

**Pasadena Independent School District**  
**De Zavala Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

At De Zavala Middle School, we are committed to academic excellence for **all** students in an environment that promotes student achievement, positive relationships, and responsible citizenship.

**Every** student. **Every** day. **Every** opportunity.

# Vision

Our campus vision is to create an environment where everyone is responsible and accountable for achieving academic excellence.

# 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

De Zavala Middle School is a 5th and 6th grade campus. Current enrollment is 505 with 96% Hispanic, 1% White, and 3% African American. The percentage of students who are Economically Disadvantaged is 97%. The percentage of students identified as English Learners is 27%. The percentage of students identified as GT is 7%. 63% of our students' home language is Spanish (318 students), and 37% is English (187 students).

### Demographics Strengths

Having a diverse and high need population allows for students and staff to become enriched in various cultures, learning styles, personalities, and experiences that help foster an environment of acceptance for all students and staff.

De Zavala showed a decrease in tardies to school from 2020-2021 to 2021-2022.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** ADA attendance indicates a decrease of 4.1% over the last 3 years. **Root Cause:** Lack of connections and communication with families, lack of understanding of the importance of attendance, lack of meaningful mentoring sessions

## Student Achievement

### Student Achievement Summary

Based on the Spring STAAR 2022

District Grade 5 Math Meets 32%	District Grade 5 Reading Meets 45%	District Grade 5 Science Meets 27%
De Zavala Grade 5 Math Meets 19%	De Zavala Grade 5 Reading Meets 30%	De Zavala Grade 5 Science Meets 12%
Gap 13%	Gap 15%	Gap 15%
Goal of Gap 5% or less	Goal of Gap 7% of less	Goal of Gap 7% of Less

District Grade 6 Math Meets 20%	District Grade 6 Reading Meets 31%	District Grade 7 MatMeets 62%
De Zavala Grade 6 Math Meets 8%	De Zavala Grade 6 Reading Meets 23%	De Zavala Grade 7 Science Meets 42%
Gap 12%	Gap 7%	Gap 20%
Goal of Gap 6% or less	Goal of Gap 4% of less	Goal of Gap 10% of Less

### Student Achievement Strengths

There was growth in all content areas in % Meets on STAAR.

5th Grade Emerging Bilingual (EB) students are closing the gap in Meets on Reading STAAR.

5th Grade Masters in Science STAAR increased by 4%.

5th Grade SPED math had 10% Meets.

5th Grade SPED science has 7% Meets.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** STAAR data across all content areas indicates a gap between % District Meets and % Campus Meets. **Root Cause:** Non-reading teachers lack strategies to implement reading interventions Not enough time for focused reading opportunities

# School Culture and Climate

## School Culture and Climate Summary

De Zavala Middle School is a part of Safe and Civil School as well as Social Emotional Learning. Following the guidance of our Safe and Civil Committee, our school has developed procedures and expectations for all to be followed throughout the school day and school year. These procedures and expectations are taught to students and staff during the first week of school, and review lessons are done throughout the year. Our teachers utilize CHAMPS within their classrooms to support these schoolwide procedures and expectations. Our SEL committee also provides weekly lessons to help students learn to better manage emotions.

## School Culture and Climate Strengths

Our campus strives on a daily basis to create a place where all stakeholders are a part of the De Zavala team. Guidelines for Success created by the Safe and Civil Committee to establish routines and a safe environment:

As a Lobo I will . . .

L - Lead by example

E - Encourage positive relationships

A - Achieve my full potential

D - Develop habits and skills for success

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The PBIS report shows a 14% increase in office referrals from the start of the school year to the end of the school year. **Root Cause:** Lack of celebrations for positive behavior, lack of clear boundaries and consistency with GLTs, lack of positive student-teacher relationships

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The staff at De Zavala Middle School are considered highly qualified based on state certification requirements and mandates. All new teachers are assigned a mentor who has at least 3 years of experience teaching and who is currently teaching the same content area as the new teacher. Teachers who are not new to teaching but are new to De Zavala Middle School are assigned a campus buddy. Mentors are trained through our district program, and buddies are trained on campus by our Instructional Campus Coaches.

