our families and communities than we would normally want.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Each school year, the district collaborates with universities and teacher certification programs to recruit the best candidates to employ in our schools. We work at all levels to retain our quality staff members. The district's highly rated staff development program provides exceptional curriculum support to all teachers. At San Jacinto Intermediate, we assign mentors and buddies to each new staff member, regardless of their level of experience. Teachers who are new to the profession receive additional training through Pasadena ISD's new teacher induction program, RISE, a mentor who receives a stipend, and are required to participate in coaching and peer observations. New teachers attend monthly meetings with topics which are predetermined by the campus leadership team. Administrators at San Jacinto conduct regular walk through visits and follow up with teachers to provide praise and suggestions for improvement as appropriate. The data from walk throughs and observations, along with student achievement data help guide decision making for professional development and growth areas for all teachers on staff. The staff at San Jacinto Intermediate are all fully certified or participating in a state approved alternative certification program for the area that they teach. Eighty seven percent of our teachers have 3 or more years of experience. A true testament to Pasadena ISD and San Jacinto Intermediate is creating a work environment that not only attracts and retains quality educators, but also supports paraprofessionals as they complete their degree and move into the classroom.

Teacher Quality TEC 39.106(b)(1)(5)

Staff Quality, Recruitment, and Retention Strengths

At San Jacinto Intermediate we provide:

- Common planning time daily for teachers with common content area for core classes
- Curriculum support via regular training on upcoming six weeks topics, planning documents, and support via Eduphoria
- PLC training and planning time
- GLT planning time
- District content-specific staff development sessions led by campus instructional coaches and teacher leaders
- CHAMPS Training & Classroom Management Tools.
- Instructional Coaching feedback
- Frequent walk throughs with timely feedback to guide practices
- Mentor observations and ability to observe veteran teachers
- 4 Campus Coaches and 1 Content Specialist provide support
- Specialized training for instructional aides by district and campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: With 27.9% of our teaching staff of Hispanic ethnicity, the demographics of our student population are not equally represented in our campus profile. **Root Cause:** There is a shortage of diverse applicants that are certified and highly qualified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pasadena ISD has provided the Personalized Learning platform through Summit Learning, instructional timelines, SE-based lesson through the platform, and curriculum training. We have instructional specialists who develop projects for Project-based learning to increase achievement in content and cognitive skills. Pasadena ISD provides the use of MAP testing for Math, Reading, and Science. We analyze data from the MAP test to develop interventions and reteach strategies as necessary. Test are given 3 times a year to monitor the growth of the students. We require the use of research based teaching strategies for every day instruction. Our teachers attend hours of professional development based on the campus needs assessment. Our teachers attend the Summit Learning Convening each semester to continue their growth and teachers receive support through district specialist, content specialist, curriculum coaches and Summit Learning Fellows.

Academic Performance **TEC 39.106(b)(10)**

Curriculum, Instruction, and Assessment Strengths

Professional learning community content teams meet weekly to backwards plan for projects and discuss areas of misconception. Teams calibrate on grading for checkpoints, projects and concept units to ensure that all students are receiving equal feedback to support mastery on grade level cognitive skills. All stakeholders monitor student progress and outcomes with teachers holding individual mentor sessions with each student in their homeroom weekly. As this data is monitored, teachers pull students for small group workshops and provide differentiated instruction. Students not reaching mastery level have the opportunity to receive one-on-one support from content intervention specialists.

At the conclusion of the fall and winter MAP assessments, teachers and instructional coaches for each content analyze the data student-by-student to determine growth, intervention support and low objective areas. Students are individually mentored on their strengths and weaknesses and selected for twice a week extended day tutorials. Utilizing STAAR results, we have differentiated homerooms in order for students to receive intense remediation for reading and math. Students who are recognized as proficient in reading and math are grouped with students to extended their learning to a mastery level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): In 2021-2022, seventy-five percent of our 7th grade students did not meet standards on the math STAAR test. Incoming 6th grade students were significantly below the district and state in math as well. **Root Cause:** Due to Covid-19, many of our students have significant gaps in math computation and basic problem solving skills.

Parent and Community Engagement

Parent and Community Engagement Summary

We have made great strides towards improving our community outreach and parent involvement programs at San Jacinto. Our campus counselors distributed monthly calendars to inform parents of students specific events and to share information to assist families with topics relevant to intermediate students. Last year, we were able to partner with our parent coordinator for parenting classes and opportunities for our families to participate in events on campus. She coordinated with campus counselors to present parent trainings in English and Spanish. As a member of the School Health Advisory Committee, the parent coordinator helped to share health and fitness resources and multiple campus events. Through the use of social media platforms, email and call outs, we have provided multiple points of contact to reach our families. Community events last year included the Meet the Teacher Parade, Thanksgiving Tailgate Lunch, Safe Walk to School, Walk for Sight, ESL Meet and Greet, Zumba, and End of Year Tailgate lunch.

Parent and Community Engagement Strengths

Each month, campus counselors share the calendar for the month with families. On the back of each calendar, counselors include helpful information to families. Topics displayed on monthly calendars included Goal Setting, It Starts with Hello, See Something Say Something, Information on monthly character lessons such as Bullying and College/Career Readiness, the purpose of Red Ribbon Week, and notices of upcoming health and fitness events led by the campus and district. On the Sunday before the school week, the campus publishes the "Week at a Glance" on all social media platforms. This notification reminds parents of opportunities to visit campus for concerts, games and upcoming school and district events. Our School Health Advisory Committee held Wellness team meetings twice during the school year. This team included community members, parents, campus teachers and staff. The parent coordinator worked along side the Wellness team to create campus events based on parent feedback. Events that came to fruition based on committee collaboration included parent computer class to learn how to navigate Skyward and Summit and the end of the year tailgate lunch.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: With close to 600 students, only 30 entries were submitted for the district parent survey. **Root Cause:** Not all parents have access to a computer or the internet to complete the survey. Families may not see the value in the time spent on the survey. The survey could have been communicated with more frequency through social media platforms and in conjunction with a school event in order to give parents extensive notification of the completion window and opportunity to use campus technology.

School Context and Organization

School Context and Organization Summary

San Jacinto Intermediate is located in a predominantly Hispanic area with more than 90% of students being economically disadvantaged and an At Risk population of more than 73%. Over the past 2 years since Covid-19, San Jacinto Intermediate has seen significant growth on STAAR scores. In recent history, San Jacinto has performed better in relation to its district and state peers in some areas. The administration team is dedicated to continuing that upward trajectory and feels there is no limit to the success that is possible.

San Jacinto's Administrative team consists of 1 principal, 2 assistant principals, 2 counselors, a Campus Content Specialist, 2 academic interventionists, and 4 campus instructional coaches.

School Context and Organization Strengths

Over the past 2 years since Covid-19, San Jacinto Intermediate has seen significant growth on STAAR scores. We have observed a consistent increase in Grade 7 Reading percent at Approaches and Masters, Grade 8 Reading Approaches, Meets and Masters, Math 8 Approaches, Science 8 Approaches and Meets, Grade 8 Social Studies Approaches, Meets and Masters, and Grade 8 Algebra 1 at Meets and Masters. San Jacinto Intermediate students performed better than the district on Grade 8 Reading Meets, Grade 8 Science Approaches and Grade 8 Social Studies Approaches. We exceeded state scores at Grade 8 Reading Approaches, Grade 8 Science Approaches and Grade 8 Social Studies Approaches.

The principal, 2 administrators and 2 counselors have a combined 92 years in education. The campus leadership team meets once per week and with the grade level team leaders once per six weeks. During this time, student/staff needs are discussed and campus plans are developed. Last year, we completed a book study to focus on our own growth as leaders and as a complete team. Near the conclusion of each school year, the leadership team meets to reflect and evaluate systems and procedures in preparation for the Summer Leadership retreat with all campus team leaders. The Vision day and Summer Leadership retreat are opportunities to reflect on district parent surveys and campus feedback. Also, through these meetings we have developed a plan to include math remediation in homeroom and Summit Learning platform help on Saturdays once per six weeks.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Seventh grade math scores are significantly lower than district and state standards. **Root Cause:** Recognizing that there was a 10% decrease in Grade 7 Math

Approaches STAAR performance, our team will not see the results of targeted intervention and extended day programs until we compare growth on MAP testing and receive 2022-2023 STAAR results. The decrease in STAAR scores can be attributed to Covid-19 and a 7th grade math teaching staff that were new to the subject and grade level.

Technology

Technology Summary

San Jacinto always strives to be at the forefront of purposeful technology use in the classroom. We believe that technology can be a great addition to our teachers' instruction, but it should never be a replacement for pedagogical best-practices. We are a 1:1 campus and almost every student participates in the Summit Personalized Learning platform as a foundation for targeted and purposeful classroom instruction.

Technology Strengths

Over the past year, we have replaced most of the student and teacher technology throughout the building. This includes new and modernized Promethean boards and new desktop computers for every teacher's classroom. This has allowed increased productivity because teachers are no longer hampered by slow and outdated computer systems that often got in the way of proper instruction. Our students were also given new laptop computers that were much faster and more reliable than the almost decade-old ones that were used in previous years.

Problem Statements Identifying Technology Needs

Problem Statement 1: Now that we have new technology throughout the building, proper professional development is needed to educate our teachers on the updated features and instructions for use so that we can maximize the potential of this new technology. **Root Cause:** While grateful that our school received this new technology, the speed at which it was delivered and installed did not allow for proper planning. Also, there has been a dearth of information and training from the district technology department about this new equipment and some of our less tech-savvy staff have struggled as a result in implementing into their instruction.

Priority Problem Statements

Problem Statement 1: We had a sizable drop in performance by our 7th grade math students. Incoming 6th graders performed low as well and are in need of intervention as well.

Root Cause 1: A combination of two years worth of lost instruction time due to the CV-19 pandemic and an inexperienced 7th grade math team are the main reasons we experienced a drop in math performance.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: We would like to have more community and parent involvement on our campus than we have had in the past.

Root Cause 2: Some of our students come from families that are stretched thin already and do not have time to fully involve themselves in our school community. Additionally, we have been without a Parent Coordinator for this school year, and that has led to less outreach efforts to our families and communities than we would normally want.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: In 2021-2022, seventy-five percent of our 7th grade students did not meet standards on the math STAAR test. Incoming 6th grade students were significantly below the district and state in math as well.

Root Cause 3: Due to Covid-19, many of our students have significant gaps in math computation and basic problem solving skills.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

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
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Students are grouped by performance on STAAR in their homeroom classes. Students will use homeroom time for purposeful and targeted intervention based on specific needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: MAP growth and STAAR assessments

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 2: All students and all student groups will increase their performance on state assessments to meet and exceed state average.
Accountability Area Targeted: State Assessment.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.</p> <p>Strategy's Expected Result/Impact: Improved alignment with the state as demonstrated in Focus areas, projects and district exams.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, District Specialists, Content Specialists/Peer Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: 0 - 211 - Title 1 A - Economically Disadvantaged Study - \$22,596.70, - 199 - General Fund - \$60,480, - 211 - Title 1 A - Economically Disadvantaged Study - \$550</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will participate in regularly scheduled planning PLC meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in Connect Cadres.</p> <p>Strategy's Expected Result/Impact: Attendance at collaborative planning meetings will lead to quality planning, programming and shared effective strategies for instruction.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Content Specialists, Department Head, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Extended Day/Tutorial, - 211 - Title 1 A - Economically Disadvantaged Study</p>	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data meetings, PLC meetings attendance will help all staff look at individual data and teacher data to guide instruction and intervention for students. Staff Responsible for Monitoring: AP's, Content Specialists/Peer Facilitators, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$12,872	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: All teachers will attend workshops on a specific focus area for each six weeks. Staff will be coached on implementation. Strategy's Expected Result/Impact: Teachers will implement strategies and "look fors" following the workshops given. Teachers will have opportunities to share and participate in instructional rounds to see these strategies implemented. Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists/Peer Facilitators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Use of targeted intervention activities through Tiger Advisory Time, Extended Day, Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results and MAP growth. Staff Responsible for Monitoring: Principal, Assistant Principals, CCS/PF TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 282 - ESSER III - \$57,000, - 211 - Title 1 A - Economically Disadvantaged Study - \$78,121.14, - 211 - Title 1 A - Economically Disadvantaged Study - \$56,310.24, - 211 - Title 1 A - Economically Disadvantaged Study - \$1,600, - 255 - Title II A - Improving Teacher & Principal Q - \$111,741.72, - 199 - General Fund - \$3,698	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Campus staff will engage in additional focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs. Strategy's Expected Result/Impact: Increase performance on state mandated testing outcomes based on the higher standard for white students Staff Responsible for Monitoring: Principal, AP's, Campus Coaches Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from previous years levels in all tested areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Data





Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and talented students will be served in PAP classes. Strategy's Expected Result/Impact: Master Schedule Class Loads of PAP students will allow students to work at advanced levels through additional in the platform and other opportunities to work with advanced students. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Gifted and Talented students will participate in Texas Performance Standards Project Strategy's Expected Result/Impact: 100% participation in project Staff Responsible for Monitoring: Counselor ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund - \$2,111	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: SJI will work towards all core teachers attaining additional training and/or certification for serving our ESL population.

Evaluation Data Sources: Teachers will supply documentation of additional training offered by the district.

Strategy 1 Details	Formative Reviews		
Strategy 1: Core teachers will participate in ESL academy offered by district. Strategy's Expected Result/Impact: Teachers trained will lead to effective ESL teaching strategies for all students at SJI. This will help increase passing rates of ESL students at SJI and help ensure our ESL students are served by a teacher with ESL certification in all core content areas. Staff Responsible for Monitoring: PFs Funding Sources: - 199 - General Fund - \$2,812, - 263 - Title III A - Bilingual Education, Language - \$1,940.47	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by RTI Team.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms. Strategy's Expected Result/Impact: Appropriate testing decisions Staff Responsible for Monitoring: Diagnostician LSSP Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Training certificates provided Staff Responsible for Monitoring: All special programs Administrator ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Unlimited access Staff Responsible for Monitoring: District office	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: Transition meetings will help all students make a seamless transition to and from SJI. Students will be successful in the new campus. Staff Responsible for Monitoring: LSSP, Counselor, AP, and diagnostitian	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Appropriate placement decisions Staff Responsible for Monitoring: RTI Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: Plan for instruction for the upcoming year. Staff Responsible for Monitoring: Case Managers, LSSP Funding Sources: - 199 - General Fund - \$2,183	Formative		
	Jan	Apr	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Compliance with timelines. Staff Responsible for Monitoring: Diagnostician, LSSP TEA Priorities: Improve low-performing schools	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Campus will follow district procedures regarding parental request for special education evaluation Strategy's Expected Result/Impact: 100 % of evaluations will be complete on time Staff Responsible for Monitoring: Diagnostician	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas. Strategy's Expected Result/Impact: Alignment in curriculum and a higher productivity/efficiency in SF Teams meeting students needs. Staff Responsible for Monitoring: SPED over administrator, case manager, district staff	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Decrease in students with disabilities removal from class Staff Responsible for Monitoring: Principal and APs	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices. Accountability Area Targeted: State Assessment

Evaluation Data Sources: SHAQ team data and logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and outside of the school day. Strategy's Expected Result/Impact: Participation in activities as documented on rosters. Students schedules include PE. Staff Responsible for Monitoring: Intramural coordinator, coordinated school health team, counselors. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 7: Students will have the opportunity to earn "Tiger Strips" based on academic achievement, attendance and additional academic goals each week.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Number of students

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results.

District Objective:





Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Kuder participation and Counselor visitation

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Each year students will participate in College and Career Week activities.

Evaluation Data Sources: Student participation

Strategy 1 Details	Formative Reviews		
Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges. CSF: Family Engagement Learning Time Strategy's Expected Result/Impact: Students and parents become aware of what is offered Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in Career Day activities. Strategy's Expected Result/Impact: Students will learn options for high school pathways and future careers Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Each school year all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: ETP completion, participation in monthly new teacher meetings and opportunities, participation in RISE program

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) staff development. The campus conducts meetings with new staff regularly through the year to provide support via our New Teacher training. Strategy's Expected Result/Impact: Effective and proficient new staff at SJI Staff Responsible for Monitoring: Principals, PF's TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers new to our building are assigned a mentor or buddy depending on level of experience. Strategy's Expected Result/Impact: New staff is supported with a veteran teacher Staff Responsible for Monitoring: Principal/AP TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Teachers will participate weekly grade level/faculty meeting, GLTs and PLCs to promote professional communication and collaboration on our campus.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Participation, Class walk throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will train each six weeks on a campus focus, participate in instructional rounds tied to that focus, and participate in professional coaching. Strategy's Expected Result/Impact: Best practices for all staff, shared leadership and learning Staff Responsible for Monitoring: Principal/AP/ coaches/CCS TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Participation in PLC/GLT

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrative team will participate in book studies to increase the effectiveness of the team and campus and Campus Leadership team will meet monthly to review data, plan, collaborate and work on growth Strategy's Expected Result/Impact: Increased coaching experience, better conversations with teaching staff, high quality teaching in every classroom Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff Wellness will be a priority. Strategy's Expected Result/Impact: When staff is taken care of and cared for, they will do better managing and caring for students. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: During each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign in sheets

Attendance at various events

Strategy 1 Details	Formative Reviews		
Strategy 1: Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday Luncheon, Awards Ceremony, and extracurricular activities. Strategy's Expected Result/Impact: Parent Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will have access to multiple training opportunities. Strategy's Expected Result/Impact: Parent engagement Student and parent relationships Staff Responsible for Monitoring: Parent coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,987.65, - 211 - Title 1 A - Economically Disadvantaged Study - \$25,922.75	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Each school year, San Jacinto Intermediate will provide character education lessons and training to teachers to implement during their Tiger Advisory Time. Topics will include suicide awareness, conflict resolution, violence prevention, harassment, dating violence, abuse, and other relevant teen issues.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Character education activities each week during Tiger Advisory Time.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each 6 weeks the students will be exposed to a different character trait and provided guidance on what that particular trait looks like in a persons actions. A character ed lesson will be given weekly to be taught in all classes. Strategy's Expected Result/Impact: All staff and students will work on campus culture as a school family. Staff Responsible for Monitoring: Counselors TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will conduct campus wide Bullying Prevention Training and the campus. Strategy's Expected Result/Impact: Training conducted Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate. Strategy's Expected Result/Impact: Appropriate investigation and interventions procedures followed Completion of Bullying reports Less incidents of student bullying Staff Responsible for Monitoring: Principal/AP/Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: All staff will be trained and offered additional off campus training for Social Emotional Learning and PBIS strategies. Strategy's Expected Result/Impact: Teacher and staff regulation so that they can help regulate students Awareness of SE needs of staff and students Increased tools for helping students in need Staff Responsible for Monitoring: Principal/counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Staff will meet each six weeks to review each students growth with academics and behavior.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Team logs

Strategy 1 Details	Formative Reviews		
Strategy 1: If students have been identified through the team meetings or through RTI for behavior support, students may be placed in specific small groups to work on specific skills such as conflict resolution, or working through grief. Strategy's Expected Result/Impact: Students will learn various life techniques to manage what they are going through with a trusted adult. Staff Responsible for Monitoring: Principal and counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students with numerous behavior referrals will have the opportunity to work with the behavior intervention teacher. Strategy's Expected Result/Impact: Students will learn new ways to handle upset and participate in the overall school culture. Staff Responsible for Monitoring: Behavior intervention teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Students and staff will have the opportunity to participate in the Safe School Ambassador Program.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Student reports and intervention meetings

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: San Jacinto administration and teaching staff will work collaboratively with district to plan for, maintain, and serve our students, staff and parents with ancillary services needed for all to be successful.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Building appearance and work order completion

Bus safety training and discipline on bus

Working and innovative technology

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	6	Campus staff will engage in additional focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	6	Campus staff will engage in additional focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs.