## Staff Quality, Recruitment, and Retention Strengths

Part of our strength with regard to staff quality is that we have four teachers designated as Instructional Campus Coaches. The Campus Coaches focus on their area of specialty (Math, ELAR/Intervention, SS, and Science) by providing campus staff development to teachers, modeling lessons, lesson planning with teachers, and providing TEKS based/STAAR based resources. They are not assigned to teach classes, and their main role on campus is to mentor, grow, and coach our teachers.

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

**Problem Statement 1:** The percentage of teachers with more than 10 years of experience has decreased by 7% in the last 2 years according to the TAPR report. **Root Cause:** Salary, Lack of Parent and Admin Support, Burn out, Inconsistent Consequences for Behavior



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All teachers are expected to follow the district curriculum which is based on the TEKS. Furthermore, our teachers follow the district required scope and sequence using the appropriate resources. Teachers are expected to give feedback on Essential Standards from campus common assessments. Teachers will also follow the campus and district policy for grades.

## Curriculum, Instruction, and Assessment Strengths

At De Zavala Middle School, academic success begins with our teacher teams and master schedule. All students receive either intervention or an enrichment period for possible remediation. Students also see their fine arts or music classes daily. PE is every other day.

Teachers also have a 55-minute common conference/planning time with their content team members every day and a 55-minute common conference/planning time with their team every other day. Teachers meet at least 2 times per week to address instructional needs and next steps. During all meetings, data is reviewed and gathered to enhance all areas of student learning.

Additional Strengths at De Zavala Middle School:

- PLCs are purposeful
- PLCs are engaging
- PLCs are full of collaboration with team leads having more ownership

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

**Problem Statement 1 (Prioritized):** There is a lack of communication between the content teachers and the intervention teachers about instructional strategies. **Root Cause:** Core teachers and intervention teachers do not have a common planning period, lack of protocol, use of platform during intervention, lack of instructional strategies playlist

# Parent and Community Engagement

## Parent and Community Engagement Summary

We continue to host many events such as Meet the Teacher, Open House, 5th-grade Orientation, Fall Festival, Family Lunch with Students, Attendance Incentives, and parent volunteer training. These all help our parents become more involved with our school. In addition, our campus has been working with other community members on preparing our parents for their child's Path to College. To connect with and prepare our families, we have held a Community Walk, Parent Night Assembly, and monthly workshops (most via Zoom) to assist with the needs of the parents. These events are our partnership with Houston A+ Challenge, Communities in Schools, and local community members. Furthermore, in regard to Community Involvement, our campus holds a Career Fair utilizing local businesses for our students. We also host a Community Health Fair which also utilizes local businesses. This fair is open to the public, and we include our feeder campuses in the planning.

## Parent and Community Engagement Strengths

We have a strong Parent Coordinator, Community in Schools Program, and ACE after-school program. All of these allow us to bring in local businesses and leaders to work with our students who normally would not have these opportunities. Our Parent Coordinator works well with our CIS, local businesses, and leaders to facilitate our relationship. As a campus, De Zavala also involves parents through GT Parent Meetings, STAAR Talks, GT Showcase and Curriculum night.

Based on the end of year parent survey:

91% of parents feel their children are safe at school

90% think their students are cared for.

A high rate of parents want to be more involved and want more events to participate in.

Parents feel that De Zavala provides interesting topics for enrichment.

Parents feel that De Zavala provides intervention to help with student mastery.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent survey data shows that 20% of parents do not feel informed by school personnel about academic performance. **Root Cause:** Parents may not receive information sent home with students, promote parent education classes provided, send parents dates of progress reports and report cards

# School Context and Organization

## School Context and Organization Summary

De Zavala Middle school is a 5th and 6th grade campus. We run a blue day/green day schedule. Students attend a elective class every day, and they alternate their PE and Enrichment classes. ELAR, Math, Science and Social Studies teachers are departmentalized as well as assigned to a cross-curricular team. These teachers are on conference daily with their grade level departments. Elective and PE teachers share a common conference. All departments are required to meet weekly for planning. Team are required to meet once a week to address student and team needs. Our campus offers band, choir, orchestra, art, and Technology Applications as elective courses. Classes are 54 minutes, and built into the school-day schedule is a school-wide enrichment period which students have every other day. During Enrichment, students participate in intervention activities. The content area students receive enrichment support changes as needed based on data.