State Compensatory

Budget for San Jacinto Intermediate

Total SCE Funds: \$320,984.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

--

Personnel for San Jacinto Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrews, Bobby Lee	Title I Aide (Fed)	1
Barnhart, Mallory Dawn	Campus Coach	1
Benavides, Adriana R	Title I Aide (Fed)	1
Berkley, Taylor Jade	Int Earth Science Teacher 8th (Comp Ed)	1
Churchill, Jesse Alexander	Int Math Teacher 7-8	1
Esparza, Angelica	Int Intervention Teacher	1
Hall, Sarah Sydney	Int Social Studies 6-8 (Comp Ed)	1
Hardy, Abigail Michelle	Int Social Studies Teacher 6-8	1
Hasan, Jeremy Borromeo	Int Asst Dir Band	1
Khalil, Muhammad A	Int Life Science Teacher 7th	1
Levingston, Nikki Dee	Int English Teacher 6-8	1
Lomas, Julia Judith	Int English Teacher 6-8	1
Mitchell, Carigan Anice	Int Social Studies Teacher 6-8	1
Sousares, Adrienne Elaine	Int Math Teacher 7-8	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$60,480.00
1	2	3			\$12,872.00
1	2	5			\$3,698.00
1	3	2			\$2,111.00
1	4	1			\$2,812.00
1	5	6			\$2,183.00
5	1	1			\$0.00
Sub-Total					\$84,156.00
Budgeted Fund Source Amount					\$84,156.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	0		\$22,596.70
1	2	1			\$550.00
1	2	2			\$0.00
1	2	5			\$1,600.00
1	2	5			\$56,310.24
1	2	5			\$78,121.14
4	1	2			\$25,922.75
4	1	2			\$3,987.65
Sub-Total					\$189,088.48
Budgeted Fund Source Amount					\$189,088.48
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$1,940.47
Sub-Total					\$1,940.47

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,940.47
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$111,741.72
Sub-Total					\$111,741.72
Budgeted Fund Source Amount					\$111,741.72
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$57,000.00
Sub-Total					\$57,000.00
Budgeted Fund Source Amount					\$57,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$443,926.67
Grand Total Spent					\$443,926.67
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District
South Houston Intermediate
2022-2023 Campus Improvement Plan



Mission Statement

The mission of South Houston Intermediate is to engage students in a rigorous curriculum, relevant experiences and positive relationships in a safe and healthy educational climate. All students will become accomplished self-directed collaborative citizen-scholars and achieve an academic, emotional, social and physical balance. We will foster a cooperative relationship involving the home, school, and community to empower our students to succeed and boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

For the 2022-2023 school year, the Campus Improvement Committee met to review data and formulate campus needs. This process included help from the instructional specialist and content coaches as they disaggregated data from our MAP and STAAR assessments. The administration met to look at discipline reports and discuss concerns presented by parents and staff. After analyzing various points of data, the committee was brought together as a think tank to problem solve current campus issues and initiate strategies that will improve South Houston Intermediate overall. The strategies and goal statements are outlined in the Campus Improvement Plan.

Demographics

Demographics Summary

An analysis of our campus demographics for Grades 7 & 8 revealed the following information:

Ethnic Distribution

	Count	Percent
African American	71	9.7%
Hispanic	631	86.0%
White	22	3.0%
American Indian	5	0.7%
Pacific Islander	0	0%
Two or more race	0	0%

Student Information

	Count	Percent
Students w/ Dyslexia	43	5.9%
Foster Care	0	0
Homeless	3	0.4%
Immigrant	22	3%
Migrant	3	0.4%
Title 1	734	100%
Military Connected	0	0
At-Risk	437	59.5%

	Count	Percent
Economically Disadvantaged	680	92.6%
Non-Educationally Disadvantaged	54	7.4%
Section 504 Students	5	7.6%
EB Students/EL	236	32.2%

Demographics Strengths

A careful review of 2022 demographics revealed the following strengths in regards to the diversity of 7th & 8th students:

- EB students are served in a transitional language program.
- Faculty receives training to meet the language needs of all students.
- Students identified as special education students receive services through support facilitation, co-teach, SUCCESS, ABLE, BSS. or resource classes.
- An assigned case manager who is a certified special education teacher monitors progress, provides tutoring, and consults with the regular education teachers to provide the most appropriate support for each child.
- Students identified as at-risk are monitored through a specific intervention process that provides them with different levels of support dependent upon their needs.
- Teachers are trained in restorative practices to promote social emotional well-being.
- Students identified as at-risk are monitored through a specific intervention process that provides them with different levels of support dependent upon their needs. The supports are documented and monitored periodically to determine if additional support is needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographic data revealed a need for ethnic diversity within the staff at South Houston Intermediate to properly reflect the student demographics. **Root Cause:** Applicants are not as diverse as student population.

Student Achievement

Student Achievement Summary

An analysis of our STAAR data for Grades 7 & 8 across all content areas reveals we have made growth as a campus in subjects areas Science, Reading, and History. However, we have noted a gap in academic performance between our campus average and the district average.

The data below was considered in the needs assessment process:

8th Science		% Approaches		% Meets		% Masters	
State	72	(+5)		43	(+1)	22	(-1)
District	72	(+14)		40	(+11)	15	(+4)
SHI	67	(+5)		35	(+8)	10	(0)

7th RLA		% Approaches		% Meets		% Masters	
State	79	(+11)		55	(+11)	37	(+12)
District	74	(+14)		44	(+10)	26	(+10)
SHI	67	(+8)		34	(+6)	18	(+7)

8th RLA		%Approaches		%Meets		%Masters	
State	82	(+10)		57	(+12)	37	(+16)
District	80	(+13)		52	(+15)	31	(+17)
SHI	76	(+8)		43	(+7)	25	(+12)

8th History		% Approaches		% Meets		% Masters	
State	59	(+3)		29	(+2)	17	(+4)
District	58	(+9)		24	(+7)	12	(+7)
SHI	65	(+1)		29	(+1)	12	(+3)

7th Math		% Approaches		Meets		Masters	
State	59	(5)		29	(4)	12	(1)

7th Math		% Approaches		Meets		Masters	
District	52	(6)	21	(1)	7	(2)	
SHI	34	(-1)	9	(4)	2	(1)	

8th Math		% Approaches		% Meets		% Masters	
State	70	(10)	38	(3)	13	(3)	
District	72	(8)	37	(3)	9	(2)	
SHI	52	(-6)	14	(-7)	3	(0)	

Algebra 1		% Approaches		% Meets		% Masters	
State		N/A		N/A		N/A	
District		100	(1)	96	(10)	84	(22)
SHI		97	(-3)	86	(16)	75	(32)

Student Achievement Strengths

A careful review of 2022 STAAR data revealed the following strengths in regards to the performance of 7th & 8th students:

- Algebra: Increase in percent of students at Meets and Masters
- Science: Increased by 5% in Approaches and 8% in Meets
- 7 RLA: Highest percent in Masters STAAR since 2018
- 8 RLA: Highest percent in approaches since 2017
- 8 History: 8th grade History is at or above District and State at most performance levels.

- 7 Math: Increase in percent of students at Meets and Masters
- 8 Math: Consistent performance in Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR data across all content areas indicate a gap for all students in comparison to district data. **Root Cause:** The following root causes may be contributing to the achievement gap for all students: Teachers may not have the specific know-how for creating appropriate scaffolds/strategies. Teachers have mixed messages/inconsistent knowledge of how to meet the needs of struggling learners. Students have a lack of motivation. The campus needs to maintain a process of student accountability.

School Culture and Climate

School Culture and Climate Summary

School, staff, and parent input is requested on a periodic basis to measure perceptions of the school culture and climate from the viewpoints of all stakeholders. Based on the most recent data on surveys provided by P.B.I.S. survey completed on Fall 2021, the following points were identified:

South Houston Intermediate

115 Surveys

To what extent do you agree with the following statements about your students school?	% Strongly Agree	% Agree	% Disagree	%Strongly Disagree
When I visit the campus, I feel welcomed, respected, and encouraged to come back.	52%	45%	3%	0%
School personnel keeps me well informed about my student's academic performance.	49%	36%	13%	2%
School personnel keeps me well informed about my student's behavior.	55%	34%	7%	3%
I feel comfortable talking to school personnel about my student.	51%	45%	4%	0%
I feel comfortable talking to school personnel about school concerns.	48%	49%	3%	0%
School personnel answers my questions.	45%	50%	3%	2%
School personnel provides guidance for families.	40%	52%	5%	3%
My student feels safe at school.	39%	50%	10%	1%
The school provides opportunities for me to volunteer.	32%	54%	11%	3%
The school invites me to attend or participate in school activities.	35%	52%	11%	2%
Teachers and staff members on this campus care about students.	41%	53%	3%	2%
Teachers and staff members on this campus want students to succeed.	49%	47%	2%	1%
The school places emphasis on providing students with appropriate instruction and intervention to ensure mastery of grade level academic skills.	45%	52%	2%	1%
The school provides enrichment that allows students to explore topics they are interested in.	39%	55%	4%	1%
Students have opportunities to use a variety of technology tools to gain knowledge and demonstrate learning.	39%	59%	1%	1%
The school offers opportunities for students to participate in music or art.	51%	48%	0%	1%
The school offers opportunities for students to be involved in wellness and physical education activities (i.e. recess, PE, sports events).	50%	47%	2%	1%
My student is learning about options for college and careers.	37%	54%	9%	1%

How likely are you to attend the following school events?	% Extremely Likely	% Likely	% Unlikely	% Extremely Unlikely
Family Events	46%	43%	9%	2%
Meet the Teacher/Open House	48%	49%	1%	2%
Student Academic Honors/Awards	59%	40%	1%	0%
Student Performances	55%	42%	2%	0%
Athletic Events	49%	45%	5%	1%
Grade Level Events	52%	45%	3%	0%
College Fair	48%	46%	5%	0%
Virtual Classes	41%	51%	8%	0%

South Houston Intermediate

115 Surveys

To what extent would you be interested in attending the following workshops or classes?	% Extremely Interested	% Very Interested	% Slightly Interested	% Not Interested
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Academics: Helping My Student	With Testing Skills	41%	43%	13%	2%
	With Special Needs	37%	48%	9%	7%
	With Homework/Study Skills	41%	48%	8%	3%
	Manage Their Time	44%	46%	9%	1%
	Monitoring my students progress/grades	49%	45%	5%	0%
Programs	Graduation Plans	59%	37%	5%	0%
	Promoting to the Next Grade Level - Course Credit Requirements	52%	43%	3%	1%
	Advanced Placement (AP/PreAP) Courses	56%	35%	6%	3%
	Dual Credit	60%	35%	5%	0%
	Credit by Exam	58%	37%	5%	0%
CCMR	Importance of continuing education beyond high school	57%	40%	3%	0%
	Understanding the timeline and process for continuing education beyond high school	55%	38%	7%	0%
	Availability of College, University, Military Academies, Military Branches of Service, and Technical Programs	54%	34%	10%	1%
	How and when to apply for financial assistance/scholarships	59%	36%	6%	0%
	How to help my student prepare for college entrance exams	60%	31%	9%	0%

South Houston Intermediate

115 Surveys

To what extent would you be interested in attending the following workshops or classes?		% Extremely Interested	% Very Interested	% Slightly Interested	% Not Interested
Health and Wellness	Fitness	38%	39%	17%	6%
	Mental Health	44%	38%	18%	1%
	Nutrition	46%	34%	16%	4%
	Growth and Development	41%	36%	19%	4%
	Child Abuse	38%	43%	11%	8%
	Domestic Violence	32%	36%	20%	12%
	Personal Safety	45%	42%	8%	5%
	Self Harm	34%	41%	18%	7%
Student Behavior	Bullying	49%	44%	2%	5%
	Discipline at Home	45%	37%	9%	8%
	Gang Awareness	45%	44%	5%	6%
	Preventing Substance Abuse	50%	38%	6%	6%
	Attendance	48%	46%	5%	1%
	Communicating With Your Child	55%	36%	6%	2%
	Internet Safety/Social Media	53%	39%	6%	2%
	Preventing Teen Pregnancy	52%	34%	10%	3%
Your Adult Learning	Adult Literacy	28%	35%	21%	15%
	Career and Technical Certifications	44%	34%	14%	8%
	ESL Classes	33%	32%	10%	25%
	GED Classes	25%	34%	16%	25%
	Internet Safety	46%	33%	11%	11%
	Job Skills	38%	39%	14%	8%
	Personal Finance Classes	45%	31%	12%	12%
	Technology Classes	46%	32%	12%	11%

School Culture and Climate Strengths

The overall climate and culture of South Houston Intermediate is positive and family oriented. The surveys indicate that school culture and climate strengths are the following:

- The campus offers many opportunities for students to be involved in Fine Arts
- The campus offers many opportunities to use a variety of technology
- Parents feel welcomed during visits to South Houston Intermediate
- Parents feel well informed about their child's behavior

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discussions and surveys reveal a gap in communication between administration, teachers, and students. **Root Cause:** The following root causes may be contributing to the gap in communication: The need for more clarity in emails/meetings

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the past eleven years including this current school year, 100% of our staff employed at South Houston Intermediate is considered highly qualified based on state standards and mandates. Mentor programs through the district and our campus, such as new teacher meetings after school, experienced peer teachers and department heads, and Instructional Coaches assisting new teachers are in place to support our new personnel. Professional development is provided by the district and at the campus level. This includes monthly staff development meetings that target campus needs, lunch and learn sessions, and trainings during conference periods. Specialists and content coaches are available for modeling and support to all content area teachers. Every subject area team P.L.C. meets and plans two to three times per week allowing for strengths of the most effective teachers to be shared with new teachers and provide assistance with the best instructional implementation and delivery in each classroom. The support of the curriculum coaches and specialists allow for effective teaching practices to be shared with others through modeling and observations. District wide instructional rounds, walkthroughs, assessment results, district scope and sequence, and observations monitor the quality of instruction and rigorous questioning being delivered.

Staff Quality, Recruitment, and Retention Strengths

A careful review and reflection of current campus practices revealed the following strengths in regards to staff quality, recruitment, and retention strengths:

- Administration continues to support all staff through trainings, conferences, and mentoring
- District Specialist provides continuous support to all staff
- Instructional Coaches provide continuous support to all core content areas
- Monthly department head meetings allow our department leaders to share information monitored by their department
- Instructional Coaches visit other campuses to gain perspectives on teaching practices and sharing of ideas
- Faculty voice through surveys, planning, think tanks, and committees in providing new ideas to make our campus stronger
- Giving all departments the opportunity to sit on interview panels to ensure that new teachers are a positive fit for each of their teams as well as for our campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Current campus practices indicate a disconnect with new staff. **Root Cause:** The campus needs to improve the systems/structure of how new teaches are trained.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

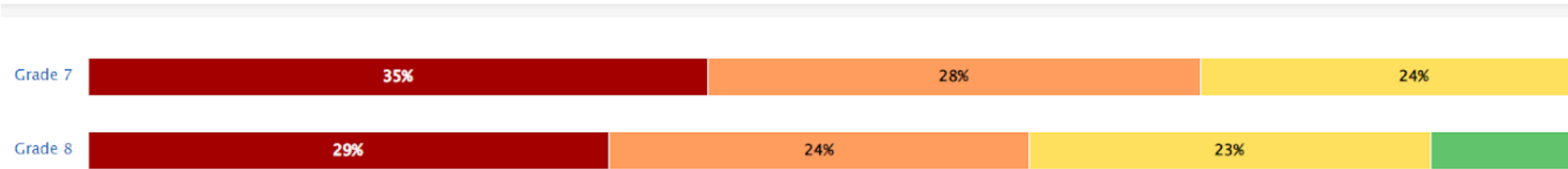
An analysis of our MAP data for Grades 7 & 8 and reflection on current classroom strategies used in curriculum and instruction across all content areas reveals we have made growth as a campus. However, we have noted a need for improvement when looking at growth performance.

The data below was considered in the needs assessment process:

- The district provides a curriculum based on the Standards and Readiness for each subject area
- Teachers consistently post TEKS objective and language objectives to identify alignment with the state and activity in the classroom
- Lesson plans and concept maps are collaboratively developed by teachers and indicate the Student expectations that will be covered during a grading period based on the district's scope and sequence.
- Campus based assessments and the district Curriculum Based Assessments are tightly aligned with the standards.
- A system is used that dis-aggregates the data based on individual students, student groups, objectives, and student expectations. Student data is available to individual teachers and teams to use as a guide for planning future instruction and interventions.
- Teachers plan, compare and analyze results to seek out the most successful instructional practices and activities following scope and sequence.
- Student issued tablets, interactive notebooks, small group instruction, and concept mapping are all recognized as scientifically based effective instructional practices.
- Formative assessments/Summative assessments, such as teacher observations, CBAs, common assessments and interactive notebooks, are used to measure student achievement and guide instructional practices and interventions.
- Teacher teams or professional learning communities are organized in groups of 4-5 teachers.
- Teachers are responsible for assessing all the students in their classes, providing a minimum of 2 grades per week in their content areas, and integrating instruction across all disciplines.
- Teachers communicate with parents via phone, email, three week progress reports, six week report cards, and parent conferences.

SOUTH HOUSTON INT

School Achievement: Language Usage



SOUTH HOUSTON INT

School Achievement: Science K-12



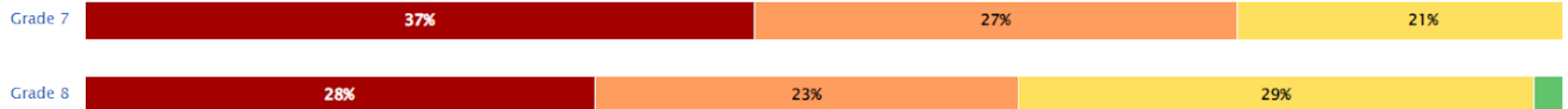
SOUTH HOUSTON INT

School Achievement: Math K-12



SOUTH HOUSTON INT

School Achievement: Reading



Curriculum, Instruction, and Assessment Strengths

A careful review and reflection of current campus strategies revealed the following strengths in regards to curriculum, instruction, and assessment:

- 1:1 student device initiative and use of technology in all classes
- District Content specialist support in all PLCs
- Use of research based practices such as interactive notebooks, small group instruction, blended learning and concept mapping
- Content Curriculum Coaches for Math, Science, ELAR and History
- Rigor and relevance is a continual focus for teachers and students to meet expectations for student success
- Multiple opportunities for professional development at the campus and district level
- Both 7th and 8th grade exceeded growth projection in language usage
- 7th grade exceeded growth projection in math by 0.75
- 7th and 8th grade both exceeded projected growth in science

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Not all students are meeting projected growth according to MAP data. **Root Cause:** Tier 1 instruction and student engagement strategies need to be implemented and improved.

Parent and Community Engagement

Parent and Community Engagement Summary

An analysis of our current systems for parent and community engagement revealed the following information:

- The parent coordinator works on campus weekly to prioritize and plan parent outreach
- The counseling center plans activities, training, and informational meetings for families on a monthly basis
- Parent partnership with the campus is strengthened through the use of providing emotional support for families
- Parent communication is provided in English and Spanish via campus social media, Remind101, campus website, flyers, calendars, outdoor marquee, automated calling systems, and parent conferences
- Parent involvement and attendance at school activities is always welcomed and encouraged.
- A parent and community member are encouraged to participate on the Site-Based Decision Making Committee (SBDM) each year.

Parent and Community Engagement Strengths

A careful review and reflection of current campus strategies revealed the following strengths in regards to parent and community engagement strengths:

- South Houston Intermediate offers a family oriented climate on campus to support the social and emotional needs of parents and students
- Active parent participation at Open House
- Communities in Schools program help students with basic needs such as food, shelter, clothes, hygiene, etc.
- 21st Century After School Grant
- UIL Sports and Fine Arts provide students access to extracurricular activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all parents are fully committed and support campus initiatives and code of conduct. **Root Cause:** Not knowing event days/times and campus mission.

School Context and Organization

School Context and Organization Summary

South Houston Intermediate is dedicated to helping struggling students to be successful. Academic decisions are driven off of the data disaggregated during our Professional Learning Communities (PLC) which meet each week to discuss student progress and needs as well as instructional planning. We have an extended day program that takes place during the fall and early spring for the core subjects: math, science, RLA, and social studies. We have extended day programs for our ESL students in various academic areas. In addition, there are several Reading Independent Study Skills classes which provide students with acceleration of concepts and skills they are struggling with. These classes are in lieu of an elective class. We also offer in-school tutoring programs through elective classes for those students that cannot stay after school due to work or personal commitments. Title I and Extended Day monies, as well as ACE Program monies assist in being able to service our students through extended day and in-school programs as well as having the necessary classroom materials to assist our teaching with the delivery of instruction. Students are enrolled in Intervention classes based on their previous years STAAR scores as well as teacher recommendations. In addition, Title I funds will be utilized to continue our Intervention, extended day, Saturday STAAR camps, planning purposes, and professional development for our teachers and staff. We have a strong campus Response to Intervention (RtI) program in which the RtI campus team meets throughout the year to discuss all students that are struggling with each of their academic teachers. Our resource classes have decreased this year as we move from all inclusion/resource settings. This is to provide the least restrictive environment for our special education students. The library houses an extensive collection of literature as well as E-books and a literacy library that teachers can use to support instruction.

An analysis of our current processes, structures, decision-making, and overall leadership aspects of South Houston Intermediate revealed the following information:

- PLCs occur weekly
- GLTs occur weekly
- Instructional coaches, administrators, and specialists help collaborate with teams
- Student voice is considered in schedule making
- Smaller class sizes
- Support is provided to ESL students with an additional paraprofessional
- All of our teachers are highly qualified to ensure that the best instructional research based practices and methodologies are being implemented and delivered by the best instructional staff on a daily basis
- 7 class period schedule with each class scheduled for 50 minutes
- Embedded intervention daily, with a focus on SEL, academic mentoring, and tier 3 intervention
- Intervention and foundational enrichment classes are offered during the school day and assigned to those students that have academic gaps in a specific subject areas as part of Real Time Intervention
- 1:1 initiative supplying each student with a Dell tablet exposing our students to advance technology in the 21st century is critical to academic success
- Offering of elective classes such as Art, Orchestra, Band, Dance, Athletics, AVID, Health, Teen Leadership, and Choir
- Extracurricular organizations at South Houston Intermediate include Athletics, Band, Orchestra, Choir, Dance, National Junior Honor Society, Soccer, Spanish Club, Art Club, Intramurals, and Chess Club

- Academic and enrichment after school program offered to all of our students through extended day, fine arts, ACE 21st Century Grant and athletic programs

School Context and Organization Strengths

A careful review and reflection of South Houston Intermediate's school context and organization revealed the following strengths:

- Master schedule provides a common conference for departmental teachers
- Various high school credit courses are being offered this school year: Algebra, Spanish CBE, Vietnamese CBE, Health, High School Art

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PBIS data indicates a need for teacher training in responding to students who exhibit habitual misbehavior. **Root Cause:** Clear expectations, and consistent follow through as a campus system needs to be established and communicated to all stake holders.

Technology

Technology Summary

The district and campus expectation for the use of technology is to provide appropriate instruction with the use of technology to prepare students for the 21st century work environment. Technology is readily available on campus. All students are given the opportunity to have their own device/tablet/netbook to use in class and take home. 3rd party insurance is available with a parent permission slip. Our campus also has a tablet technician on campus two times a week to fix or repair any problems with student technology. Every classroom will be equipped with an interactive whiteboard, a document camera, and an LCD projector. The school has a wireless Internet connection that is available at all times. In addition, the school maintains a set of active votes, three sets of active expressions, digital cameras, flip cameras, and web cams. Two technology liaisons provide staff with support and staff development based on teacher request. Two Technology Liaisons maintain a school website and a list of available Internet resources. The library is also equipped with e-books and the librarian provides course on cyberbullying, software use, and other digital citizenship courses. The library is made available to students and parents for school projects and academic research. The district strategic plan outlines a plan for upgrades in technology on all campuses this December.

Technology Strengths

Technology is readily available to all students and teachers

School-wide wireless Internet is available

Teacher use of interactive whiteboards

1:1 District and campus initiative - students have Dell tablets/laptops Digital

Signage out front for communication between families and staff through Skyward

Problem Statements Identifying Technology Needs

Problem Statement 1: Campus surveying indicates a lack of technical assistance for all students in a timely manner. **Root Cause:** Student 1:1 technician is provided only half of the school day.

Priority Problem Statements

Problem Statement 1: STAAR data across all content areas indicate a gap for all students in comparison to district data.

Root Cause 1: The following root causes may be contributing to the achievement gap for all students: Teachers may not have the specific know-how for creating appropriate scaffolds/strategies. Teachers have mixed messages/inconsistent knowledge of how to meet the needs of struggling learners. Students have a lack of motivation. The campus needs to maintain a process of student accountability.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Not all students are meeting projected growth according to MAP data.

Root Cause 2: Tier 1 instruction and student engagement strategies need to be implemented and improved.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: PBIS data indicates a need for teacher training in responding to students who exhibit habitual misbehavior.

Root Cause 3: Clear expectations, and consistent follow through as a campus system needs to be established and communicated to all stake holders.

Problem Statement 3 Areas: School Context and Organization

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the 2022-2023 School Year, we will systematically implement a districtwide K-12 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Student learning plans, CFAs, STAAR data, MAP growth data

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities will meet regularly, share expertise, and work collaboratively to improve teaching skills and provide engaging lessons to strengthen the academic performance of students. Strategy's Expected Result/Impact: Improved STAAR scores Improved TEK aligned instruction Improved vertical aligned curriculum Improved communication between departments and teachers Closure of academic gap between grade levels Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Salary Title 1 PF - 211 - Title 1 A - Economically Disadvantaged Study - \$166,809.84	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Core content area teachers will create common assessments in AWARE, TFAR, and Schoology to check for understanding and mastery of TEKS. Strategy's Expected Result/Impact: Rigorous Lesson plans Improved test scores Improved District Assessment Data Improved Student Grades Improved readiness for state testing Improved consistency in how students are evaluated Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - Campus Instructional Funds - \$357.14		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: All teachers and students will obtain a clear understanding of the STAAR Objectives and Specifications and utilize STAAR preparation materials. Strategy's Expected Result/Impact: TEK aligned Lesson plans Improved Test Scores Improved District Assessment Scores Improved Student Grades Improved learning targets Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - Campus Instructional Funds - \$6,000, Salary - 255 - Title II A - Improving Teacher & Principal Q - CCS with benefits - \$112,213.91		Formative		
		Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Update and develop all content curriculum to integrate reading and writing though the Writing Revolution. Strategy's Expected Result/Impact: Across content areas writing strategies Rigorous Lesson plans Improved test scores Improved District Assessment Data Improved Student Grades Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - Campus Instructional funds - \$1,000	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Expand project based learning through the use of PL curriculum in traditional classroom settings. Strategy's Expected Result/Impact: TEK aligned Lesson plans Improved Test Scores Improved District Assessment Scores Improved Student Grades Improved learning targets Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance center and/or DAEP. Strategy's Expected Result/Impact: Performance Gap in special education will decrease Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Performance gap in special education will decrease Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Performance gap in EB will decrease Staff Responsible for Monitoring: Administration Funding Sources: Instructional Materials - 199 - General Fund - bil/esl - \$3,894	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the 2022-2023 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Student learning plans, CFAs, STAAR data, MAP growth data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will engage in real world assignments, projects, field trips, and science experiments that promote critical thinking and problem solving. In addition, campus content coaches will provide resources and training on intervention and extension lessons and best practices. Strategy's Expected Result/Impact: Improved STAAR scores Improvement of quality instructional Improved vertical and horizontal curriculum Improved Alignment and Communication Closure of academic gap between grade levels Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Instructional Materials & Supplies for GT - 211 - Title 1 A - Economically Disadvantaged Study - Campus Instructional Funds - \$3,500, Tutoring Supplies/ Materials for Core Content - 211 - Title 1 A - Economically Disadvantaged Study - Supplemental High Impact non-payroll - \$1,600, Instructional Materials - 199 - General Fund - GT pgm 21 - \$2,306, Training - 199 - General Fund - fixed - \$7,202, Plan 4 learning - 211 - Title 1 A - Economically Disadvantaged Study - paid - \$550	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Aides and Title I Aides will be utilized and trained to support and facilitate all students. Strategy's Expected Result/Impact: Improved instructional support Improved student grades Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: Instructional Purchases for SPED - 211 - Title 1 A - Economically Disadvantaged Study - Campus Instructional Funds - \$2,400, Salary Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$60,816.11, Instructional supplies/materials - 199 - General Fund - spec ed - \$1,738	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: ACE coordinator will facilitate a program for all students in need of acceleration and/or enrichment including at-risk, homeless, ESL and migrant students. Strategy's Expected Result/Impact: Use of STAAR Resources Increased Student Attendance Improved performance on CBAs/MAP Improved CFA scores Improved Student Grades increased teacher Input Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Promote and increase participation in the Advanced Placement Programs for students in all subgroups and ensure recruitment for such programs remains free from bias. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide multiple opportunities for peer socialization, interaction, mentoring, and tutoring in all content areas. Strategy's Expected Result/Impact: Improved Academic Performance Improved School Attendance Increased Self-Esteem Character Development Increased Leadership Skills Respect for Others Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: base funding - 199 - General Fund - overtime - \$6,192, Tutoring - 282 - ESSER III - \$61,000	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Lowered student count in classroom removal Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: We will increase the percentage of students that "meets" on STAAR by 3% for all contents by May 2023.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Student learning plans, CFAs, STAAR data, MAP growth data

Strategy 1 Details	Formative Reviews		
Strategy 1: Anticipate skill gaps and/or misconceptions and include proactive support (such as plans for reteaching a different way, multiple pathways to demonstrate mastery, etc.) in daily SLPs Strategy's Expected Result/Impact: Student Engagement Student Dialogue Instructional Activities Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Teachers Funding Sources: Department supplies and materials - 199 - General Fund - BFU - \$66,048	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase authentic student engagement by promoting interaction and collaboration in daily lessons . Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Teachers Funding Sources: Instructional Purchases for ESL, Fine Arts, GT, SPED, and Core - 211 - Title 1 A - Economically Disadvantaged Study - Campus Instructional Funds - \$6,100	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: Removal of the classroom will occur 45% of the time.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Referral Action Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance center and/or DAEP. Strategy's Expected Result/Impact: Performance Gap in special education will decrease Staff Responsible for Monitoring: Admin Funding Sources: Instructional Materials - 199 - General Fund - at risk - \$3,712	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2023, we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college.

Strategic Plan: 2.3

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Increased career-college readiness

Improved Academic Climate

Advancement in High School

Drop Out rate decreased

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Programs at all levels for Pre-AP and GT students Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff Development in GT strategies, the Rice Institute and AVID workshops. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be recognized through academic achievement awards. Strategy's Expected Result/Impact: Improved Academic Climate Advancement in High School Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Classes for High School credit are offered (a) Algebra (b) Health (c) Art (d) Spanish (e) Spanish Credit by Exam (f) U.I.L. Fine Arts Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will be provided the opportunity for career exploration through the 7th grade college exploration project. Strategy's Expected Result/Impact: Increased career-college readiness Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Eighth grade students will prepare for college entry assessments such as PSAT. Strategy's Expected Result/Impact: Increased career-college readiness Staff Responsible for Monitoring: Counselors Administration Test Coordinators	Formative		
	Jan	Apr	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Academic mentoring and habits of success will be instructional goals for pride plus period. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Improved student grades Staff Responsible for Monitoring: Counselors Administration	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: During the 2022-2023 school year, we will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures.

Strategic Plan: 2.1, 2.2, 4.3

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3





Evaluation Data Sources: Increased career-college readiness

Improved Academic Climate

Advancement in High School

Drop Out rate decreased

Strategy 1 Details	Formative Reviews		
Strategy 1: Communities in Schools will help to match students attending South Houston Intermediate with community members. These volunteers provide consistent support and guidance on a one-on-one basis to encourage students to successfully learn, stay in school, and prepare for life. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS Coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Participation in community sponsored programs that provide social and academic support for our students and families, such as Backpack Buddies. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS coordinator	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Seek and develop new partnerships with businesses and the community that will provide support for our students. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS coordinator	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide the opportunity of service-led learning through habitat restoration adventures such as Artist's Boat kayak adventures and school/community garden. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Administration CIS/ACE coordinator	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will visit other local campuses such as the Early College program at South Houston High School and CTHS to explore high school career related experiences. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Field trips to college campuses will be led by the AVID program. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: AVID coordinator Administration	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By January 2023, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Improved instructional support

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage and support the use of Compsych to staff and faculty. Strategy's Expected Result/Impact: Improved campus climate Improved health and wellness of staff Staff Responsible for Monitoring: Administration Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Design teacher incentives for perfect attendance. Strategy's Expected Result/Impact: Improved campus climate Staff Responsible for Monitoring: Administration Counselors	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a systemwide use of RITHM for emotional wellbeing check ins. Strategy's Expected Result/Impact: Improved campus climate Improved social emotional skills Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Design and offer professional development based on teacher needs during lunch. Strategy's Expected Result/Impact: Improved academic success Improved climate	Formative		
	Jan	Apr	June

Staff Responsible for Monitoring: Administration Content Coach			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus wide training on writing across content areas, The Writing Revolution. Strategy's Expected Result/Impact: Improved instruction Improved across-content area writing Improved test scores Staff Responsible for Monitoring: Content Coaches Specialist Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: District wide training on content area scope and sequence during FOCUS and PLC. Strategy's Expected Result/Impact: Improved instruction Improved vertical alignment Improved test scores Staff Responsible for Monitoring: District Specialist	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: South Houston Intermediate teachers will use the following professional development opportunities to implement effective instructional practices for all personnel hired: AVID, SIOP Instruction, Safe and Civil Schools, RISE, Inclusion/Classroom Facilitation, Cooperative Learning, Technology training, and Department Planning. Strategy's Expected Result/Impact: Increased teacher retention Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June





Strategy 4 Details	Formative Reviews		
Strategy 4: Instill a culture of weekly planning and data disaggregation. Strategy's Expected Result/Impact: Improved Test Scores (STAAR) Improved Instruction Improved Vertical / Horizontal Curriculum Alignment and Communication Staff Responsible for Monitoring: Content Coaches Administration	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide all new teachers with the following teacher support staff: content coaches, mentors, buddy teachers, and administration support. Strategy's Expected Result/Impact: Increased staff support Staff Responsible for Monitoring: Administration Content Coaches	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements Strategy's Expected Result/Impact: Improved campus climate Improved health and wellness of staff Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Highly qualified, ESL certified teachers Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

District Objective:

Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote and attend the district job fair to recruit new teachers and staff. Strategy's Expected Result/Impact: Filled Posiitons Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

District Objective:
Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Thoroughly interview all candidates with a 3 step process screening. Strategy's Expected Result/Impact: Highly Qualified Candidates Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By July 2023, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Parent Surveys

Campus Event Sign in logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a cultural awareness of various student groups. Strategy's Expected Result/Impact: Trainings Diverse Instructional activities Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Counselors Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component Funds - \$1,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff and Students will foster positive rapport and build relationships. (a) Rigor, Relevance and Relationships (b) Concise and consistent campus and classroom rules (c) Student-teacher contracts (d) Motivational rewards (e) Group Leaders in the classroom (f) Staff Development on multicultural issues and ethnicity (g) Academic Teaming (h) Reinforcing appropriate language (i) Celebration activities (j) Adopt a Student (k) Positive communication throughout the year to parents and community by marquee, web page, and letters home with report cards (l) Communities in Schools (m) Restorative Circles (n) Parent Family Nights. Strategy's Expected Result/Impact: Trainings Diverse Instructional activities Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Instructional Staff Administration Funding Sources: Instructional Material and supplies - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component Funds - \$2,000, Parent Coordinator salary - 211 - Title 1 A - Economically Disadvantaged Study - \$24,905.65	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Incentives will be utilized to recognize student success. (a) Students will be rewarded for Honor Roll, Perfect Attendance, and Excellent Conduct (b) Brunch Roll (c) Year end Certificates (e) Honors Assemblies Strategy's Expected Result/Impact: Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Counselors Parent Coordinator Funding Sources: Materials/Incentives/Awards - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component - \$298.32, Instructional Materials - 263 - Title III A - Bilingual Education, Language - Title 3 supplemental - \$2,522.61	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Athletic Recognition - (a) Announcements: Outstanding Players and Performances (b) Certificates and Plaques (c) Year End Banquet and Activities (e) Marquee (f) Athletic Study Hall and Tutorials Strategy's Expected Result/Impact: Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Athletic Coaches Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component Funds - \$1,000	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By June 2023, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4





District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety Binder

Safety drills on campus calendar

Safety Audits

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated lifesaving training skills and emergency response protocols for all staff, including substitutes regularly to increase preparedness and response such as ALICE, fire drills, MERT, Employee Assistance Program, and student behavior plans. Strategy's Expected Result/Impact: Streamlined protocols Safety Tree/Communication line Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 22-23 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student surveys

Decrease in student conflict referrals

Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Explore and expand innovative social and emotional programs and approaches for student wellness and positive behavior such as the utilization of peer mediation, counseling groups, and restorative circles Strategy's Expected Result/Impact: Improved student wellness Decreased discipline referrals Staff Responsible for Monitoring: Administration Counselors CIS	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of a differentiated model of multi-tiered system of supports for behavior interventions such as RITHM, SEL Mondays, goal setting, and Pride Praise incentives. Strategy's Expected Result/Impact: Decreased student discipline referrals Improved academic climate Staff Responsible for Monitoring: Administration Counselors	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: After School/during school clubs will be developed to foster a model for behavior development such as lunch bunch, chess, AVID, teen leadership, pride plus period, Pentathlon Club, and ACE. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: CIS/ACE coordinators	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional Learning Communities will meet regularly, share expertise, and work collaboratively to improve teaching skills and provide engaging lessons to strengthen the academic performance of students.

State Compensatory

Budget for South Houston Intermediate

Total SCE Funds: \$238,032.00

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

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Personnel for South Houston Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bain, Yhane Geann	Int English Teacher 6-8	1
Bowling, Ryan Andrew	Int Social Studies Teacher 6-8	1
Flores, Sorangel	Title I Aide (Fed)	1
Gonzalez, Micah Christian	Int Math Teacher 7-8	1
Griffin, Amy Nicole	Campus Coach	1
Hernandez, Guadalupe D	Title I Aide (Fed)	1
Holder, Jessica Nicole	Int Math Teacher 7-8	1
Kinney, Nicole Latrice	Int English Teacher 6-8	1
Logan, Laquinta Evone	Int Earth Science Teacher 8th	1
Rewa, Annette Renee	Campus Coach	1
Rodriguez, Alejandra V	Int English Teacher 6-8 (Comp Ed)	1
Schlabra, Racquel Lea	Int Intervention Teacher	1
Smith, Austin Patrick	Int Asst Dir Band	1
Spears, Emily Ann	Int Algebra 8th Teacher (HS Credit)	1
Spriggs, Gia Dawn	Int Life Science Teacher 7th	1
Stanley, Theresa	Campus Coach	1
Warhop, Mary Frieda	Int Social Studies Teacher 6-8	1
Williams, Davaine Darneil	Int Reading Teacher (Comp Ed)	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Materials	bil/esl	\$3,894.00
1	2	1	Training	fixed	\$7,202.00
1	2	1	Instructional Materials	GT pgm 21	\$2,306.00
1	2	2	Instructional supplies/materials	spec ed	\$1,738.00
1	2	5	base funding	overtime	\$6,192.00
1	3	1	Department supplies and materials	BFU	\$66,048.00
1	4	1	Instructional Materials	at risk	\$3,712.00
Sub-Total					\$91,092.00
Budgeted Fund Source Amount					\$91,092.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary Title 1 PF		\$166,809.84
1	1	2	Instructional Materials	Campus Instructional Funds	\$357.14
1	1	3	Instructional Materials	Campus Instructional Funds	\$6,000.00
1	1	4	Instructional Materials	Campus Instructional funds	\$1,000.00
1	2	1	Tutoring Supplies/ Materials for Core Content	Supplemental High Impact non-payroll	\$1,600.00
1	2	1	Instructional Materials & Supplies for GT	Campus Instructional Funds	\$3,500.00
1	2	1	Plan 4 learning	paid	\$550.00
1	2	2	Salary Aide		\$60,816.11
1	2	2	Instructional Purchases for SPED	Campus Instructional Funds	\$2,400.00
1	3	2	Instructional Purchases for ESL, Fine Arts, GT, SPED, and Core	Campus Instructional Funds	\$6,100.00
4	1	1	Instructional Materials	Parent Component Funds	\$1,000.00
4	1	2	Parent Coordinator salary		\$24,905.65
4	1	2	Instructional Material and supplies	Parent Component Funds	\$2,000.00
4	1	3	Materials/Incentives/Awards	Parent Component	\$298.32
4	1	4		Parent Component Funds	\$1,000.00

211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$278,337.06
Budgeted Fund Source Amount					\$278,337.06
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Instructional Materials	Title 3 supplemental	\$2,522.61
Sub-Total					\$2,522.61
Budgeted Fund Source Amount					\$2,522.61
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary	CCS with benefits	\$112,213.91
Sub-Total					\$112,213.91
Budgeted Fund Source Amount					\$112,213.91
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Tutoring		\$61,000.00
Sub-Total					\$61,000.00
Budgeted Fund Source Amount					\$61,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$545,165.58
Grand Total Spent					\$545,165.58
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

objectives (including PE minutes, lunch schedules and recess). <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Southmore Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 25, 2022

Mission Statement

Success...Whatever It Takes!