## School Context and Organization Strengths

With the schedule we have created, we are able to provide intervention and enrichment to students during the school day. Furthermore, our students are able to participate in their Fine Arts on a daily basis.

Teams are able to communicate about students and be collaborative.

Enrichment is scheduled as a team allowing teachers to pull students for intervention from all classes.

Students are seen by the same GLT which allows for discourse for needed interventions for students.

# Technology

## Technology Summary

De Zavala Middle School is a one-to-one campus, so 100% of students have a netbook assigned to them, and students are allowed to take the device home daily. Our campus has successfully implemented the use of Google Classroom for a blended learning approach. The library also has student computers, a Promethean board, a projector, and Kindle Fires. Each classroom has a Promethean board, projector, and document camera, and a Promethean Board. Our Technology Liaison provides training for teachers regularly.

## Technology Strengths

100% of students have a netbook assigned to them.

De Zavala has successfully implemented the use of Google Classroom.

Tech Support on campus

Beanstack usage continues to increase

STEMScoepes usage continues to increase

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** CNA Data Analysis from 20/21 to 21/22 does not capture an accurate reflection of DZ usage of apps when accessing classlink or outside of classlink. **Root Cause:** District data collection, district app overload

# Priority Problem Statements

**Problem Statement 1:** STAAR data across all content areas indicates a gap between % District Meets and % Campus Meets.

**Root Cause 1:** Non-reading teachers lack strategies to implement reading interventions Not enough time for focused reading opportunities

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** ADA attendance indicates a decrease of 4.1% over the last 3 years.

**Root Cause 2:** Lack of connections and communication with families, lack of understanding of the importance of attendance, lack of meaningful mentoring sessions

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is a lack of communication between the content teachers and the intervention teachers about instructional strategies.

**Root Cause 3:** Core teachers and intervention teachers do not have a common planning period, lack of protocol, use of platform during intervention, lack of instructional strategies playlist

**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**

- District goals
- Campus goals
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- 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:** We will close the performance gap on Math, Reading, and Science STAAR Meets between De Zavala and PISD Meets by at least 50%

**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:** STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> De Zavala will engage in focused monitoring of the academic progress of our Hispanic and Economically Disadvantaged subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs. <b>Strategy's Expected Result/Impact:</b> Growth on MAP <b>Staff Responsible for Monitoring:</b> Campus Coaches, Leadership Team, Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative		
	Jan	Apr	June



Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension. <b>Strategy's Expected Result/Impact:</b> Increased student learning as observed through walk-throughs and observations. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Campus Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$53,512.11, Staff, Supplies - State Compensatory Funds - \$94,424	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will use various resources to support and increase student learning throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased student learning as observed through walk-throughs, observations and data results. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Supplies, Incentives, Admission Fees, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$5,254.09, Supplies, Incentives, Admission Fees, Books - 199 - General Fund - \$59,731	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Dyslexia Intervention services will be provided for all students who need it. <b>Strategy's Expected Result/Impact:</b> Growth in MAP Reading <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$91,478.03	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will provide additional assistance after school using MAP data and Campus Common Assessment data to determine the needs of students. <b>Strategy's Expected Result/Impact:</b> Growth on MAP <b>Staff Responsible for Monitoring:</b> Campus Coaches  <b>Funding Sources:</b> supplies, snacks, books, digital and print resources, tutorial payroll - 211 - Title 1 A - Economically Disadvantaged Study - \$9,942.86, Staff for after school clubs that build content knowledge - Extended Day/Tutorial - \$5,500	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year. <b>Strategy's Expected Result/Impact:</b> Campus Improvement Plan <b>Staff Responsible for Monitoring:</b> Principal and SBDM  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Enrichment will be provided for Gifted and Talented Students <b>Strategy's Expected Result/Impact:</b> Gifted and Talented students will show growth in MAP, GT students will pass STAAR with at least Meets <b>Staff Responsible for Monitoring:</b> Curriculum Coaches, AP over GT  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Books, General Supplies - 199 - General Fund - \$1,912	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:** We will reduce the average achievement gap performance between EB students and non-EB students for meets by 20%.

**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 results

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> All ELL students will be receiving targeted interventions including small groups, English Language Development club, System 44, and Read 180. Our EB students are placed on the bilingual team where two or more of the teachers are bilingual certified. In addition to the bilingual certified teacher, the students have teachers who are ESL certified. Any teachers not bilingual, SIOP trained, or ESL certified will be trained. Based on our diverse makeup of teacher certifications our campus utilizes the Bilingual Program, ESL Content-based model, and the Sheltered Content-based model.  <b>Strategy's Expected Result/Impact:</b> Students will read, write, and speak in English. <b>Staff Responsible for Monitoring:</b> Bilingual Teachers, Intervention Teacher, ELAR/Intervention Campus Coach  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> books, supplies and materials - 263 - Title III A - Bilingual Education, Language - \$4,104.27		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 reduce the average achievement gap performance between SPED students and non-SPED students for meets by 20%.





**Evaluation Data Sources:** Students in Special Education will show growth in MAP throughout the year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use small group instruction to differentiate instruction and meet the needs of Special Education Students. <b>Strategy's Expected Result/Impact:</b> Growth on MAP <b>Staff Responsible for Monitoring:</b> Leadership Team, Campus Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	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:** Students and Parents will learn about college and career opportunities.

**Evaluation Data Sources:** Campus Planning Calendar

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Explore various college opportunities during College Week. <b>Strategy's Expected Result/Impact:</b> Increased exposure to colleges and careers <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselors, Teachers  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Host a Career Day and recruit volunteers to share their path to their profession on "In The News." <b>Strategy's Expected Result/Impact:</b> Students will learn about the various paths the volunteers took to achieve their goals and share information about their careers. <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselors, Teachers  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Materials, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$861	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:** Hire highly qualified 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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> In order to meet Federal guidelines for students being served in the Bilingual Program, De Zavala 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. <b>Strategy's Expected Result/Impact:</b> Increase the number of bilingual certified teachers in order to more effectively reach EB students <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase the number of ESL certified teachers in order to more effectively reach EB students <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Reach out to certifications programs in order to actively recruit bilingual certified teachers. <b>Strategy's Expected Result/Impact:</b> Hire highly qualified teachers <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Attend district, college, and local job fairs. <b>Strategy's Expected Result/Impact:</b> Hire highly qualified staff. <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	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:** All teachers will participate in staff development that develops their instructional practices.

**District Objective:**

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

**Evaluation Data Sources:** Staff Development Agendas and Sign-in Sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with District Instructional Specialists, Campus Coaches, and Administrators. <b>Strategy's Expected Result/Impact:</b> Staff Development Sign-in Sheets, Lesson Plans <b>Staff Responsible for Monitoring:</b> Administrators, Peer Facilitators, Teachers, and District Instructional Specialists.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attend one hour campus faculty meetings which provide training for curriculum and instruction, PBIS, 7 Steps to a Language Rich Classroom and Interventions, and Safe and Civil. <b>Strategy's Expected Result/Impact:</b> Faculty Meeting Agendas and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches, and Teachers	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:** Administrators, Counselors, Campus Coaches, and the librarian will participate in staff development and meetings which will develop their leadership skills.

**District Objective:**

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

**Evaluation Data Sources:** Staff Development Agendas, Meeting Agendas, Sign-in Sheets, Certificates of Completion

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars. <b>Strategy's Expected Result/Impact:</b> Agendas and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches, Counselors  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Participate in monthly meetings between Administrators and Campus Coaches to plan department meetings, discuss curriculum, analyze campus data, and review student interventions/enrichments. <b>Strategy's Expected Result/Impact:</b> Meeting Minutes and Administrator/Campus Coach Calendars <b>Staff Responsible for Monitoring:</b> Administrators and Peer Facilitators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Participate in monthly Curriculum Leadership Team campus walk-throughs and debrief to discuss campus successes and next steps. <b>Strategy's Expected Result/Impact:</b> Improved instruction campus-wide <b>Staff Responsible for Monitoring:</b> Curriculum Leadership Team (Principal, APs, Campus Coaches, Teacher Leaders)  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Participate in professional development and join professional teams. <b>Strategy's Expected Result/Impact:</b> Improved instruction campus wide <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Professional Development and Professional Fees - 211 - Title 1 A - Economically Disadvantaged Study - \$164	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All teachers can request assistance from a Campus Coach to assist with concerns over curriculum, teaching methods, classroom management, etc. <b>Strategy's Expected Result/Impact:</b> Improved classroom instruction <b>Staff Responsible for Monitoring:</b> Adminstrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Funding Sources:</b> Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$165,754.28	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:** All staff will participate in staff development to address relationship building, classroom management, campus procedures.