Vision

Raising Standards, Lifting Students, No Child Left Behind

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision. Funds provide the following:

1. Opportunities for all students to meet state standards.
2. Increase learning time for all learners.
3. Allows faculty and staff the opportunity to address the needs of all students, particularly the at-risk population.
4. the campus has the opportunity to develop and distribute parent and family engagement policy.
5. Funding will allow the campus to offer flexible number of parent involvement meetings.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Southmore Intermediate is a 7th and 8th grade campus with an enrollment of approximately 686 students. The student population at Southmore is 93.73% Hispanic/Latino, 2.62% Black or African American, 2.48% White, . 1.02% Two or More Races, .15% Asian. Southmore Intermediate has 332 English Language Learners, or about 49% , and 354 Non-English Language Learners, or about 51%. Southmore has 461 or about 72.00% students whose Home Language is Spanish, 225 or about 28.84% students whose home language is English. We strive to maintain classes at approximately 23 due to high needs of our students population. Our demographic profile has remained relatively constant for the past 5 years. Although our students have returned to the Face to Face setting, we struggled with our overall attendance due to remote learning and battling the COVID - 19 pandemic.

Current Enrollment Summary By Ethnicity

Ethnicity	Students	Percentage
Hispanic/Latino	643	93.73%
Black or African American	18	2.62%
White	17	2.48%
Two or More Races	7	1.02%
Asian	1	0.15%
Total	686	100.00%

Southmore has a high percentage of economically underprivileged students. 84.69% of students receive free lunch, 8.45% of students receive reduced cost lunch, 8.62% do not receive a free or reduced lunch. We serve a population of 93.14% free / reduced.

Current Enrollment Summary By Meal Status

Meal Status	Students	Percentage
Free	581	84.69%
Reduced	58	8.45%
None	47	6.85%
Total	686	100.00%

Special Population Statistics by Grade 2021-2022 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

047 - SOUTHMORE INT

Code	Grd	Ethnicity Code								Sex		Special Program																Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	
All Stdnrs	07	0	9	361	0	0	4	8	0	209	173	21	49	164	0	0	6	0	5	0	145	0	355	338	27	23	73	382
	08	0	8	312	1	0	0	10	0	177	154	20	25	129	1	2	4	1	6	1	118	0	302	306	26	22	1	331
	Total	0	17	673	1	0	4	18	0	386	327	41	74	293	1	2	10	1	11	1	263	0	657	644	53	45	74	713
	%	0.0%	2.4%	94.4%	0.1%	0.0%	0.6%	2.5%	0.0%	54.1%	45.9%	5.8%	10.4%	41.1%	0.1%	0.3%	1.4%	0.1%	1.5%	0.1%	36.9%	0.0%	92.1%	90.3%	7.4%	6.3%	10.4%	100.0%

Special Population Statistics by Grade 2022-2023 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

047 - SOUTHMORE INT

Code	Grd	Ethnicity Code								Sex		Special Program																Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	
All Stdnrs	07	1	10	278	0	0	2	8	0	162	137	15	42	157	0	10	9	2	2	1	139	0	259	259	22	24	0	299
	08	0	8	367	0	0	5	9	0	215	174	20	49	162	0	0	8	2	0	0	143	0	349	338	26	19	65	389
	Total	1	18	645	0	0	7	17	0	377	311	35	91	319	0	10	17	4	2	1	282	0	608	597	48	43	65	688
	%	0.1%	2.6%	93.8%	0.0%	0.0%	1.0%	2.5%	0.0%	54.8%	45.2%	5.1%	13.2%	46.4%	0.0%	1.5%	2.5%	0.6%	0.3%	0.1%	41.0%	0.0%	88.4%	86.8%	7.0%	6.3%	9.4%	100.0%

Group	21 - 22 Students	21 - 22 School Percentage	Percent Change From Previous Year
Gifted / Talented	41	5.80%	+.30
Special Education	74	10.40%	+2.9
English Learners	293	41.10%	+5.9
Monitor 1 EL	1	0.10%	-1.4
Monitor 2 EL	2	0.30%	-3.0
Migrant	1	0.10%	+.6
Bilingual	263	36.90%	+3.9
Free and Reduced Price Meals	657	92.10%	+7.1
At -Risk	644	90.30%	+3.6
Section 504	53	7.40%	+1
Dyslexia	45	10.40%	+5

Demographics Strengths

Administrators, teachers and support staff are contentious of the environmental and social concerns that students face beyond the school day. Each member of the staff is committed to the support of all students. A few examples are as follows:

- The Southmore demographics have remained relatively constant for the past 5 years.
- We have had a manageable enrollment that has remained relatively constant for the past 5 years with a fluctuation of approximately 30 students.
- We as a staff offer students academic incentives.
- Southmore provides before and after school tutorials at no cost to parents (ESSER funding).
- SMI provides In-School Planned Intervention and a mentoring and goal setting period during homeroom. DAWG Time will be offered in combination with the mentoring and goal setting during the Spring Semester. Enrichment Time/DAWG Time. DAWG Time addresses gaps in student learning and offers students who have mastered skills an opportunity to go beyond their current knowledge. It further offers students an opportunity to explore supplemental academic activities such as Chess play and extended reading time.
- Bilingual paraprofessionals and educational aides assist with parent questions for both English and Non-English speaking clients.
- Information is sent out in a dual language format.
- Teachers are trained in SIOP and ESL strategies , along with 7 Steps training.
- The Teaching staff is required to get their ESL course work and certification.
- A soccer program has been added to the UIL athletic program as a means to address cultural interests of the community.
- In conjunction with the Houston Food Bank, we have implemented the Backpack Buddy program to supply nutritious meals to families over the weekend.
- The principals have made a commitment to calling parents of students with chronic absenteeism in order to assist with transportation if needed.
- Southmore offers a before and after school program (ACE) for all students. ACE coordinates with district and campus in offering student activities and parental meetings.
- Southmore offers a federally funded hot meal to any student each evening (Monday through Friday) via the ACE program.
- Southmore has implemented the health and wellness strategies for both students and faculty members

- Southmore was the recipient of the platinum health and wellness award during the 2021 - 2022 school year that was given by the PISD CHAC committee.
- Southmore Intermediate received the distinguished CREST award during the 2021 - 2022 school year for a well developed whole child counseling program.
- Southmore Intermediate received an overall "B" TEA accountability rating based on students growth and progress on state STAAR assessment. In addition, Southmore scored an overall grade of 86 and received 2 distinctions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Southmore student attendance has decreased over the last 3 years from 94.6% in 2018 - 19 to 90.38% in 2021 - 2022. **Root Cause:** Over all student attendance has dropped due to the COVID - 19 pandemic, lack of motivation, workload, grades, levels of engagement within school and extracurricular activities, and social and emotional health. Changes in the state attendance laws have impeded our efforts in getting students to attend school and hold both student and parents accountable.

Student Achievement

Student Achievement Summary

Southmore is a high poverty, high performing school. During the 2021 - 2022 school year, we earned 2 out of 7 distinctions from TEA due to our performance on STAAR. In TEA's accountability rating system, we met standard in following categories: Student Progress, and Top 25% Closing Performance Gaps.

Although we have considerable work to do regarding our overall campus attendance, 7th grade Math (Special ED. & EB), 8th Grade US History, and EB progress/achievement, our campus overall rating was an 86 and Southmore met standard. According to the grading system this year by TEA, Southmore received a grade of a B.

All of our fine arts programs have been very successful. The orchestra program was awarded sweepstakes at UIL during the 2021 - 22 school year. Our art programs won recognition at the Houston Livestock Show and Rodeo. Our athletic programs were also very successful.

Due to the global pandemic that has affected our country, state, city, and local school district, we receive parts of our campus accountability rating during the 2021 - 22 school year. However, our families and students have suffered much and our students success and achievement levels have been significantly altered due to the pandemic. As a campus, we are working together to meet the students needs and fill the gaps they have experienced along with teaching the intended grade level material. After a comprehensive data dive the Southmore team has identified 4 priority areas, one being our special education population failing to make adequate academic progress in the meets category. In order to ensure the SPED population meets adequate academic progress, we will engage the students in focused monitoring of academic support of the academic progress in both reading and math. We will assess the subgroup via formative assessments bi-weekly.

7th Grade Reading	2017	2018	2019	2020	2021	Change 19:21	2022	Change 21:22			
SMI % at Approches Grade Level	64	59	65	Not Scored	58	-7	71	+13			
SMI % at Meets Grade Level	27	30	36	Not Scored	29	-7	37	+8			
SMI % at Masters Grade Level	12	15	20	Not Scored	13	-7	18	+5			
PISD % at Meets Grade Level	40	39	40	Not Scored	34	-6	44	+10			
Texas% at Meets Grade Level	34	45	47	Not Scored	44	-3	54	+10			
7th grade Reading Examination:											
Approaches Grade Level: 58%. This was a 7% decrease from the previous year. In 2022 we are making progress in filling the gaps.											
Meets Grade Level: 29%. This was a 7% decrease from the previous year. In 2022 we are making progress in filling the gaps.											
Masters Grade Level: 13%. This was a 7% decrease from the previous year. In 2022 we are making progress in filling the gaps.											
Southmore is 7% below the district average and 17% below the State average performance at Meets Grade Level.											
7th Grade Math	2017	2018	2019	2020	2021	Change 19:21	2022	Change 21:22			
SMI % at Approches Grade Level	56	59	68	Not Scored	28	-40	40	0			
SMI % at Meets Grade Level	19	16	22	Not Scored	5	-17	9	-8			
SMI % at Masters Grade Level	3	3	2	Not Scored	0	-2	1	-1			
PISD % at Meets Grade Level	35	31	35	Not Scored	16	-19	21	+5			
Texas% at Meets Grade Level	38	38	41	Not Scored	25	-16	29	+4			
7th grade Math Examination:											
Approaches Grade Level: 28%. This was a 40% decrease from the previous year. In 2022 we are making progress in closing the gaps.											
Meets Grade Level: 5%. This was a 17% decrease from the previous year. In 2022 - 23 we will make 7th grade Math a priority area.											
Masters Grade Level: 0%. This was a 2% decrease from the previous year.											
Southmore is 12% below the district average and 20% below the State average performance at Meets Grade Level.											
8th Grade US History	2017	2018	2019	2020	2021	Change 19:21	2022	Change 21:22			
SMI % at Approches Grade Level	72	68	59	Not Scored	39	-20	44	+5			
SMI % at Meets Grade Level	38	41	26	Not Scored	10	-16	16	+6			
SMI % at Masters Grade Level	25	25	12	Not Scored	3	-9	6	+3			
PISD % at Meets Grade Level	30	32	32	Not Scored	17	-15	24	+7			
Texas% at Meets Grade Level	31	34	35	Not Scored	27	-8	29	+2			
8th Gade US History Examination:											
Approaches Grade Level: 39%. This was a 20% decrease from the previous year. In 2022 we are making progress in filling the gaps.											
Meets Grade Level: 10%. This was a 16% decrease from the previous year. In 2022 we are making progress in filling the gaps.											
Masters Grade Level: 3%. This was a 9% decrease from the previous year. In 2022 we are making progress in filling the gaps.											
Southmore is 8% below the district average and 13% below the State average performance at Meets Grade Level.											

**Texas Education Agency
2021 STAAR Performance
SOUTHMORE INT (101917047) - PASADENA ISD**

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	655	656	311	343	345	2,310	
Approaches GL or Above	407	351	142	193	138	1,231	53%
Meets GL or Above	204	165	43	78	33	523	23%
Masters GL	78	44	3	24	10	159	7%
Total Percentage Points							83%
Component Score							28

**Texas Education Agency
2022 STAAR Performance
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY**

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	662	662	309	310	1,943	
Approaches GL or Above	508	412	213	142	1,275	66%
Meets GL or Above	295	210	90	51	646	33%
Masters GL	158	88	33	19	298	15%
Total Percentage Points						114%
Component Score						38

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	66%	61%	66%	63%	*	-	-	60%	65%	52%	63%	32%	60%	67%	56%
At Meets GL Standard or Above	33%	22%	33%	38%	*	-	-	30%	32%	20%	32%	8%	37%	35%	24%
At Masters GL Standard	15%	6%	16%	13%	*	-	-	10%	15%	8%	15%	2%	17%	17%	9%
Number of Tests															
At Approaches GL Standard or Above	1,275	22	1,213	30	*	-	-	**	1,169	403	718	56	18	1,097	178
At Meets GL Standard or Above	646	8	617	18	*	-	-	**	583	156	359	14	11	570	76
At Masters GL Standard	298	2	289	6	*	-	-	**	261	60	169	3	5	271	27
Total Tests	1,943	36	1,845	48	*	-	-	**	1,799	772	1,134	177	30	1,627	316
Participation															
% participation 2020-21	97%	98%	97%	93%	100%	-	*	100%	97%	99%	99%	93%	100%	98%	95%
% participation 2021-22	100%	100%	100%	93%	*	-	-	100%	100%	100%	100%	95%	100%	99%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	77%	92%	77%	63%	*	-	-	40%	77%	61%	73%	43%	70%	79%	67%
At Meets GL Standard or Above	45%	46%	44%	50%	*	-	-	40%	44%	25%	41%	9%	40%	47%	33%
At Masters GL Standard	24%	15%	24%	19%	*	-	-	20%	23%	9%	22%	1%	30%	26%	13%
Number of Tests															
At Approaches GL Standard or Above	508	12	483	10	*	-	-	**	470	163	281	29	7	434	74
At Meets GL Standard or Above	295	6	279	8	*	-	-	**	268	66	156	6	4	259	36
At Masters GL Standard	158	2	152	3	*	-	-	**	142	25	84	1	3	144	14
Total Tests	662	13	627	16	*	-	-	**	613	266	385	68	10	552	110
Participation															
% participation 2020-21	97%	100%	97%	88%	*	-	*	100%	97%	100%	100%	93%	100%	98%	93%
% participation 2021-22	100%	100%	100%	95%	*	-	-	100%	100%	100%	100%	97%	100%	100%	100%

Mathematics																
Percent of Tests																
At Approaches GL Standard or Above	62%	54%	62%	63%	*	-	-	80%	62%	52%	62%	25%	60%	64%	55%	
At Meets GL Standard or Above	32%	15%	32%	31%	*	-	-	20%	31%	23%	34%	7%	40%	34%	18%	
At Masters GL Standard	13%	0%	14%	6%	*	-	-	0%	13%	8%	14%	1%	10%	15%	6%	
Number of Tests																
At Approaches GL Standard or Above	412	7	390	10	*	-	-	**	379	139	239	17	6	351	61	
At Meets GL Standard or Above	210	2	202	5	*	-	-	**	193	62	129	5	4	190	20	
At Masters GL Standard	88	0	87	1	*	-	-	**	79	22	54	1	1	81	7	
Total Tests	662	13	627	16	*	-	-	**	613	266	385	68	10	552	110	
Participation																
% participation 2020-21	97%	100%	97%	94%	*	-	*	100%	97%	98%	98%	93%	100%	97%	93%	
% participation 2021-22	100%	100%	100%	95%	*	-	-	100%	100%	100%	100%	97%	100%	100%	100%	
Science																
Percent of Tests																
At Approaches GL Standard or Above	69%	40%	69%	63%	*	-	-	-	67%	58%	68%	30%	60%	71%	56%	
At Meets GL Standard or Above	29%	0%	29%	38%	*	-	-	-	28%	17%	26%	5%	40%	29%	31%	
At Masters GL Standard	11%	0%	11%	0%	*	-	-	-	9%	8%	12%	0%	20%	11%	8%	
Number of Tests																
At Approaches GL Standard or Above	213	**	205	5	*	-	-	-	193	69	123	6	3	186	27	
At Meets GL Standard or Above	90	**	87	3	*	-	-	-	80	20	47	1	2	75	15	
At Masters GL Standard	33	**	33	0	*	-	-	-	27	10	22	0	1	29	4	
Total Tests	309	**	295	8	*	-	-	-	286	120	182	20	5	261	48	
Participation																
% participation 2020-21	99%	100%	99%	100%	*	-	*	100%	99%	100%	100%	93%	*	99%	100%	
% participation 2021-22	99%	100%	99%	91%	*	-	-	-	99%	99%	99%	88%	100%	99%	100%	

Social Studies																
Percent of Tests																
At Approaches GL Standard or Above	46%	20%	46%	63%	*	-	-	-	44%	27%	41%	19%	40%	48%	33%	
At Meets GL Standard or Above	16%	0%	17%	25%	*	-	-	-	15%	7%	15%	10%	20%	18%	10%	
At Masters GL Standard	6%	0%	6%	25%	*	-	-	-	5%	3%	5%	5%	0%	6%	4%	
Number of Tests																

At Approaches GL Standard or Above	142	**	135	5	*	-	-	-	127	32	75	4	2	126	16
At Meets GL Standard or Above	51	**	49	2	*	-	-	-	42	8	27	2	1	46	5
At Masters GL Standard	19	**	17	2	*	-	-	-	13	3	9	1	0	17	2
Total Tests	310	**	296	8	*	-	-	-	287	120	182	21	5	262	48
Participation															
% participation 2020-21	99%	100%	99%	100%	*	-	*	100%	99%	100%	100%	96%	*	99%	100%
% participation 2021-22	99%	100%	100%	91%	*	-	-	-	99%	99%	99%	92%	100%	99%	100%

- 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.

TELPAS Spring 2022		Yearly Progress Indicator				TELPAS Composite Rating			
Student Indicators	Total	Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Adva
Seventh Grade	161	68.92%	29.05%	2.03%	0%	3.73%	32.30%	50.93%	1
Economic Disadvantage	155	68.31%	29.58%	2.11%	0%	3.87%	30.32%	52.90%	1
Special Ed Indicator	23	78.26%	21.74%	0%	0%	0%	52.17%	39.13%	
Eighth Grade	129	71.93%	28.07%	0%	0%	2.33%	25.58%	54.26%	1
Economic Disadvantage	120	70.75%	29.25%	0%	0%	2.50%	25%	54.17%	
Special Ed Indicator	8	87.50%	12.50%	0%	0%	12.50%	62.50%	0%	1
Total # of student tested	290								

EB STAAR Progress

Math

	2017	2018	2019	2020	2021	2022
Approaches	58%	63%	74%	-----	40%	52%
Meets	-----	19%	29%	-----	12%	23%
Masters	-----	4%	4%	-----	1%	8%

Reading

	2017	2018	2019	2020	2021	2022
Approaches	47%	-----	44%	-----	37%	61%
Meets	-----	-----	5%	-----	8%	25%
Masters	-----	-----	1%	-----	3%	9%

Student Achievement Strengths

While all campuses have been labeled as *Not Rated: Declared State of Disaster* for 2021, the 2021 - 22 STAAR achievement data shows growth in some areas and a need to fill gaps, remediate via ESSER and offer tutorials and SDL time with students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading comprehension. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 2 (Prioritized): 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students. **Root Cause:** EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Problem Statement 3 (Prioritized): EB Students ability to exit the classification has decreased over the last 3 years from approximately 11% in 2017 - 18 to 0% in 2021 - 2022. **Root Cause:** Students have limited access to writing and speaking English in a virtual setting (at home) over the last 18 months during the COVID - 19 pandemic. Attendance continues to be an issue students as we return to a Face to Face setting. EB students have experienced gaps in their core academic and language development due to a limited opportunity to express academic language or interact with peers.

Problem Statement 4: After a comprehensive data dive the Southmore team identified 4 priority areas, one being our special education population failing to make adequate academic progress in the meets category. In order to ensure the SPED population meets adequate academic progress, we will engage students in focused monitoring of academic support of the academic progress in both reading and math, and assess bi - weekly **Root Cause:** Students are significantly behind in both reading and math and have major instructional gaps. Our SPED population is struggling with basic concepts in both reading and math.

School Culture and Climate

School Culture and Climate Summary

At Southmore we take pride in keeping our students, staff, and faculty safe and secure. We conduct a campus wide survey in May each year and ask for specific feedback from all SMI stakeholders on various topics and develop our campus goals from the SMI families feedback. We will continue to focus our attention on student achievement, security and safety measures, relationship building through focusing on the social and emotional wellbeing of all SMI family members, communicating Southmore's non-negotiables, rules and expectations with all stakeholders, and build strong lasting relationships through a personalized learning approach. Southmore provides a positive and nurturing environment that is conducive to an enriched learner-centered environment.

Student success is celebrated and recognized through activities such as WOOF TV, Bulldogs Incentive to Excel (B.I.T.E.), academic pep rallies, and sports pep rallies, as well as, incentives and celebrations and End of Year Awards Assemblies all focusing on student recognition.

College and Career awareness is also a part of Southmore's culture, which culminates in a Rites of Passage Day, and a Career Day for our 8th grade students. Southmore hosts DAWGAPALOOZA, which is a fall spirit event that helps to build and foster school/community relationships.