**District Objective:**

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.

**Evaluation Data Sources:** Staff Development Agendas, Sign-in Sheets, and Certificates of Completion

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship building. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets and Agendas <b>Staff Responsible for Monitoring:</b> Safe and Civil Committee, Campus Staff	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attend district-wide Safe and Civil training. <b>Strategy's Expected Result/Impact:</b> Certificate of Completion <b>Staff Responsible for Monitoring:</b> Safe and Civil Committee	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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:** All staff will work as a team to celebrate successes, to encourage other staff members, and to build a sense of family at the campus.





**Evaluation Data Sources:** Observations, Staff Feedback, Retention Rate

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in team building activities throughout the school year. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Agendas, and Campus Planning Calendar <b>Staff Responsible for Monitoring:</b> All Campus Staff  <b>Funding Sources:</b> Supplies, Materials, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$636	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>			

**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:** Parental involvement across the campus will increase during the school year. We will hold a variety of events in different formats and times (face to face and via zoom and during the school day and afterschool).





**Evaluation Data Sources:** Records of parent volunteers and attendance at campus events.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide activities that will welcome parents to our campus. <b>Strategy's Expected Result/Impact:</b> Event Plans, Campus Planning Calendar <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselors, and CIS  <b>Funding Sources:</b> Snacks, Office Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,592.58	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recruit parent volunteers <b>Strategy's Expected Result/Impact:</b> Improve campus safety <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselors, and CIS  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide parent trainings using community resources based on parent feedback on their needs. <b>Strategy's Expected Result/Impact:</b> Improved parent involvement, improved student attendance <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselors, and CIS  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$28,148.11	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 establish a safe school while meeting the social and emotional needs of all students and staff in a culturally responsive environment.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> De Zavala will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. <b>Strategy's Expected Result/Impact:</b> Students with disabilities will learn self-regulation strategies in order to decrease out of class removal. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> De Zavala will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will use a Social Emotional Learning Question every two weeks to engage students in writing and mentoring. <b>Strategy's Expected Result/Impact:</b> Students will learn how to manage emotions, stay organized, and have resiliency. <b>Staff Responsible for Monitoring:</b> Counselors, Behavior Intervention Teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> CIS Counselor will provide students and parents with during school and after school activities to promote social-emotional learning. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement, improved student behavior <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> To ensure De Zavala is safe campus for all students and staff, we have focused efforts to maximize safety for everyone in the building by having clear, instant communication. <b>Strategy's Expected Result/Impact:</b> Students and staff will be safe. <b>Staff Responsible for Monitoring:</b> Leadership Team, Front Office Staff  <b>ESF Levers:</b> 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 1:** In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

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

**Evaluation Data Sources:** Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a safe and clean place for students to eat breakfast and lunch every day. Any student who arrives on campus will be provided an opportunity to eat a cafeteria meal if they choose. <b>Strategy's Expected Result/Impact:</b> Students will have a healthy option for breakfast and lunch. <b>Staff Responsible for Monitoring:</b> Cafeteria Staff	Formative		
	Jan	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></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 2:** We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

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

**Evaluation Data Sources:** Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with the head custodian regularly to ensure the custodial staff has all supplies and support needed to maintain the building. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	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>			

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	De Zavala will engage in focused monitoring of the academic progress of our Hispanic and Economically Disadvantaged subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs.

# State Compensatory

## Budget for De Zavala Middle School

**Total SCE Funds:** \$94,424.00

**Total FTEs Funded by SCE:** 18

**Brief Description of SCE Services and/or Programs**

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## Personnel for De Zavala Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Almanza, Lynsi		1
Arrambide, Anahi	Teacher - Middle School	1
August, Breasha	Teacher - Middle School	1
Canary, Jessica	Teacher - Middle School	1
Castillo, Cassandra	Campus Coach - All Levels	1
Cruz, Sariah	Paraprofessional - Instructional	1
Dougher, Zaley	Teacher - Middle School	1
Farris, Cheryl	Teacher - Middle School	1
Flores, Cristhian	Teacher - Middle School	1
Flores, Thapenga	Paraprofessional - Instructional	1
Funes Portillo, Elsy	Teacher - Middle School	1
Galarza, Jhoanna	Teacher - Middle School	1
Harrison, Karen	Teacher - Middle School	1
Herandez, Vanessa	Teacher - Middle School	1
Moreno, Jose	Teacher - Middle School	1
Paxton, Stacy	Campus Coach - All Levels	1
Reyes Aguilar, Julia	Teacher - Middle School	1
Smith, Niekya	Coordinator - ACE	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bibi Nunez	District Parent Coordinator		0.5
Cassandra Castillo	Peer Facilitator (Campus Coach)		1
Cheryl Farris	Dyslexia Teacher Elementary & Middle		1
Stacy Paxton	Peer Facilitator (Campus Coach)		1
Thapenga Flores	Middle School Aides		1
Valeria Martinez	Middle School Aides		1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies, Incentives, Admission Fees, Books		\$59,731.00
1	1	7	Books, General Supplies		\$1,912.00
Sub-Total					\$61,643.00
Budgeted Fund Source Amount					\$61,643.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Aides		\$53,512.11
1	1	3	Supplies, Incentives, Admission Fees, Books		\$5,254.09
1	1	4	Dyslexia Intervention Teacher		\$91,478.03
1	1	5	supplies, snacks, books, digital and print resources, tutorial payroll		\$9,942.86
1	1	6	Plan4Learning		\$550.00
2	1	2	Materials, Supplies		\$861.00
3	3	4	Professional Development and Professional Fees		\$164.00
3	3	5	Campus Coach		\$165,754.28
3	5	1	Supplies, Materials, Books		\$636.00
4	1	1	Snacks, Office Supplies		\$3,592.58
4	1	3	Parent Coordinator		\$28,148.11
5	1	4	CIS Coordinator		\$3,500.00
Sub-Total					\$363,393.06
Budgeted Fund Source Amount					\$363,393.06
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	books, supplies and mateirals		\$4,104.27
Sub-Total					\$4,104.27

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$4,104.27
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staff, Supplies		\$94,424.00
Sub-Total					\$94,424.00
Budgeted Fund Source Amount					\$94,424.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Staff for after school clubs that build content knowledge		\$5,500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$529,064.33
Grand Total Spent					\$529,064.33
+/- Difference					\$0.00

# Addendums



## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:             <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources   Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Keller Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The staff of Lonnie B. Keller Middle School believes every child has the capacity to learn and grow into knowledgeable and responsible citizens. Our students will be engaged in instruction that is challenging and relevant. Keller students will be given the opportunity to be successful academically, socially, and emotionally in an environment that is based on trust and respect by all stakeholders.

## Vision

1. We believe every child has a right to rigorous and relevant instruction from highly qualified staff.
2. We believe a welcoming environment encourages active involvement by all.
3. We believe every day is a new day.
4. We believe we can overcome obstacles and achieve anything we put our minds to.
5. We believe support and teamwork builds family.
6. We believe giving up is not an option.
7. We believe in providing a positive and caring environment by encouraging trust and respect for optimal learning.
8. We believe all people are responsible for their own actions.
9. We believe flexibility and the ability to change fosters a positive learning environment.
10. We believe everyone should have the opportunity to learn and grow.

## 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

Lonnie B. Keller Middle School is located in Pasadena, Texas, right outside of Houston, Texas. In October 2023, the school had an enrollment of 560 students. Since Keller opened in 2008, the total student population has typically been between 620 and 730 students. This is the lowest student enrollment in Keller history.

Less than 1% of the students at Keller are migrant students, or have withdrawn for home school or private school. 14.9% of our students are special education students.