Family and Community Involvement Summary

Southmore Intermediate constructs opportunities for meaningful parental engagement through the implementation of parent surveys, report card nights, schedule pick up nights and literacy nights.

All school parent correspondences are sent home in the students' home language.

Southmore also works with businesses in the community and invites them to campus activities, including our 8th Grade Career Day.

Southmore has a partnership with the U.S. Coast Guard.

The School's Media Center hosts school-wide book fairs that are held on campus at the same time as Open House, Personalized Learning Parent Meetings, Parent Report Card Night, Literacy Night - in an effort to encourage parents to share in the selection and joy of literature with their children, Health and Wellness Events, and ACE programming after school.

School Culture and Climate Strengths

WOOF TV, a live broadcast, guides students and teachers through homeroom lessons and activities.

During B.I.T.E. students are treated to a social hour where they may confer with their peers or play a round of volleyball or basketball. Students may also exchange their Bulldog Bucks for various treats.

Having a positive, nurturing environment has enabled Southmore to bring out the best in every student, staff and faculty member.

- The SMI faculty has donated food, clothes, and money to support underprivileged students and their families.
 - The SMI family in partnership with the City of Pasadena collect food for the Annual Food Drive.
 - The SMI Faculty, Staff, and ACE Team offers programming (chess, robotics, art, and culinary classes) that extends the students learning and strengths in the STEAM areas.
- The SMI Faculty, Staff, and Community provide gently used items during the Southmore Annual Giveaway during the month of December. We organized Holiday Give-a-Way

for the community. Members of the community were encouraged to come to the school to shop for donated items in a garage sale setup with the exception that every item was free of charge.

Family and Community Involvement Strengths

Southmore encourages parent involvement through Parent Appreciation Nights at Athletic Events. Girls' and Boys' Athletics also host an end of the year banquet in which a high percentage of parents attend. In addition to these nights and athletic events, a parent representative serves as a member of the Site Based Decision Making Committee.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has a plan to recruit highly qualified staff members each school year and Southmore administrators embrace the the plan and work collaboratively to retain our highly qualified staff members. The district has an outstanding RISE program, Staff Development Program, ETP program, and trains all staff that is new to the PL Process prior to entering the classroom at Southmore Intermediate. We offer all new staff the opportunity to get familiar with Southmore and what it means to be a bulldog, by attending a new teacher inservice, a district wide welcoming event, ETP training, and a full overview of PL. In addition, we have various leaning session in which we meet throughout the year to share important items with them. Every new staff member at Southmore is assigned a buddy or mentor that works with them throughout the year and is their to answer any questions they may have or help them through difficult situation and procedural things. All new staff participate in coaching sessions and peer observations. All Southmore administrators conduct walk throughs in all faculty classes on a regular basis and provide feedback.

The data from walk throughs and observations, along with student achievement data help guide decision making for future staff development, faculty meetings, and needed growth areas for all teachers. the Faculty at Southmore are all certified in their given academic area except for 1 in which the individual is degreed and is acting as a classroom facilitator until she takes and passes the certification test later this fall. After the 2021 - 2022 school year, we had an 94% retention rate of all faculty & staff.in the administrators, faculty, and staff actively seek out professional development opportunities that help them impact student learning. Southmore is proud to boast a low turn-over rate. There are several teachers who have been working at Southmore for more than 10 years.

Teachers work together in in both Personalized Learning Communittees, and collaborate during Personalized Learning Grade Level Teams in order to provide the best educationfor all students. Teachers use this time to disaggregate data and plan lessons together. Faculty and staff are extremely, friendly, compassionate, and loyal towards one another and often refer to their colleagues as their Southmore Family.

Staff Quality, Recruitment, and Retention Strengths

The Southmore Intermediate faculty and staff are diligent, highly qualified and student centered educational professionals. They are devoted, to creating and maintaining a positive, nurturing and supportive learning environment for all learners.

SMI's administrators and teacher leadership teams are remarkable at recognizing and selecting highly qualified individuals that are "the perfect fit" for our school community.

- Southmore provides a common planning time daily for teachers with common content area for core classes.
- Southmore provides all core areas with a strong PLC and GLT structure and agenda weekly.
- Teacher expectations are clearly stated.
- Consistency is paramount when addressing student learning goals and behavior goals.
- Continous communication is provided across faculty meetings, committee meetings, PLC's, and GLT's.
- Southmore has an active role in training staff on safety and security procedures.
- Southmore staff and faculty are trained in how to establish positive relationship with all stakeholders and receives specialized training on the social and emotional wellness of students andpeers.
- The faculty and staff participate in climate and culture building activities that are offered throughout the year.
- All new staff to Southmore are assigned a mentor / buddy to help them through the learning process.
- We offer specialized training to all staff depending on needs of the individual or the team. Team planning days are scheduled as needed with substitute coverage.
- We celebrate birthdays, holidays, and individual / Team successes.
- We honor our new teacher of the year and teacher of the year in the spring.
- The PISD board of trustees provided a 5% raise for all T07 and T08 teaching staff members with a bonus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Southmore Intermediate follows the curriculum guidelines set forth by the state and district. All lessons focus on student expectations and are taught by student by standard.

Teachers utilize a plethora of instructional strategies to engage students in learning.

Core content area teachers collaborate both horizontally and vertically to develop common assessments via the PLC process. Teachers then use the assessment data to analyze the needs of students so that they may serve them by student by standard via the RTI process. Furthermore, Elective teachers work collaboratively with content teachers to make certain that students are on a track for academic success.

Students have the opportunity to participate in a wide array of extracurricular activities, such as, volleyball, football, basketball, soccer, and track. A variety of fine arts electives are also available to students. The aforementioned electives include Cadet and Symphonic Band, Philharmonic Orchestra and Visual Artistry. Additionally, students have the opportunity to participate in health and Teen Leadership. Students have an opportunity to earn high school credit in Algebra I, health, Spanish (Credit by exam), and art. The Spanish I, II, and III High School Credit by Examination assessment is offered to students who wish to earn credit for a high school foreign language class. Students may also participate in the chess club, book club, or robotics club after-school.

Curriculum, Instruction, and Assessment Strengths

Core content areas have been successful in backwards planning during PLC's and using assessments data to drive instruction which is evidenced by Southmore's MAP data, Platform data, and STAAR related items.

Core teachers attend FOCUS trainings provided by the district's content specialist and work closely with those specialists to ensure high levels of learning.

Many SMI teachers are trained in Personalized Learning Process, SIOP, ESL, PLC, and RTI strategies in order to meet the needs of our school's population. Yet still, many of our teachers attend conferences, staff development opportunities, as well as learning institutes as a means to stay abreast of best practices in education. These teachers share what they have learned at these trainings/institutes with support staff, faculty members, and the administrative team.

Southmore's athletics and fine arts programs are very successful. Students also have the opportunity to participate in a variety of after school clubs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading comprehension. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 2 (Prioritized): 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students. **Root Cause:** EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Problem Statement 3 (Prioritized): EB Students ability to exit the classification has decreased over the last 3 years from approximately 11% in 2017 - 18 to 0% in 2021 - 2022.

Root Cause: Students have limited access to writing and speaking English in a virtual setting (at home) over the last 18 months during the COVID - 19 pandemic. Attendance continues to be an issue students as we return to a Face to Face setting. EB students have experienced gaps in their core academic and language development due to a limited opportunity to express academic language or interact with peers.

Parent and Community Engagement

Parent and Community Engagement Summary

Southmore Intermediate creates opportunities for meaningful parental engagement through the implementation of the newly developed parent institute, parent surveys, report card nights, literacy night, and schedule pick up nights, and health and wellness events that impact the whole child which is an ongoing focus at Southmore. All documentation is sent home in students' home language. Southmore also works with businesses in the community and includes them in campus activities, including our 8th Grade Career Day. Book Fairs are held on campus at the same time as Open House and Parent Report Card Night to encourage parents to participate in the selection of literature for their students. Southmore hosts parent nights for the Personalized focus areas. Southmore incorporates the CREST strategies and CHAC goals in parenting events.

Parent and Community Engagement Strengths

Southmore encourages parent involvement through Parent Appreciation Nights at Athletic Events. Girls' and Boys' Athletics also host an end of the year banquet and a high percentage of parents attend. In addition, a parent representative serves as a member of the Site Based Decision Making committee. Southmore is pleased to welcome a Parent/Community Coordinator who is housed at Southmore two days a week to help build a bridge with family involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading comprehension. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

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School Context and Organization

School Context and Organization Summary

Southmore's campus is organized by grade level and subject area. Safety is a high priority. Hallway, stairwell, cafeteria, and assembly procedures are in place to maintain an orderly environment. Southmore has a block schedule to provide students with opportunities to engage in a variety of courses and electives.

School Context and Organization Strengths

School wide procedures and expectations are in place to ensure the safety of every student. In regards to scheduling, common conferences for departments are provided to support teacher growth and student achievement. This time is protected so that teachers can collaborate and focus on teaching and learning. Students have the opportunity to participate in a wide range of extracurricular activities, such as, volleyball, football, basketball, soccer, and track. A variety of fine arts electives are also available to students. Additionally, students have the opportunity to participate in health, speech, and the Spanish I CBE for high school credit and a career investigations course. Students may also participate in the chess club after-school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading comprehension. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

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Technology

Technology Summary

Every classroom is equipped with a Promethean board, projector, and document camera. Every classroom is assigned a teacher tablet, both have internet access. Southmore has two classroom computer labs and one mobile lab. The library also has a lab, kindles, a Promethean board, and projector.

Technology Strengths

Southmore has two Technology Liaisons that are in tune with teacher needs and district goals. A 1:1 student tablet initiative has been implemented across the District. Students and teachers have access to a wide variety of technological tools that can be used to enhance instruction. The computer labs are equipped with programs like Edgenuity and Dream Box to help students with TIER III Electives and tutorials. Southmore has a daily broadcast for Homeroom direction where Tech Tuesdays are in place to further develop student use of educational tools such as Vocabjourney and Fix Your Grade Friday. The broadcast students also have a media class where they learn to create and edit videos. In addition, the library provides students with access to various types of technology. Students are able to check-out Kindles and read online books through Overdrive and Capstone. The use of technology is modeled throughout staff development. Teachers share their resources and ideas.

Priority Problem Statements

Problem Statement 3: Southmore student attendance has decreased over the last 3 years from 94.6% in 2018 - 19 to 90.38% in 2021 - 2022.

Root Cause 3: Over all student attendance has dropped due to the COVID - 19 pandemic, lack of motivation, workload, grades, levels of engagement within school and extracurricular activities, and social and emotional health. Changes in the state attendance laws have impeded our efforts in getting students to attend school and hold both student and parents accountable.

Problem Statement 3 Areas: Demographics

Problem Statement 1: U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students.

Root Cause 1: Students lack the vocabulary and reading comprehension. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization

Problem Statement 2: 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students.

Root Cause 2: EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization

Problem Statement 4: EB Students ability to exit the classification has decreased over the last 3 years from approximately 11% in 2017 - 18 to 0% in 2021 - 2022.

Root Cause 4: Students have limited access to writing and speaking English in a virtual setting (at home) over the last 18 months during the COVID - 19 pandemic. Attendance continues to be an issue students as we return to a Face to Face setting. EB students have experienced gaps in their core academic and language development due to a limited opportunity to express academic language or interact with peers.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 15, 2022

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: All students and all student groups will increase their performance on MAP & STAAR to meet and exceed state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: State assessment data (STAAR Online).

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS. Strategy's Expected Result/Impact: Improved alignment with the state as demonstrated in Focus areas, projects, concept units, MAP, STAAR and district exams. Staff Responsible for Monitoring: Principal, Assistant Principal, District Specialists, Content Specialists, and Campus Coaching Staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Instructional Materials - 199 - General Fund - \$10,647, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will participate in regularly scheduled planning PLC and GLT meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in PL Focus meetings.</p> <p>Strategy's Expected Result/Impact: Attendance & levels of Engagement at various planning meetings. Full implementation of the Summit PL Process.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists, Team Leader , and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. (scaffolding and Differentiation will be provided)</p> <p>Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings), agenda and notes regarding specific student needs, and documentation of intervention.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, MTSS Team, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Coaching Support - 211 - Title 1 A - Economically Disadvantaged Study - \$81,208.84</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers will attend workshops on a specific focus area, backwards planning for projects / Concept Unit, and training regarding specific habits of success for each six weeks. Staff will be coached on implementation via PLC and GLT.</p> <p>Strategy's Expected Result/Impact: Evidence of campus walks and administrative walk throughs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and District Leaders.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).</p> <p>Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, MTSS Team, Campus Coaches, CCS, Teachers, ACE Coordinator, and College Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutorials (ESSER) HB4545 - 282 - ESSER III - \$63,000, Extended Day Tutorials - Extended Day/Tutorial - \$7,059</p>	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Library will maintain a collection of a variety of books to support school wide literacy (Capstone Ebooks). Both electronic and hard copies of various books have been purchased in order to make the checking out of books more flexible for the student and teaching staff.</p> <p>Strategy's Expected Result/Impact: Circulation reports</p> <p>Staff Responsible for Monitoring: Principal, and Librarian.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,793.08, - 199 - General Fund - \$6,000</p>	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).</p> <p>Strategy's Expected Result/Impact: Focus area assessments, focus area attempts, concept unit grades and project grades.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ELAR Campus Coach, ACE Coordinator, MTSS Team, and District ELAR Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,394.52, Instructional Materials - 199 - General Fund - \$6,000, High Impact Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$1,600</p>	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: All Core teams will take MAP (Reading, Math, Science), Common Formative Assessments, Common Summative Assessments (Mock STAAR). Each assessment will have a blueprint based on grade level student expectations, ensuring that all power standards selected by each PLC have been assessed at the campus level.</p> <p>Strategy's Expected Result/Impact: PLC Teams are responsible for reviewing the data and blueprint in the PLC setting and with administrator and campus coach assigned to their leadership team.</p> <p>Staff Responsible for Monitoring: PLC Teams, Campus Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund - \$2,000</p>	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Student Expectations will be posted in classrooms, discussed via WOOF T.V. , and tied to the lessons in SDL time (Safe & Civil Champs, Habits of Success, and Whole Child).</p> <p>Strategy's Expected Result/Impact: Walkthrough Documentation</p> <p>Staff Responsible for Monitoring: Administrators and Campus Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Rigorous instruction will be provided by highly qualified and trained teachers who follow the PL Process, district timeline, and prepare differentiated lessons and assessments for struggling learners (HB4545) who have gaps in their education. PLC's will begin with planned questioning and review of RTI needs for individual students. Real time intervention in regular classroom setting will be offered to all struggling students based on data.</p> <p>Strategy's Expected Result/Impact: Walkthrough data, staff offering tutorials, and ACE afterschool feedback</p> <p>Staff Responsible for Monitoring: Interventionist, Teachers, Campus Coaches, Principals, MTSS Team, Paraprofessionals, and ACE Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,800, Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$53,962.36, Instructional materials - 199 - General Fund - \$3,000, Highly qualified teaching - 211 - Title 1 A - Economically Disadvantaged Study - \$80,661.44</p>	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Rigorous instruction and student learning will be supported by campus coaches through peer coaching.</p> <p>Strategy's Expected Result/Impact: Data Collection Tools</p> <p>Staff Responsible for Monitoring: Campus Coaches, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Incorporate more intervention into the school day by expanding Reading elective classes. Offering strong, purposeful Tier 1 instruction with small group instruction as needed, and Tier II & III intervention via elective courses, DAWG Time, Tutorials, SDL time, and PL small group instruction for students that are still having difficulty.</p> <p>Strategy's Expected Result/Impact: MAP, STAAR, Common Formative, Common Summative / Mock, and PFA's</p> <p>Staff Responsible for Monitoring: Counselor / MTSS Chair / TEAM, Teachers, Campus Coaches, Core Content Specialist, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials - 211 - Title I A - Economically Disadvantaged Study - \$7,000, CCS - 255 - Title II A - Improving Teacher & Principal Q - \$107,902.62, Provide RTI for at risk - 199 - General Fund - \$3,669</p>	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: In order to meet the needs of struggling learners teacher teams will provide planning time with campus and district specialist with goal of identifying, planning, and assessing the power focus standards. The planning opportunity will be extended to all 4 core areas.</p> <p>Strategy's Expected Result/Impact: MAP results (3 times per year), CFA's, SFA's, Mock STAAR, Test bank TFAR, and STAAR</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Campus Coaches, CCS's, and District Specialist</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund - \$9,000</p>	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2022 levels in all tested areas during the 2022 - 23 school year. Students in all areas will make significant growth and MEET progress standards.





District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and talented students will be served in PAP classes. Strategy's Expected Result/Impact: Master Schedule Class Loads of PAP students Staff Responsible for Monitoring: Counselor for GT Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: GT Supplies and Materials - 199 - General Fund - \$2,437	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Gifted and Talented students will participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: 100% participation in project Staff Responsible for Monitoring: GT teachers, Counselor Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: PAP students will be provided with enrichment activities, such as pentathlon, spelling bee, and GT projects. Strategy's Expected Result/Impact: Evidence of activities conducted to support extension of academics Staff Responsible for Monitoring: GT Team, Counselor, Campus Coach, and PAP Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Southmore Intermediate will work towards all core teachers attaining additional training and/or certification for serving our EB / ELL population (SIOP & 7 Steps)

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Teachers will supply documentation of additional training.

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR teachers will gain ESL Certificate. Strategy's Expected Result/Impact: 100% of all ELAR teachers have ESL certification Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Core teachers will participate in ESL academy offered by district. All Core teaching staff will be required to draft and teach with a language objective during instructional time. Strategy's Expected Result/Impact: Teacher attendance for district training. Classroom walk - through data. Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: LEP / EB Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period. Strategy's Expected Result/Impact: Increase LEP student performance by 15% and increase in LEP Exits. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach (Math & ELAR), Grade Level ESL Team, ESL Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy Funding Sources: Intense Remediation - 263 - Title III A - Bilingual Education, Language - \$2,686.02, Bilingual / ESL supplies and materials - 199 - General Fund - \$4,394	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: The individual needs of Special Education students will be assessed annually to provide the most appropriate and least restrictive learning environment for each student.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal





Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by MTSS Team.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.</p> <p>Strategy's Expected Result/Impact: Appropriate testing decisions, ARD minutes</p> <p>Staff Responsible for Monitoring: LSSP Administrators Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: SPED supplies and materials - 199 - General Fund - \$1,096</p>	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Training certificates provided Staff Responsible for Monitoring: BSS Team All special programs Administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Unlimited access Staff Responsible for Monitoring: LSSP, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
Strategy 4 Details		Formative Reviews		
Strategy 4: Campus will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: Transition meeting sign in sheets Staff Responsible for Monitoring: LSSP, Counselor Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative		
		Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.</p> <p>Strategy's Expected Result/Impact: Appropriate placement decisions</p> <p>Staff Responsible for Monitoring: RTI Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.</p> <p>Strategy's Expected Result/Impact: ARD documentation</p> <p>Staff Responsible for Monitoring: Case Managers, LSSP, and MTSS Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Intensive RTI - 199 - General Fund - \$1,000</p>	Formative		
	Jan	Apr	June

Strategy 7 Details		Formative Reviews		
Strategy 7: Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas. Strategy's Expected Result/Impact: Alignment in curriculum and a higher productivity/efficiency in SF Teams meeting students needs. Staff Responsible for Monitoring: Administrator over SPED, SPED Department Head, SF Staff, District Special Ed Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative		
		Jan	Apr	June
Strategy 8 Details		Formative Reviews		
Strategy 8: ABLE II classroom will contain flexible seating options to build core strength, mobility and increase attention. Strategy's Expected Result/Impact: Improved Mobility Staff Responsible for Monitoring: SPED. Assistant principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative		
		Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Southmore will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Monitor the discipline reports and data to determine if numbers are reflecting an significant decline in removals. Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices (CHAC Guidelines).

District Objective:





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Coordinated School Health program implementation log.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and outside of the school day. Strategy's Expected Result/Impact: Participation in activities as documented on rosters. Students schedules include PE. Staff Responsible for Monitoring: SHAC, Coaches, coordinated school health team, and counselors. Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinated School Health Committee will provide annual training to staff members on the requirements of the program. Strategy's Expected Result/Impact: Training conducted periodically throughout the year. Staff Responsible for Monitoring: SHAC, Administrator over CSHC, Counselor Title I: 2.4, 2.5, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV (Habits of Success / Whole Child Framework). Strategy's Expected Result/Impact: Habits and traits taught during DAWG time weekly. Staff Responsible for Monitoring: Administrators, Counselors, and Campus Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Counselors will conduct campus wide Bullying Prevention, Cyber Bullying, and See Something / Say Something training for the campus. Strategy's Expected Result/Impact: Training conducted / Implementation of activities centered around bullying awareness. Staff Responsible for Monitoring: Counselors, Principal, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate. Strategy's Expected Result/Impact: Sign in sheets for training Appropriate investigation and interventions procedures followed Completion of Bullying reports Staff Responsible for Monitoring: Administrators, Counselors Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: Engage in focused monitoring of the academic progress of our Special Education subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: In order to ensure the SPED population meets adequate academic progress, we will engage students in focused monitoring of academic support of the academic progress in both reading and math, and assess bi - weekly via formative assessments until we reach the goal of 20% in all meets grade level standards or above.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Southmore Intermediate will offer electives and extra curricular opportunities to help develop a well rounded student with real life skills.





District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student interest as documented in course selection, club or extracurricular activity.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are offered Art, Band, Choir, Orchestra, Teen Leadership, Health, Career Readiness, and Athletics. These programs provide real life skills to our students. Students will be offered membership into various organizations (Student Council, Student Safety Ambassadors, and Principals Advisory Board). Strategy's Expected Result/Impact: enrollment and participation Staff Responsible for Monitoring: Program Teachers, Counselors, Sponsors Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore Intermediate will provide enrichment opportunities through field trip and educational trips sponsored by clubs or teachers. (Colleges, Universities, Artist Boat, ECHS, CTHS, and ACE programming) Strategy's Expected Result/Impact: Trip plan executed, student participation in voluntary field trips. Staff Responsible for Monitoring: Administrators, Counselors, ACE Coordinator, Sponsor, and Grade Level Team Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: ACE After School Programming - 21st CCLC Grant - \$45,000, - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Southmore will participate in the district Chess Club and Robotics Initiative via ACE programming. Strategy's Expected Result/Impact: Participation in practices and competitions Staff Responsible for Monitoring: Club Sponsor, ACE Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund - \$200	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results. Counselors meet with each student to go over Kuder assessment results. Strategy's Expected Result/Impact: Kuder participation, Counselor visitation, and Kuder sign in sheets	Formative		
	Jan	Apr	June

<p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Each fall students will participate in College / Career activities the week PISD hosts College Night. In addition, the GLT's will focus on a particular university programs, career and technology programs that they represent. Wednesday are designated college shirt days.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Week Artifacts

ECHS visits roster

Lewis Career Technical High School visits roster

Student applications

Strategy 1 Details	Formative Reviews		
Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges. Strategy's Expected Result/Impact: Planning and presenting of materials during the College / Career elective course Staff Responsible for Monitoring: Counselor and CTE elective teacher Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund - \$500	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in Career Day activities. Strategy's Expected Result/Impact: Career Day Plan and participation Staff Responsible for Monitoring: Counselors, Campus Coaches, and Teachers Title I: 2.4, 2.6, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of each year, all new teachers will be provided additional support and training to ensure a successful school year.





District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

High Priority

Evaluation Data Sources: Student achievement data, T-TESS data, and teacher retention.

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) via RISE staff development. The campus conducts meetings with new staff regularly through the year to provide support via our New Teacher training to enhance teacher quality. Strategy's Expected Result/Impact: ETP completion and use of strategies being learned while participating in ETP. Staff Responsible for Monitoring: Principal, AP's, and Campus Coaches Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore Intermediate ensures that all teachers new to our campus are assigned a mentor or buddy depending on level of experience. Strategy's Expected Result/Impact: Assignment made and collaboration facilitated through meetings.	Formative		
	Jan	Apr	June

<p>Staff Responsible for Monitoring: Principal and AP</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Southmore faculty and staff members will demonstrate understanding and ownership for decision making regularly throughout each school year through faculty meetings, SBDM, leadership opportunities via committee meetings, PLC's, and GLT meetings.

District Objective:





Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

High Priority

HB3 Goal

Evaluation Data Sources: Participation and engagement during meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff development activities are based on teacher input and campus needs. (PL, GLT, ELL, Focus, PLC / RTI and SPED in all areas) Strategy's Expected Result/Impact: SBDM Minutes and Professional development plan. Staff Responsible for Monitoring: Principal, AP's Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate weekly in grade level/faculty meetings to promote professional communication and collaboration on our campus. Strategy's Expected Result/Impact: Sign in sheets	Formative		
	Jan	Apr	June

<p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 199 - General Fund - \$5,000</p>			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.





District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

High Priority

Evaluation Data Sources: Attendance at district and national training PLC Institute, participation in PLC framework.

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrative team will participate in PLC review to increase the effectiveness of the team and campus PLC process. Core staff will focus on answering questions 3 and 4 for all students needing interventions. Strategy's Expected Result/Impact: Shared leadership on campus and in the district Staff Responsible for Monitoring: Administrators, Counselors, and Campus Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Develop and promote family engagement opportunities with feeder schools (Mae Smythe, Bobby Shaw, Sam Rayburn) to create a community of partners that support our students and their success.

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Scheduled events in which the students from feeder pattern have the ability to work together and engage in school related events (agendas, announcements, record of attending events).

Strategy 1 Details	Formative Reviews		
Strategy 1: Host parent meeting regarding a successful transition for students from campus to campus. Attempt to better prepare the students and their parents on what to expect at each campus as students move from (Middle, Intermediate, and High School). Strategy's Expected Result/Impact: Parent attendance at Transitioning Meeting, Parent sign - in sheet Staff Responsible for Monitoring: Administrators, Counselors Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Parent Educational Materials - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore. Strategy's Expected Result/Impact: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet Staff Responsible for Monitoring: Administrators, Counselors, Parent Engagement Coordinator, and Ace Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 2: Create and Provide culturally responsive training to all Southmore faculty, staff, and parents on the benefits of building equitable partnerships with families to support student learning.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Agendas & Attendance Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: All Southmore Staff will receive on - going culturally responsive training on the benefits of engaging and building partnerships with all Southmore families. Strategy's Expected Result/Impact: Agenda, Sign - in Sheet, and Presentation Slide deck Staff Responsible for Monitoring: Administrators, Parent Engagement Coordinator, Counselors Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore will include parents as important partners in their students' education process by inviting them to serve on various committees. Strategy's Expected Result/Impact: Agenda, Sign - in sheets Staff Responsible for Monitoring: Administrator, Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Southmore's will provided training to the front office staff on how to positively serve our cliental and how to successfully interact (tone, body language) with families. Strategy's Expected Result/Impact: Feedback from parents, training documents, and sign - in sheet Staff Responsible for Monitoring: Administrators, Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: Southmore will provide effective two - way communication methods for families to maintain engagement in student learning.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Agendas & Attendance sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore will provide multiple opportunities to obtain feedback from families regarding the educational process at Southmore. Strategy's Expected Result/Impact: Skyward messaging, survey, phone conferences, parent/teacher conferences, parent contact logs, and mailouts. Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinators, and Teachers Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a schedule pickup night, report card pickup night, and parent open house. Strategy's Expected Result/Impact: Attendance, an sign - in sheet Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Campus Coaches, Parent Coordinator, and ACE Coordinator Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials, Pamphlets, Brochures - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Recognize and reward perfect attendance and high achieving students in academic pep rallies. Strategy's Expected Result/Impact: Grades and attendance reports Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, and Campus Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,631.52, Attendance Incentives - 199 - General Fund - \$3,000		Formative		
		Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 4: Southmore will provide family engagement activities in the four core academics and social emotional areas to increase student success (Whole Child, CHAC, and CREST).

District Objective:





Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Slide deck, Agendas & Attendance sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore provides training and guidance for families to effectively monitor their student's progress and academic goals. Strategy's Expected Result/Impact: PL Platform via 1:1 device, Parent contact log Staff Responsible for Monitoring: Administrator, Counselor, Teachers, Campus Coaches, and Parent Coordinator Title I: 2.4, 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Resources Provided by Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$4,344.55, - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 5: Southmore will include families in meaningful conversation and planning of programs and activities to support student engagement and student success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will have access to multiple training opportunities. Strategy's Expected Result/Impact: Participation and attendance of parent events. Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinator, and ACE Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,428.07, - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore will ensure parent input via SBDM in order to maintain a high level of collaboration among all stakeholders regarding school improvement. Strategy's Expected Result/Impact: SBDM agenda, CIP, Committee minutes, and Sign-in sheet Staff Responsible for Monitoring: Principal, Parent Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 6: During each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Attendance as noted on rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday Luncheon, Awards Ceremony, and extracurricular activities. Strategy's Expected Result/Impact: Attendance at events Staff Responsible for Monitoring: Administrators, Parent Coordinator Title I: 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 7: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet

Strategy 1 Details	Formative Reviews		
Strategy 1: Successfully engage our parents in the success initiatives at Southmore. Strategy's Expected Result/Impact: Volunteer list, sign-in sheet, and feedback Staff Responsible for Monitoring: Administrator, Counselor, Parent Engagement Coordinator Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Southmore will foster a culture that supports a restorative and relational model for behavior development, learning and response.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, CHAMPS, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore will proactively build the skills and relationships all stakeholders will need when challenging situations arise. Faculty, staff, and students will regularly work together to address the many issues all face so that our classrooms give them a sense of belonging and students are better equipped to work successfully with peers and adults. Strategy's Expected Result/Impact: Circle look for form, Training agenda, classroom management, behavior and discipline referrals / records. Staff Responsible for Monitoring: Administrators, Counselors, Campus Coaches, and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Southmore will successfully implement a comprehensive model for all faculty and staff, designed to meet the needs of the whole child.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students with homeroom time for mentoring, goal setting, monitoring of grades, relationship building and to celebrate their progress and academic abilities. Strategy's Expected Result/Impact: Planned mentoring tracking form, School calendar, and WOOF TV scripts Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Coaches Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer creative incentives for attendance, grades, and behavior, by creating campus wide incentive program with the use of the Silhouette CAMEO 3 Wireless Cutting Machine. Strategy's Expected Result/Impact: Offer Incentives throughout the year that recognize students strengths. Staff Responsible for Monitoring: Campus Coaches, Principals, and Counselors Title I: 2.4, 2.5 Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Southmore will develop way in which to decrease discipline referrals by at least 5% from the previous school year.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS Discipline Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Make students aware of Discipline Expectations and BARK Guidelines for Success through WOOF TV, on School PowerPoint and in Discipline Assembly. Inform students of requirements for DAWGS Day Out Field Trip. Strategy's Expected Result/Impact: Student signature on Discipline Assembly notes Staff Responsible for Monitoring: Counselors, Campus Coaches, and Assistant Principals Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and maintain an anti-bullying campaign, including bullying awareness on WOOF TV and advertise the link to report bullying on school's website. Strategy's Expected Result/Impact: Bullying documentation in Discipline system Staff Responsible for Monitoring: Counselors, BARK Committee, Website Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Use call-out to notify parents if a student has been in the discipline office. Strategy's Expected Result/Impact: Parent Direct Phone Call, Skyward Message, Parent Contact Log, and Student messaging system - Sky alert Staff Responsible for Monitoring: AP's, Counselor, and Discipline clerk Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff. Strategy's Expected Result/Impact: BARK Meeting notes Staff Responsible for Monitoring: AP's, Counselors Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all threats to the students, faculty, and staff at Southmore Intermediate.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Campus Safety and Security plan and systems.

Strategy 1 Details	Formative Reviews		
Strategy 1: Practice crisis procedures and train all staff in crisis procedures including building safety (fire drill, duck and cover, metal detector, ALICE (active shooter training, child abuse, bullying and harassment and suicide prevention. Strategy's Expected Result/Impact: Safety Agenda, BARK Minutes, Staff Development Side Deck, and Record of practiced drill and Logs Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal, Nurse, Counselor, and Custodial Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.
1	1	5	Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).
1	1	7	Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).
1	4	1	Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.
1	5	3	Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV (Habits of Success / Whole Child Framework).

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.
1	1	2	All teachers will participate in regularly scheduled planning PLC and GLT meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in PL Focus meetings.
1	1	3	All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. (scaffolding and Differentiation will be provided)
1	1	4	All teachers will attend workshops on a specific focus area, backwards planning for projects / Concept Unit, and training regarding specific habits of success for each six weeks. Staff will be coached on implementation via PLC and GLT.
1	1	5	Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).
1	1	6	Library will maintain a collection of a variety of books to support school wide literacy (Capstone Ebooks). Both electronic and hard copies of various books have been purchased in order to make the checking out of books more flexible for the student and teaching staff.
1	1	7	Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).
1	2	2	Gifted and Talented students will participate in Texas Performance Standards Project.
1	3	1	ELAR teachers will gain ESL Certificate.
1	3	2	Core teachers will participate in ESL academy offered by district. All Core teaching staff will be required to draft and teach with a language objective during instructional time.
1	3	3	LEP / EB Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period.
1	4	1	Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.
1	4	6	Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.
1	4	7	Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas.
1	4	8	ABLE II classroom will contain flexible seating options to build core strength, mobility and increase attention.
1	5	3	Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV (Habits of Success / Whole Child Framework).

Goal	Objective	Strategy	Description
1	5	4	Counselors will conduct campus wide Bullying Prevention, Cyber Bullying, and See Something / Say Something training for the campus.
1	5	5	Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate.
2	1	4	All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results. Counselors meet with each student to go over Kuder assessment results.
4	2	1	All Southmore Staff will receive on - going culturally responsive training on the benefits of engaging and building partnerships with all Southmore families.

State Compensatory

Budget for Southmore Intermediate

Total SCE Funds: \$390,928.00

Total FTEs Funded by SCE: 21

Brief Description of SCE Services and/or Programs

--

Personnel for Southmore Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ainsworth, Danita A	Int Reading Teacher	1
Alejandro, Sofia Guadalupe	Title I Aide (Fed)	1
Alvarez, Jocelinne	Int Social Studies Teacher 6-8	1
Barrow, Jessica Pauline	Int English Teacher 6-8 (Comp Ed)	1
Bright, Rebecca Ann	Coor - 21st CCLC Cycle 10	1
Colston, Wendell Leslie	Int Earth Science Teacher 8th (Comp Ed)	1
Dao, Travis Pham	Int Math Teacher 7-8	1
Fonte, Enrico Ferrera	Int ESL Teacher	1
Fulton, Allison Nicole	Int Life Science Teacher 7th	1
Madi, Searrah Alexandria	Int Reading Teacher	1
Manzano Balderas, Griselda	Int Math Teacher 7-8	1
Mcwhirter, Clinton D	Int Earth Science Teacher 8th	1
Meredith, Scott Alan	Int Social Studies Teacher (Comp Ed)	1
Morton, Amber J	Campus Coach	1
Read, Cynthia Ann	Int Math Teacher 7-8	1
Sanchez, Vanessa Tori	Int Asst Dir Band	1
Sanchez, Vanessa Tori	Extra Days 10	1
Segree, Megan Lea	Int Intervention Teacher	1
Torres, Teresa Guadalupe	Custodian I (12m)	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Wysocki, Sarah Melissa	Int Social Studies Teacher 6-8	1
Zamarripa, Brandon E	Title I Aide (Fed)	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Morton	Campus Coach		1
Jeannetta Cortes	Title 1 Aide		1
Kathryn Mayer	Reading Elective - Intervention Teacher		1
Melinda Cavel	Campus Coach		1
Rebecca Bright	ACE Program Coordinator		1

Campus Admin Team

Committee Role	Name	Position
Administrator	Derek Moody	Principal
Administrator	Jenifer Anderson	Assistant Principal
Administrator	Kelly Costley	Assistant Principal
Administrator	Mandy Wells	Counselor
Administrator	Kristy Lewis	Counselor

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Derek Moody	Principal
Classroom Teacher	Jessica Barrow	8th Grade ELAR Teacher
Classroom Teacher	Michelle Hernandez	8th grade Science Teacher
Classroom Teacher	Kem Horton - McBride	SPED / Resource Teacher
Administrator	Clint Mcwhirter	7th Grade Science Teacher
Classroom Teacher	Sarah Wysocki	8th Grade US History Teacher
District-level Professional	New Staff	Southmore Parent Coordinator
District-level Professional	Rebecca Bright	ACE Coordinator
Parent	Sabrina Barker	Parent Volunteer
Classroom Teacher	Michelle Cantu	Special Education Teacher
Non-classroom Professional	Ashley Webb	Campus ELAR Coach
Non-classroom Professional	Jacob Riley	Campus Math Coach
Classroom Teacher	Jonathon Anderson	Band Director - Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$10,647.00
1	1	6			\$6,000.00
1	1	7	Instructional Materials		\$6,000.00
1	1	8			\$2,000.00
1	1	10	Instructional materials		\$3,000.00
1	1	12	Provide RTI for at risk		\$3,669.00
1	1	13			\$9,000.00
1	2	1	GT Supplies and Materials		\$2,437.00
1	2	2			\$2,000.00
1	2	3			\$1,000.00
1	3	3	Bilingual / ESL supplies and materials		\$4,394.00
1	4	1	SPED supplies and materials		\$1,096.00
1	4	6	Intensive RTI		\$1,000.00
1	4	9			\$1,000.00
1	5	1			\$2,000.00
1	5	3			\$1,500.00
1	5	4			\$500.00
2	1	2			\$5,000.00
2	1	3			\$200.00
2	2	1			\$500.00
2	2	2			\$1,500.00
3	2	2			\$5,000.00
4	1	1	Parent Educational Materials		\$1,000.00
4	2	2			\$3,000.00
4	3	1			\$500.00
4	3	2	Materials, Pamphlets, Brochures		\$2,000.00
4	3	3	Attendance Incentives		\$3,000.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1			\$2,000.00
4	5	1			\$2,000.00
4	6	1			\$2,000.00
5	2	1			\$2,500.00
5	2	2			\$3,000.00
5	3	1			\$3,000.00
Sub-Total					\$93,443.00
Budgeted Fund Source Amount					\$93,443.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Plan4Learning		\$550.00
1	1	3	Coaching Support		\$81,208.84
1	1	6			\$3,793.08
1	1	7	High Impact Tutoring		\$1,600.00
1	1	7			\$2,394.52
1	1	10			\$2,800.00
1	1	10	Highly qualified teaching		\$80,661.44
1	1	10	Title 1 Instructional Aides		\$53,962.36
1	1	12	Instructional Materials		\$7,000.00
4	3	2			\$3,000.00
4	3	3			\$2,631.52
4	4	1	Resources Provided by Parent Coordinator		\$4,344.55
4	5	1	Title I Parent Coordinator		\$26,428.07
5	3	2			\$1,000.00
5	4	1			\$2,000.00
Sub-Total					\$273,374.38
Budgeted Fund Source Amount					\$273,374.38
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Intense Remediation		\$2,686.02
Sub-Total					\$2,686.02
Budgeted Fund Source Amount					\$2,686.02
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	CCS		\$107,902.62
Sub-Total					\$107,902.62
Budgeted Fund Source Amount					\$107,902.62
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutorials (ESSER) HB4545		\$63,000.00
Sub-Total					\$63,000.00
Budgeted Fund Source Amount					\$63,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$540,406.02
Grand Total Spent					\$540,406.02
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<p>P.L. 107-110, Section 1415(b) ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c) TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Thompson Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

The mission of Thompson Intermediate is to create a safe, inclusive, family-like environment that educates students with 21st century and critical thinking skills while developing the social emotional needs of students.

Maximize student potential in an engaging, inspiring, challenging learning environment that creates meaningful connections within our school family. creating lifelong learners.

Vision

Together with students, parents, the community and staff members, we will develop students into positive, culturally responsible, contributing members of society who can show resilience in the face of challenges. creating lifelong learners.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.	34
Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.	39
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.	44
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.	46
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.	52
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On a staff development day prior to the start of school, teachers were divided into subject areas. Campus coaches and administrators led the groups through the CNA process to determine our strengths and challenges. The findings were brought to the instructional leadership team to review and discuss next steps. The findings were shared with the campus improvement committee to determine strategies and a plan of attack to fill in the gaps of our students.

Demographics

Demographics Summary

George A. Thompson Intermediate school is located at 11309 Sagedowne Lane in Houston, Texas in the Sagemont/Southbelt area and has been serving the community since 1972. Thompson is a culturally diverse campus with an expanding population. Thompson serves students in grades 7 and 8 with limited open enrollment at approximately 900 students. Our student population is made up of diverse ethnicities which include 67% Hispanic/Latino, 18% Black or African American, 8% Asian, 5% White, 2% Two or More Races. As our community continues to grow, home languages have expanded as well to include English, Spanish, Vietnamese, Urdu, Arabic, Bengali, Chinese, Swahili and Yoruba.