Students attending Keller Middle School are predominately Hispanic at 91%, with White students making up 3% of the population, and African American students represent 5%.

The staff at Keller is 47% White, 40% Hispanic, 11% African American, and 2% Asian.

Keller Middle School's percentage of students who are Economically Disadvantaged is 92%. All students receive breakfast and lunch for free.

The attendance rate for Keller during the 2022-23 school year was 92.6%, which is about 3 points lower when compared to our attendance rate prior to COVID. Our attendance rate at the beginning of October 2023 was 94.8%.

The number of students attending Keller with limited English is 44.3%. While many students speak English, communication between parents and the school indicates that the number of parents with limited English is higher. 37.9% of our students are in the bilingual program.

Average class size ranges from 18-25 students per class.

Most Keller Middle School students live in single-family dwellings.

# Student Achievement

## Student Achievement Summary

	5 <sup>th</sup> Reading % Meets	5 <sup>th</sup> Math % Meets	5 <sup>th</sup> Science % Meets	6 <sup>th</sup> Reading % Meets	6 <sup>th</sup> Math % Meets
All Students	37	30	30	38	14
African American	24	0	6	33	8
Hispanic	38	32	21	38	14
White	56	33	44	42	20
Economically Disadvantaged	36	28	20	36	12
Special Education	10	14	8	15	18
LEP	36	32	18	31	11

Keller Middle School is designated as a School to Watch by the National Forum to Accelerate Middle Grades Reform. Keller is also designated a Texas School of Character by Character.org. Keller has been recognized as a CREST award winner for 4 consecutive years for excellence in school counseling.

The overall percentage of students that achieved Meets or higher on the 2023 STAAR tests decreased from previous years. This is primarily due to the redesign of the STAAR test with new test item types. When comparing Keller's STAAR scores to the district average, Keller is currently below district average in each content STAAR test. One of the reasons for this is Keller's attendance rate which was also below district average and the lowest among middle schools. All students that did not meet the passing standard on any STAAR test in the previous year is scheduled for an academic enrichment class each day.

Scores indicate a gap between most sub groups and the special education and ELL students. Those two sub groups perform lower on all tests given.

Interventions specifically for special education students and LEP students are:

Before and after school tutoring offered in both semesters

During school tutoring for all core areas

ACE After-school tutorials

Students at Keller Middle School are keeping up with their own data through the use of a data notebook. This "Operations Manual" allows them to track the previous year's STAAR, MAP tests, and Mock STAAR data. Students track district, and school scores as well. Students use these notebooks to communicate with parents at one of three Student Led Conferences throughout the school year.

All core teachers use data from the Summit Learning platform, state assessments, and MAP testing to drive instruction and reteach opportunities. Small groups, enrichment and tutoring times are based on student performance for each assessment and project. At each marking period, teachers evaluate the academic needs of each student to determine which students need academic enrichment during the school day. Quick starts are used as a spiral review in each content area. The use of common formative assessments and writing strategies will be developed during the school year.

### **Student Achievement Strengths**

Student Data Binders

Targeted instruction based on data

Use of Conscious Discipline principles and working on executive skills to help students manage emotion throughout the day.

# School Culture and Climate

## School Culture and Climate Summary

Keller Middle School had a few parent events during the 2022-23 school year, but still did not have as many parent events as we did pre-pandemic. Parents were invited to Band, Choir and Orchestra concerts throughout the school year. Our annual Thanksgiving lunch continued to be a success with over 100 parents attending to eat lunch with their child. We held three Family Muster nights throughout the year where we had activities in the gym, fine arts performances in the cafeteria and student-led conferences in homerooms. Parents were invited to attend our end of year awards assemblies for each grade level.

There were 691 discipline referrals in 2022-23. The following were the top 5 reasons for referrals: Insubordination, aggressive behavior, classroom disruption, fighting, and inappropriate conduct. Vaping also became a problem last year, and was something that was addressed with students at a school family assembly.

To help students deal with the pressures and anxiety found in middle school, our staff uses Conscious Discipline to teach our students and staff ways to self-regulate. We send several staff members each year to a week-long Conscious Discipline training over the summer. Keller Middle School hosted the week-long training, and will host again in the summer of 2024. Our Counseling Advisory Committee meets once a month to discuss homeroom lessons, and staff training. We currently have two Conscious Discipline Certified Instructors on staff.