Our English Language Learner population is growing each year and is currently at 35.4%, which has increased 10% over last year. The change in the demographics over the past decade has made it necessary for Thompson Intermediate to respond in several ways. We have a full time ESL teacher, ESL aide and have scheduled students into classes to support language acquisition. Since the number of EL learners has increased significantly over this time, all our teachers and staff receive training in language acquisition, language development and sheltered instruction strategies. Another large change in the demographic make-up involves the socio-economic arena. Many more students at Thompson Intermediate are now participating in the Free and Reduced lunch program than at any point in the past. This change makes it necessary for the staff to have a better working knowledge of how poverty impacts the culture and learning environment. Students receiving free and reduced lunch comprise 75.6% of our population. Within our student population, 66.9% of students have been identified as At-Risk and 1.5% identified as homeless. Thompson currently has 12.2% of students receiving Special Education services. Teachers and staff are provided continual professional development to meet the varied needs of our learners.

Thompson Intermediate consists of 101 staff members, 67 being teachers. 8% are beginning teachers, 31% have 1-5 years experience, 24% have 6-10 years experience, 21% have 11-20 years experience and 16% with over 20 years experience. Thompson teaching staff is comprised of 15% African American, 20% Hispanic, 58% White, 3% American Indian, 3% Asian and 1% Two or More Races.

Current Enrollment Summary By Ethnicity

Ethnicity	Students	Percentage
Hispanic/Latino	591	67%
Black or African American	161	18%
Asian	72	8%
White	44	5%
Two or More Races	16	2%
Total	887	100.00%

Current Enrollment Summary By Meal Status

Meal Status	Students	Percentage
Free	559	63%
None	224	25%
Reduced	101	11%

Current Enrollment Summary By Meal Status

Total	887	100.00%
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Demographics Strengths

Thompson is a culturally rich and economically diverse school. Thompson Pride is viewed as an anthem for the school. It has helped us create a culture of teamwork where the value of “Us” or “We” is celebrated as opposed to criticizing the differences of our Thompson family and the community around us.

Student Achievement

Student Achievement Summary

During the 2021 school year, all campuses were labeled as *Not Rated: Declared State of Disaster* for 2021, the STAAR achievement data showed a need to to fill gaps, remediate and intervene with students. Our data also showed a drop in the number of students who took the STAAR test compared to previous years. STAAR Participation in the 2018-2019 school year showed 99% of students took the assessment compared to only 79% of students having participated in the STAAR 2021 assessments.

2022 STAAR Achievement data showed our campus has recovered to meet and performance has exceeded in some content areas compared testing data prior to Covid.

2022 STAAR Performance

	All Students	African American	Hispanic	White	Asian	Pac. Islander	Two or More Races	Econ. Dis.	EB	SpEd
LAR 7										
Approaches	85%	82%	86%	78%	95%		75%	84%	77%	40%
Meets	55%	48%	53%	59%	81%		58%	52%	34%	14%
Masters	33%	23%	31%	41%	60%		17%	29%	13%	8%
LAR 8										
Approaches	84%	72%	85%	100%	92%		100%	82%	68%	45%
Meets	52%	33%	53%	62%	62%		100%	48%	28%	47%
Masters	32%	21%	31%	48%	41%		83%	28%	14%	7%
MATH 7										
Approaches	51%	43%	49%	62%	78%		55%	47%	48%	12%
Meets	18%	11%	17%	14%	48%		18%	14%	16%	2%
Masters	1%	0%	1%	0%	9%		0%	2%	3%	0%
Math 8										
Approaches	79%	66%	79%	86%	95%	0%	100%	74%	72%	42%
Meets	38%	31%	35%	45%	68%	0%	50%	37%	23%	14%
Masters	10%	4%	6%	14%	48%	0%	0%	8%	6%	2%
ALG										
Approaches	100%	100%	100%	100%	100%		100%	100%	100%	
Meets	95%	88%	94%	100%	100%		100%	96%	100%	
Masters	96%	94%	83%	60%	93%		100%	80%	100%	
SCIENCE										
Approaches	79%	59%	80%	90%	87%	0%	56%	76%	61%	29%
Meets	46%	33%	46%	47%	64%	0%	33%	42%	26%	17%
Masters	20%	11%	19%	29%	39%	0%	22%	19%	6%	10%

	All Students	African American	Hispanic	White	Asian	Pac. Islander	Two or More Races	Econ. Dis.	EB	SpEd
SOCIAL STUDIES										
Approaches	51%	44%	48%	67%	69%	0%	100%	48%	24%	21%
Meets	21%	11%	20%	33%	33%	0%	67%	21%	11%	12%
Masters	14%	7%	13%	19%	31%	0%	50%	13%	4%	7%

Longitudinal STAAR Data

STAAR	2018	2019	2020	2021	2022	Change 21:22
% Approaches Grade level	81	81	63		85	22
7th Rdg	80	81	64		84	20
8th Rdg	81	73	47		51	4
7th Math	84	81	Not scored	62	79	17
8th Math	100	100		96	100	4
Algebra	74	83		57	79	22
Science	68	72		45	51	6
Social Studies						
% Meets Grade level	21	48	33		55	22
7th Rgd	49	54	33		52	19
8th Rdg	48	30	Not scored	15	18	3
7th Math	52	56		30	38	8
8th Math	94	99		81	95	14
Algebra	47	51		30	46	16
Science	27	38		16	21	5
Social Studies						

STAAR	2018	2019	2020	2021	2022	Change 21:22
% Masters Grade level	26	26	18	33	15	
7th Rdg	26	24	12	32	20	
8th Rdg	26	6	4	1	3	
7th Math	18	17	Not scored	7	10	3
8th Math	62	84	55	83	28	
Algebra	23	19	13	20	7	
Science	11	22	6	14	8	
Social Studies						

Student Achievement Strengths

Our STAAR 2022 Assessment data results show that we have not only recovered from learning loss caused by the pandemic, but in some areas exceeded performance. 7th and 8th grade Reading and Algebra showed the highest achievement in the past 6 years. Student results in each Performance Level surpassed prior years.

7 th Reading	2017	2018	2019	2020	2021	2022
Approaches	78	75	81	Not rated	63	85
Meets	45	44	48	Not rated	33	55
Masters	21	26	26	Not rated	18	33

8 th Reading	2017	2018	2019	2020	2021	2022
Approaches	79	80	81	Not rated	64	84
Meets	47	49	54	Not rated	33	52
Masters	21	26	24	Not rated	12	32

Algebra	2017	2018	2019	2020	2021	2022
Approaches	100	100	100	Not rated	96	100
Meets	89	94	99	Not rated	81	95
Masters	61	62	84	Not rated	55	83

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: History STAAR Data across the African American, Special Education, and Emergent Bilingual students indicates the largest deficit of achievement in the Approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading comprehension. Students lack motivation and attendance. Relationships need to be built to remedy these situations.

Problem Statement 2: STAAR data across 8th grade science indicates a 20% average achievement gap for meets for Emergent Bilingual **Root Cause:** Vocabulary Reading comprehension

Problem Statement 3: 7th and 8th LAR Emergent Bilingual is underperforming disproportionately in meets and masters compared to other sub populations. **Root Cause:** EB lack academic language to jump to meets and masters.

Problem Statement 4: Math STAAR scores show that Sped and African American students are underperforming disproportionately in meets and masters across all tests (7th, 8th and Alg.) **Root Cause:** Not knowing IEPs well enough. Not having strong enough relationships with certain subpopulations.

Problem Statement 5 (Prioritized): EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. **Root Cause:** Deficits in academic language hinder many students from reaching meets and masters.

Problem Statement 6 (Prioritized): Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects. **Root Cause:** Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.

Problem Statement 7 (Prioritized): Attendance dropped to 93% **Root Cause:** Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.

School Culture and Climate

School Culture and Climate Summary

Although Thompson Intermediate is a large intermediate school we pride ourselves in our family atmosphere. Students are encouraged to show their Thompson Pride and be **P**ositive, **R**espectful **I**ndividuals that **D**emand **E**xcellence. We utilize a consistent discipline management plan to create a structured safe environment for all students. We believe students should be able to participate in multiple extra-curricular activities and are proud to have approximately 500 students in our fine arts program and 400 in athletics.

Our teachers implement Positive Behavior Intervention strategies and work with our Safe and Civil Schools team to target problem behaviors. The faculty and staff have been trained in Youth Mental Health First Aid and we are providing monthly trainings on how to become a Trauma Informed Campus. Thompson has implemented the Safe School Ambassador program which empowers students to become leaders and take action to initiate positive change on our campus. Within the Safe School Ambassador program, students create and build relationships with students of all backgrounds.

Our faculty and staff is surveyed each semester with a "Keep It, Start It, Stop It" survey to receive input in regards to the needs of our school. We take a family first philosophy and want to make sure that all feel valued. Campus leadership welcomes staff input and wants all stakeholders involved in making our campus the best it can be.

Our campus has a variety of clubs and organizations to encourage a culture of inclusion and acceptance. Students are encouraged to join a club to build peer relationships as well as connection to our campus. One of the culture and climate initiatives started this year has been "Start with Hello" to end social isolation.

We believe in providing our students with supports academically, socially and emotionally to grow as individuals. One of the goals at Thompson Intermediate is for each child on our campus to have at least one adult they have a connection with. We encourage this by our mentoring sessions during homeroom. Each student is assigned a mentor teacher that they check in with each week to set goals, monitor their grades and check on them emotionally. Thompson is utilizing the Along digital check in tool to allow students multiple ways to complete mentor check ins. Students respond via video, text or in person. Supporting students academically and providing social emotional learning builds connections to our campus.

Showing appreciation and recognition to our Thompson Lions is extremely important. Every month, teachers and staff nominate students who show Lion PRIDE by voting for students of the month. These students, their parents and a teacher of their choice are honored with a luncheon and certificate. We believe in recognizing our students who do the right thing every day and want to show our appreciation to them. We also recognize our teachers and staff throughout the school year. A weekly Staff Spotlight highlights our support staff and the important role they play. Every month we also celebrate our Teacher of the Month. Teachers vote for a peer who has gone above and beyond to positively impact our school. This teacher is awarded a Certificate and gift donated by the community at our monthly faculty meeting.

School Culture and Climate Strengths

As mentioned in the above summary, Thompson Intermediate has created an atmosphere where unity and respect are both expected and highlighted. The consistency with which daily routines are established creates a strong learning environment where students flourish. As a school, we pride ourselves on the many opportunities that students have to grow and develop in safe ways. These opportunities include top-notch classroom experiences and a vast array of extra-curricular activities designed to “hook” students into a safe and productive learning environment.

- Mentoring
- Clubs and Organizations
- Weekly Homeroom Time

- Student led morning announcements
- Positive Behavior Interventions
- Safe and Civil School Team
- Trauma Informed Campus
- Youth Mental Health First Aid Training
- Start With Hello Initiative
- Student of the Month Luncheon
- Monthly Student Incentives
- Attendance Incentives
- Teacher recognition and incentives
- Staff Spotlight & Teacher of the Month Award
- Regular staff morale booster activities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to provide instruction at the highest level, all teachers are highly qualified and have been trained to routinely use the most effective research based strategies. Campus led professional development is ongoing throughout the school year and tailored for our campus needs. Staff feedback is taken into consideration for topics. Technology training is provided throughout the school year on campus to ensure our teachers and staff are kept up to date with the latest instructional technology practices. Professional development is made a priority as we believe in a growth mindset for all at Thompson.

Thompson attracts many aspiring educators and veteran teachers looking for a home. New teachers are assigned a buddy and/or mentor to assist with the transition to Thompson. New teachers go through Lion Academy to learn everything about Thompson. We have four campus instructional coaches who play a vital role in teacher development by sharing their expertise and provide coaching on a regular basis. Retaining quality teachers requires commitment to fostering support for our Thompson work family. Activities are planned throughout the year to boost teacher moral and build relationships with one another. The creation of the Thompson Sunshine Committee has built community and the phrase, "You Matter" is our slogan.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified. Teachers working on their post bachelor's degree are given a plethora of opportunities to experience their field of work outside of the classroom. A great deal of consideration is given when making teaching assignments. Each teacher has the opportunity to express which subjects and what level they wish to teach. It is very important to the administrative team to ensure that teachers are happy with the position they are in.

One of the greatest strengths at Thompson is our priority on family. We believe in supporting each other and doing what is right for our students.

- All staff new to campus have a half day campus orientation, welcome and tour prior to the regular start date for all staff.
- All new staff receive a campus buddy or mentor.
- All teaching staff who are first year teachers receive a mentor teacher assigned to them.
- All new and first year teachers receive support through campus based content specialists.
- All new teachers receive district support through district mentors.
- All staff have access to professional development and trainings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Thompson Intermediate teachers provide students with a comprehensive, TEKS aligned curriculum. Teachers attend district focus meetings to plan lessons and create assessments. Following focus meetings, teachers plan rigorous lessons in order to keep students engaged with the content. Weekly, teachers meet with the PLC (Professional Learning Community) to discuss the 4 PLC questions. #1- What do we want the students to know, #2- How will we know when they know it? #3- What will we do when they do not get it? #4- How will we provide extension/enrichment to those students who already know it? Within their PLCs, teachers discuss which research-based strategies to use when working with students. PLC discussion revolves around student interventions, discussing student by student and standard by standard. Thompson Intermediate teachers have common planning periods in which they PLC across the content area. During this time, student data is discussed and interventions planned. Thompson's Personalized Learning classroom teachers meet in GLTs (grade level teams) to discuss student needs and interventions. the PL classrooms utilize the Summit Learning Platform which houses the curriculum.

Small group instruction occurs regularly in our classrooms. A blended learning environment is used within our classes to utilize technology and allow for individualized interventions by teachers. Core content teachers are provided with a "push in" intervention teacher to provide students with extra support. Data from common assessments and MAP testing is used to pull small groups.

Thompson Intermediate follows the district's scope and sequence. During common planning time, teachers analyze data, create rigorous research based strategies, and design a variety of common assessments. All students are administered the NWEA MAP Growth test 3 times a year in Reading and Math. We follow the district's Assessment calendar to measure our success with campuses across the district.

Curriculum, Instruction, and Assessment Strengths

- Teachers attend all district focus meetings
- District curriculum scope and sequence is followed.
- Content Teachers have common conference periods to plan for lessons, common assessments and creation of materials.
- PLC teams meet weekly to discuss student by student, standard by standard and how they will intervene for struggling learners.
- Rigorous lessons are created and implemented in each classroom.
- Campus administration conducts regular walk throughs and provides honest, timely and actionable feedback to teachers.
- Data driven intervention are planned and happen within the school day.
- Campus led professional development based on instructional needs.
- MAP data analyzed and help inform instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Thompson Intermediate is a diverse campus which invites families and the community to be part of our ongoing activities, decisions and student learning. We hold literacy events, open house events and college preparedness opportunities to raise awareness. Parent workshops are held throughout the year to keep parents informed of their student's academic progress. We partner with the community to help raise funds for our fine arts and athletic events. We communicate through various ways (newspaper, letters, website and Facebook) to meet their needs. We continue to hear the needs of our parents and community members by always keeping an open door policy. Below is our Parent engagement policy.

Thompson Intermediate Parent Involvement Policy – revised-2018 Title 1 School-Wide Program

District Mission:

The mission of the Pasadena Independent School District, requiring the commitment of all employees, parents, business and community members, and students, is to guarantee all students will:

- *acquire the knowledge
- *master the skills, and
- *maximize the talents

necessary to fulfill their potential as responsible citizens in the ever-changing world of the 21st century.

Purpose:

As a school-wide Title 1 program, we recognize the unique needs of our community and want to develop a parent involvement policy to enhance the education of all our students. Parent involvement with their child and school is critical to student success. Our purpose is to provide regular information to our parents regarding their child's academic progress. We also want to provide opportunities for parents and community members to participate in the school community.

Annual Title 1 Meeting

Thompson Intermediate will inform parents of our Title 1 Program in conjunction with the Technology Meeting and Meet the Teacher Night at the beginning of each school year.

Student, Parent, Teacher Compacts

In accordance with Title 1 regulations, each school must develop a student, parent, teacher compact. This compact is an agreement to the shared responsibility for student success between home and the campus.

The compact explains how students, parents, and staff will share the responsibility for promoting student achievement. A copy of the signed compact will remain on file for all

students.

Types of Parent Involvement

Parent Involvement activities will be fully integrated into the Campus Improvement Plan. Thompson Intermediate is committed to removing barriers for our community. Elements of this plan will include:

1. Regular communication with parents;
 - Monthly School calendar-emailed and flyers
 - Monthly newsletter- emailed and flyers
 - Remind 101
 - Special Event Reminders/notices- emailed and flyers
 - Progress Reports and Report Cards
 - Parent/Teacher Conferences
 - School Assemblies
 - District and Campus web-site
 - Automated Call out System
 - Social media to include Facebook and twitter-notify through social media when progress reports and report cards go out

1. Parent Participation Opportunities
 - 7th Gr. Parent Orientation
 - Open House
 - Parent Connect
 - Athletic Events
 - Pep Rallies

- Fine Arts Performances
- Book Fair (during the school day and at night)
- Parent STAAR lunch/parent breakfast
- School Assemblies
- Field Trip Chaperone
- Avid Family Night

Staff Communications

Teachers are required to provide regular communication with parents if a child becomes At-Risk for academic failure or is in need of behavior intervention. Teachers are encouraged to incorporate positive communication to parents whose children show improvement or are doing well.

The campus has a recognition program for students. This recognition includes Honor Roll, National Junior Honor Society, Academic Excellence, and Thompson Awards Night.

Staff Communication Avenues:

- email addresses are located on the campus website
- Team Conferences – contact the counselor’s clerk for an appointment
- Telephone Conferences
- Written notices (English and Spanish)
- Remind 101

Evaluation

The evaluation procedure will include assessment of the parent involvement policy as well as recommendations for improvement in emergent areas.

Our school will conduct annual assessment of parent involvement activities through the use of a “Parent Survey” at the end of each school year. This assessment will allow the school to evaluate the effectiveness of parent involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by school and home.

Parent and Community Engagement Strengths

Thompson has strong extracurricular activities where parents come out in droves to support. Our athletic and fine arts departments continue to see tremendous parent support. We use those activities as the anchors of our school to continue to keep parents involved with their children during these difficult pre-teen and teenage years. Each year we host an Open House for parents and have a large turn out for the event.

Parent engagement events are scheduled each 6 weeks to keep parents involved. These events include:

- Book Fair
- Grandparents Breakfast
- SKyward and Summit Platform Navigation
- Internet Safety
- Student of the Month Luncheon
- STAAR Prep
- Social Emotional Strategies to use with Students

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent involvement. **Root Cause:** Due to Covid-19, we have seen a drop in parent participation.

School Context and Organization

School Context and Organization Summary

The school is organized in a way that maximizes student learning. Through detailed analysis of student needs, particularly in the core classes, the bell schedule has been tailored to maximize learning time. Our master schedule reflects the need for intervention classes within the school day for students who have struggled in the areas of math and reading. Common conference periods have been created to allow teachers to work in professional learning communities to enhance their abilities to provide quality instruction, and the PLC's work to establish common assessments designed to target specific student growth. The data retrieved from these assessments drives instructional practices and provides the backbone for student learning.

School Context and Organization Strengths

Through intentionally planning, Thompson utilizes "push in" teachers to the core content areas to intervene with struggling students. The teacher of record will co-teach alongside the push in teacher to help facilitate small group instruction and differentiated learning practices. Our data has shown an increase in student achievement when using this intervention strategy.

Technology

Technology Summary

Our campus uses a wide variety of technology. Every classroom on campus has an interactive board, application program, projector and document camera that is used for daily activities in the classroom. Teachers have access to portable devices that allow an integrated technology form for assessment. Every teacher has a laptop to utilize in the classroom or take home to create rigorous lessons from any location. Teachers and students have access to the internet and are able to access effectively and efficiently applications needed for the classroom. Administrator's use of portable hand held devices have effectively allowed smooth and seamless transitions for monitoring and observing teachers and students with minimal disruption to the learning environment. Technology professional development is offered throughout the school year so that teachers and staff may stay up to date with latest instructional practices.

Technology Strengths

We have many highly trained staff members on our campus that assist in integrating technology into lessons that are used in each department. Our staff also has many opportunities to participate in professional development to broaden their expertise in technology. As a campus, we share our knowledge in group based sessions and individual support where needed. The use of applications provided by the district allows our campus to integrate technology effectively. All students are taught in a blended learning classroom. Students use the Summit Learning Platform or Google Classroom. We have dedicated time to onboard students on how to navigate these platforms and how to most effectively use the embedded tools.

Priority Problem Statements

Problem Statement 3: Low parent involvement.

Root Cause 3: Due to Covid-19, we have seen a drop in parent participation.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 1: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories.

Root Cause 1: Deficits in academic language hinder many students from reaching meets and masters.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects.

Root Cause 2: Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Attendance dropped to 93%

Root Cause 4: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.

Problem Statement 4 Areas: Student Achievement

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)
- 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 Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Reduce EB meets gap from 15% to 10% on the 2023 STAAR Test.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: TELPAS, common assessments, 2023 STAAR data and PLC agendas.

Strategy 1 Details	Formative Reviews		
Strategy 1: In PLC, plan lessons that prioritize academic language. Strategy's Expected Result/Impact: Students will be more familiar with the necessary academic language to be successful on STAAR and TELPAS Staff Responsible for Monitoring: ESL teachers, campus coaches, administrators, teachers. Problem Statements: Student Achievement 5	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Plan lessons that plan for the use of SIOP strategies in lessons. Strategy's Expected Result/Impact: Implementing strategies that will meet the needs of second language learners. Staff Responsible for Monitoring: Teachers and campus coaches. Problem Statements: Student Achievement 5	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 5: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. Root Cause: Deficits in academic language hinder many students from reaching meets and masters.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 2: We will reduce the average performance gap for special education students from 21% to 15% across all STAAR content areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data analysis of common assessments, MAP, formative assessments and 2023 STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly PLC with special education department to review data and discuss strategies to close the meets gap for special education students. Strategy's Expected Result/Impact: All parties will be able to track progress and discuss next steps to meet the goal. Staff Responsible for Monitoring: Administrators, campus coaches and special education teachers. Problem Statements: Student Achievement 6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly content PLC will discuss differentiated strategies and supports to meet the needs and provide the students the resources to meet the goal. Strategy's Expected Result/Impact: Teachers will have the necessary resources to provide the proper differentiated supports. Staff Responsible for Monitoring: Campus coach, administration and core content teams. Problem Statements: Student Achievement 6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Targeted small group instruction. Strategy's Expected Result/Impact: Individualized interventions to meet the needs of special education students. Staff Responsible for Monitoring: Classroom teacher and support facilitation teacher Problem Statements: Student Achievement 6	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Have deeper conversations about individual students and best practices according to their IEP Strategy's Expected Result/Impact: A more precise understanding of the individual student to be able to apply the proper strategy in the classroom. Staff Responsible for Monitoring: Teachers and case managers Problem Statements: Student Achievement 6	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 6: Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects. Root Cause: Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Students who were unsuccessful on STAAR will show growth on MAP & STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fall, Winter and Spring MAP data as well as STAAR results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading and math intervention classes scheduled into the school day to support students. Strategy's Expected Result/Impact: Additional instruction will fill gaps that will result in growth. Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Before and after school tutorials will be provided to support students. Strategy's Expected Result/Impact: Student growth and increase in student performance. Staff Responsible for Monitoring: Administrative team.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: Increase student performance across all content areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize highly trained staff and resources to create purposeful engaging lessons, activities and incentives to meet needs of students and keep students interested in school. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 5, 6, 7 Funding Sources: Instructional Funds - 211 - Title I A - Economically Disadvantaged Study - \$24,541.34, Instructional Budget - 199 - General Fund - \$101,434, Campus Staff - State Compensatory Funds, Supplies, Materials, Misc. Operating Costs, transportation fees - State Compensatory Funds, Title II Campus Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$79,530.61	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended day tutorials. Strategy's Expected Result/Impact: Increase in student performance across contents. Staff Responsible for Monitoring: Teachers, campus coaches, leadership team. Targeted Support Strategy Problem Statements: Student Achievement 5, 6 Funding Sources: extended day - Extended Day/Tutorial, extended day - Extended Day/Tutorial	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Title 1 Peer Facilitator and instructional aide to help support students. Strategy's Expected Result/Impact: Additional staff will increase students learning. Staff Responsible for Monitoring: PF, aides, administrative team. TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Achievement 5, 6 Funding Sources: Title 1 Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$80,268.96, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,843.07	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Plan 4 Learning tool for campus improvement planning. Strategy's Expected Result/Impact: Continued reflection and growth campus wide. Staff Responsible for Monitoring: Principal, CIP Team Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 5: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. Root Cause: Deficits in academic language hinder many students from reaching meets and masters.
Problem Statement 6: Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects. Root Cause: Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.
Problem Statement 7: Attendance dropped to 93% Root Cause: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: Fill gaps for students who were not successful on STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR and Map data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of HB 4545 to meet the needs of students who are not successful on STAAR. Strategy's Expected Result/Impact: Students will gain knowledge in essential areas of content not mastered in the previous school year. Staff Responsible for Monitoring: Administrative team, ESSER tutors Problem Statements: Student Achievement 5, 6 Funding Sources: Staff Payroll - 282 - ESSER III - \$81,000, High Impact Tutoring Non-Payroll - 211 - Title 1 A - Economically Disadvantaged Study - \$1,900	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 5: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. Root Cause: Deficits in academic language hinder many students from reaching meets and masters.
Problem Statement 6: Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects. Root Cause: Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.





Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: Collaborate across learning platforms best ways to support students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Formative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers meet weekly in a PLC to use data to drive instruction practices. They will discuss Tier 1 intervention and Tier 2 intervention strategies. Strategy's Expected Result/Impact: Rigorous, relevant content and best instructional practices used. Staff Responsible for Monitoring: Campus content coaches, Administrative team. ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 5, 6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade Level Team PLCs will meet weekly to discuss student needs. Strategy's Expected Result/Impact: GLT will look at students holistically to provide supports prescribed to the individual student needs. Staff Responsible for Monitoring: GLT, Coaches, Administrators Problem Statements: Student Achievement 5, 6	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 5: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. Root Cause: Deficits in academic language hinder many students from reaching meets and masters.

Student Achievement

Problem Statement 6: Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects. Root Cause: Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 7: Provide English Language Learner/Emergent Bilingual Students with supports needed to be successful.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Formative and summative assessments, TELPAS.

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Increase in student performance. Staff Responsible for Monitoring: TELPAS Administrator. Problem Statements: Student Achievement 5	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize effective teaching practices to meet the needs of ELL/Emergent Bilingual students. Strategy's Expected Result/Impact: Increase in student language acquisition and performance. Staff Responsible for Monitoring: Administrative team, teachers. Problem Statements: Student Achievement 5 Funding Sources: Title III Funding - 263 - Title III A - Bilingual Education, Language - \$1,205.13	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 5: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. Root Cause: Deficits in academic language hinder many students from reaching meets and masters.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 8: Professional Development will be made a priority by providing consistent training and workshops that enhance expertise in instructional content

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Implementation of knowledge.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing staff development during the school year to target student groups. Strategy's Expected Result/Impact: Growth in professional learning and improvement in practices. Staff Responsible for Monitoring: Administrative team. Problem Statements: Student Achievement 5, 6 Funding Sources: Professional Development - 199 - General Fund - \$11,271	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 5: EB students across all subjects have a larger gap than other subpopulations in the meets and masters categories. Root Cause: Deficits in academic language hinder many students from reaching meets and masters.
Problem Statement 6: Special education students had a gap of 21% compared to the total school in the meets category across all STAAR tested subjects. Root Cause: Gaps from COVID Need to implement IEP with more fidelity across all subjects Differentiation is not targeted enough Small group instruction not utilized to the fullest.





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Provide opportunities for students to explore post secondary options.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Thursdays, College Week, Career Day

Strategy 1 Details	Formative Reviews		
Strategy 1: Throughout the school year we will explore college options and inform students of various colleges to broaden student's view experiences. Strategy's Expected Result/Impact: Increase interest in college. Staff Responsible for Monitoring: Leadership team, counselors, teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teen Leadership classes will research college opportunities and discuss financial aid options/procedures. Strategy's Expected Result/Impact: Increase student knowledge of college opportunities and process for applying. Staff Responsible for Monitoring: Teen leadership teacher, administrative team.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Students will explore potential career paths.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Lessons plans, field trips, homeroom activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th grade students visit CTHS to learn about the offered programs and application process. Strategy's Expected Result/Impact: Students will be informed of high school programs and options. Staff Responsible for Monitoring: Counselors.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Vertically align and expose students to opportunities in high school. Help students learn what career paths align with their personal interests.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: High school registration. Homeroom activities and lessons.

Strategy 1 Details	Formative Reviews		
Strategy 1: Dobie visits Thompson to showcase the various programs offered at the high school. Strategy's Expected Result/Impact: Dobie week allows students the opportunity to get more comfortable with their future school and activities they can be involved in. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: ECHS visits to explain the difference in two year vs four year colleges, associates degrees, and community college vs university. Strategy's Expected Result/Impact: ECHS visits Thompson to give an overview of ECHS to the students. The application process is explained. Staff Responsible for Monitoring: Counselors.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 4: Students take the PSAT to better prepare for college admittance tests.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: PSAT participation and results.

Strategy 1 Details	Formative Reviews		
Strategy 1: PSAT 8/9 is given to the 8th grade students in the fall. PSAT scores reports are provided to the students and parents. These reports guide students in high school pathway. Homeroom teachers go over the results with the students. Strategy's Expected Result/Impact: Students will be exposed to the PSAT and possible scholarship opportunities associated with the exam. Exposure to the PSAT will allow students to plan for high school. Staff Responsible for Monitoring: Counselors, testing coordinators.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 5: Inform and expose students to military career options.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Guest speakers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Thompson holds a Veterans Day program. Students' parents, teachers and community members that served in the military are showcased. Strategy's Expected Result/Impact: Students will be informed as to military options after high school. Staff Responsible for Monitoring: Leadership team.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Military & College shirt day every Thursday. Strategy's Expected Result/Impact: Opens dialogue about opportunities in the military. Staff Responsible for Monitoring: Counselors, teachers, administrators.	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Military guest speaker. Strategy's Expected Result/Impact: Guest speaker will discuss opportunity for a career in the military. Staff Responsible for Monitoring: Counselors, Teen Leadership teacher.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Provide ongoing campus based professional development for our staff.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development will be planned based on campus needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Various onsite and offsite professional development opportunities are provided and recommended to teachers to polish their teaching. Strategy's Expected Result/Impact: Continuous learning for teachers to better support learning of students. Staff Responsible for Monitoring: Leadership team. ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide new staff member with a buddy/mentor teacher to collaborate with.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: New teachers/staff will be paired up with experienced staff member.

Strategy 1 Details	Formative Reviews		
Strategy 1: All new teachers to Thompson are given a buddy teacher. The buddy teachers is a support for the teacher. The buddy helps the new teachers understand Lion PRIDE. Strategy's Expected Result/Impact: By providing support to new staff members, we will retain and create highly impactful staff. Staff Responsible for Monitoring: Leadership team, mentors, administrators.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: The collaboration through the PLC process helps develop new teachers and provide growth.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: PLC running agendas.

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC offers opportunities to collaborate with their peers to develop the skills to become a highly qualified teacher. Strategy's Expected Result/Impact: Create a well functioning team of teachers to provide high quality instruction to all students. Staff Responsible for Monitoring: Teachers, Campus content coaches, administrative team, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Provide coaching and observation moments to learn new strategies.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Master schedule.

Strategy 1 Details	Formative Reviews		
Strategy 1: During push in periods, teachers are able to observe various teaching strategies that can be implemented in their classroom. Strategy's Expected Result/Impact: Teachers will show high quality instructional practices. Staff Responsible for Monitoring: Teachers, campus content coaches, administrative team.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 5: Hiring by committee to find the best fit and most qualified candidates.

District Objective:
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Employment data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Interview panels have representatives from the department that has the opening. Strategy's Expected Result/Impact: Build capacity among teacher leaders and find the best candidates. Staff Responsible for Monitoring: Administrative team.	Formative		
	Jan	Apr	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: Increase our parent engagement and involvement in our school community.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Event sign in sheets, agendas, participation, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide parent engagement events each 6 weeks period. Ex: Open House, Book Fair, Parent Informational Session, Internet Safety, Strategy's Expected Result/Impact: Grow our connection and support with parents/community. Staff Responsible for Monitoring: Leadership team. Funding Sources: Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,330.82	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent coordinator to build engagement. Strategy's Expected Result/Impact: By having a dedicated parent coordinator, our campus will build our relationships and engagement with families. Staff Responsible for Monitoring: Parent coordinator, administrative team. Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,653.26	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Social media presences (facebook, instagram, etc). Strategy's Expected Result/Impact: Communicate with families and community. Staff Responsible for Monitoring: Administrators, Leadership team.	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Southbelt Leader submissions Strategy's Expected Result/Impact: Share great things happening at Thompson with the community. Staff Responsible for Monitoring: Southbelt Leaders Liasion.	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Fine Arts will hold numerous concerts in the school and in the community. Strategy's Expected Result/Impact: Parents will be engaged and build connection with our campus. Staff Responsible for Monitoring: Coaches, directors, teachers, leadership team.	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Red and White Day is a community event held at the beginning of the school year showcasing our athletics program. Football and volleyball scrimmage. Strategy's Expected Result/Impact: Parents will be engaged and build connection with our campus. Staff Responsible for Monitoring: Coaches, administrative team.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Low parent involvement. Root Cause: Due to Covid-19, we have seen a drop in parent participation.





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Implement Anonymous Alerts system for students and parents to report concerns.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Anonymous Alerts submitted.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Anonymous Alerts system for students and parents to report concerns. Strategy's Expected Result/Impact: Rollout of new reporting system will empower students to report safety issues. Staff Responsible for Monitoring: Administrative team, teachers Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 7: Attendance dropped to 93% Root Cause: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Safe Schools Ambassador program on campus.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Monthly Safe Schools Ambassador meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Training for staff and students on conflict resolution and positive cultural change. Strategy's Expected Result/Impact: Create a safe and positive campus environment. Staff Responsible for Monitoring: Leadership team, Safe School Ambassadors, Teachers and staff. Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ongoing trainings throughout the year. The School Ambassadors meet twice a month. Once as a family group and once as a whole group were new skills are taught and past skills are reviewed. Strategy's Expected Result/Impact: Create a safe and positive campus environment built on respect. Staff Responsible for Monitoring: Leadership team, Safe School Ambassadors, Teachers and staff. Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 7: Attendance dropped to 93% Root Cause: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Create campus wide systems to decrease discipline referrals and increase positive relationships.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data.

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS team meets monthly to discuss discipline trends to find solutions. Provide student incentives throughout the year. These will focus on referrals, tardies and attendance. The PBIS team focuses on positive staff climate as well as student behaviors. Strategy's Expected Result/Impact: Decrease discipline referrals, tardies and increase attendance. Positive culture and climate. Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff. Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of Tier III Student Behavior Pathways. Strategy's Expected Result/Impact: Provide Tier III supportive for student with high discipline referrals. Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and parents.	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Reduction in removals. Staff Responsible for Monitoring: Administrators.	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Stay in compliance with TBSI requirements. Staff Responsible for Monitoring: Administrative team, Special Ed staff.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 7: Attendance dropped to 93% Root Cause: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: Build student capacity in interpersonal, intrapersonal, conflict resolution and appropriate social skills.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data, counseling referrals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create SEL student groups to promote inclusion, appropriate communication skills and build relationships. Strategy's Expected Result/Impact: Reduction in student discipline referrals and student confrontations. Staff Responsible for Monitoring: Administrative team, counselors, SEL coach. Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 7: Attendance dropped to 93% Root Cause: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 5: Campus wide mentoring utilizing Along digital check ins.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Along weekly feedback and increase in relationships.

Strategy 1 Details	Formative Reviews		
Strategy 1: Training at the beginning of the year to rollout Along and provide booster sessions throughout the year on building relationships. . Strategy's Expected Result/Impact: Students will build connections to our campus and have a trusted mentor on campus. Staff Responsible for Monitoring: Mentor teachers, leadership team. Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Mentor teachers perform check-ins with their mentees once per week. Strategy's Expected Result/Impact: Students will build connections to our campus and have a trusted mentor on campus. Staff Responsible for Monitoring: Mentor teachers, leadership team. Problem Statements: Student Achievement 7	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 7: Attendance dropped to 93% Root Cause: Fear of coming to school if not feeling well. Habit of staying home. Students lack of motivation.





Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Student and parent onboarding at the beginning of the year.

District Objective:

Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Homeroom lessons, parent information sessions, Thompson Student Parent Handbook and website.

Strategy 1 Details	Formative Reviews		
Strategy 1: Homeroom daily to roll out information: technology, school wide, safety, etc. Strategy's Expected Result/Impact: Practices, policies and procedures will be established to set the student up for success all year. Staff Responsible for Monitoring: Administrative team, teachers.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct parent sessions to provide information throughout the school year. Strategy's Expected Result/Impact: Partnership with parents. Staff Responsible for Monitoring: Leadership team.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Thompson administration and teaching staff will work collaboratively with district to plan for, maintain, and serve our students, staff and parents with ancillary services needed for all to be successful.





District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Building appearance and work order completion

Bus safety training and discipline on bus

Working and innovative technology

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend District Professional Development. Strategy's Expected Result/Impact: Through training, ancillary services will be optimal for students, parents and staff.	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	6	1	Teachers meet weekly in a PLC to use data to drive instruction practices. They will discuss Tier 1 intervention and Tier 2 intervention strategies.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Utilize highly trained staff and resources to create purposeful engaging lessons, activities and incentives to meet needs of students and keep students interested in school.
1	4	2	Provide extended day tutorials.
1	6	1	Teachers meet weekly in a PLC to use data to drive instruction practices. They will discuss Tier 1 intervention and Tier 2 intervention strategies.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	6	1	Teachers meet weekly in a PLC to use data to drive instruction practices. They will discuss Tier 1 intervention and Tier 2 intervention strategies.

State Compensatory

Budget for Thompson Intermediate

Total SCE Funds: \$388,605.00

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

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Personnel for Thompson Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anderson, Peter T	Int Asst Dir Band	1
Feldman, Aaron D	Int Social Studies Teacher	1
Garcia, Esmeralda	Int Math Teacher 7-8	1
Gonzalez, Alyssa Marie	Title I Aide (Fed)	1
Harvick, Cheryl Lynn	Int Math Teacher 7-8	1
Lozano, Jose Guadalupe	Int English Teacher 6-8	1
Mathis, Melinda M	Int Social Studies Teacher (Comp Ed)	1
Matlock, Kayla Michelle	Int Reading Teacher	1
Medina, Denise Cerezo	Campus Coach	1
Moneyhun, Kelli Renee	Int Intervention Teacher	1
Neel, Clifford Lane	Int Social Studies Teacher (Comp Ed)	1
Newton, Kristen Joy	Int Social Studies Teacher	1
Orr, Sherrie Sebesta	Int English Teacher 6-8	1
Paul, Kevin Viliamu	Int Earth Science Teacher 8th (Comp Ed)	1
Pena, Maria D	Int Spanish Teacher	1
Prestridge, Melissa Jean	Int Math Teacher 7-8	1
Reyna, Manuel Alexander	Int Math Teacher 7-8	1
White, Stephanie M	Int Earth Science Teacher 8th	1
Woods, Ca-Lishea Vashan	Campus Coach	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Zink, Melissa Jo	Int English Teacher 6-8	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ca-Lishea Woods	Sec. Peer Facilitator	Fed	1
Gina Garcia	Sec. Peer Facilitator	Fed 187	1
Lisa Matay	Title I Aide Fed	Title I	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional Budget		\$101,434.00
1	8	1	Professional Development		\$11,271.00
Sub-Total					\$112,705.00
Budgeted Fund Source Amount					\$112,705.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional Funds		\$24,541.34
1	4	3	Title 1 Instructional Aide		\$26,843.07
1	4	3	Title 1 Peer Facilitator		\$80,268.96
1	4	4	Plan 4 Learning		\$550.00
1	5	1	High Impact Tutoring Non-Payroll		\$1,900.00
4	1	1	Parent Component		\$4,330.82
4	1	2	Parent Coordinator		\$23,653.26
Sub-Total					\$162,087.45
Budgeted Fund Source Amount					\$162,087.45
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Title III Funding		\$1,205.13
Sub-Total					\$1,205.13
Budgeted Fund Source Amount					\$1,205.13
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Title II Campus Coaches		\$79,530.61
Sub-Total					\$79,530.61

255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$79,530.61
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Staff Payroll		\$81,000.00
Sub-Total					\$81,000.00
Budgeted Fund Source Amount					\$81,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$436,528.19
Grand Total Spent					\$436,528.19
+/- Difference					\$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. Coordinated Health Program <ul style="list-style-type: none"> Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

objectives (including PE minutes, lunch schedules and recess). <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9 TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023