The ACE after-school program is back at Keller and provides academic and non-academic activities for students every day. Students can participate in Chess Club, Robotics, Gardening, Cooking, Sports and many other activities during ACE. Keller also has a morning Soccer Club that meets every Wednesday. Christ on Campus, Chess Club, and Artists by Invitation are other morning clubs.

## School Culture and Climate Strengths

Participation in teacher sponsored clubs

Targeted training for staff by the Safe and Civil Committee

Targeted training for staff on social emotional learning

Homeroom lessons on character education



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Keller Middle School's staff is all highly qualified. Staff retainment each year is about 90%. We hired two first year teachers this year, and several veteran teachers over the summer. We had staff members leave Keller over the summer due to promotion, retirement, and working closer to home. First year teachers have a mentor teacher, and teachers new to Keller have a buddy teacher. We have monthly meetings for all new Keller teachers.

Staff surveys, different staff committees, team building, and meetings with staff members allows for open communication between staff and administration.

Teachers have many opportunities for leadership roles throughout the year. All staff choose jobs to contribute to the overall culture of KMS. Teacher leaders are on a volunteer basis. Teachers serve as team leaders, mentor and buddy teachers, and serve on various committees, such as Safe and Civil and our Counseling Advisory Committee. Teachers are encouraged to participate in staff development through the district, Region IV and graduate studies. Keller Middle School offers many opportunities for staff development on campus throughout the year as well. Teachers have the opportunity to share their expertise with their colleagues through teacher-led staff development. T-TESS and walk through data is used to help identify areas that teachers may need assistance.

Keller teachers participate in curriculum PLC's. These groups meet weekly to review data, share strategies, and plan upcoming lessons. Teachers also meet biweekly with their grade level administrators as a platoon to review platform data and discuss any behavior or social-emotional concerns.

Five Keller teachers are currently working on getting fully certified. They are supported by mentor teachers and instructional coaches.

## Staff Quality, Recruitment, and Retention Strengths

New staff meetings

Open communication

Mentor teachers

Staff development

PLC for curriculum areas

Biweekly platoon meetings with grade level administrators

Staff surveys

Staff outings and events

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All students at Keller receive their instruction through personalized learning using the Summit Learning platform. Keller teachers monitor student platform data to provide small group workshops for students having difficulty on projects or focus areas.

Implementation of the curriculum is accomplished through the work of the PLCs that meet weekly by content area. In planning, teachers analyze their class data and school data, prepare lessons and assessments, and share best practices with their colleagues. Teachers are monitored through informal walk-throughs and conversations with the school administrative team and district specialists.

All students that did not meet the passing standard on any of last year's STAAR tests are scheduled for an academic enrichment class every day. Many students also are scheduled into Math or Reading intervention classes based on their academic need. Teachers provide before and after-school tutoring to assist students that are having difficulty in their content area. Students are referred to the RtI process based on MAP test and STAAR data, as well as their progress on the Summit Learning platform.

Students have the opportunity to participate in PAC Math courses in 5th and 6th grade. All students are screened for the gifted and talented program each year. Students in GT participate in a district wide showcase each year, highlighting their projects. Students that reached the passing standard on all 2023 STAAR tests are enrolled in an extra enrichment class each day.

All students use an Operations Manual to track their data on MAP tests, STAAR and Mock STAAR tests. Students set goals every week in the Summit Learning platform and meet with their mentor teacher weekly to review their academic progress.

Students attend Fine Arts classes every day at Keller, and attend PE classes every other day. Fine Arts and PE teachers follow district guidelines in providing instruction.

## Curriculum, Instruction, and Assessment Strengths

Full campus implementation of personalized learning

Common planning times for all core subjects

PLC meetings each week to discuss instruction, data

Student goal setting and data binders

Instructional Coaches for each subject

Biweekly platoon meetings with grade-level administrators to monitor student progress

Embedded tutoring and enrichment during the school day



# Parent and Community Engagement

## Parent and Community Engagement Summary

During the 2022-23 school year, we had several parent events at Keller, but it was still not as many as before the pandemic. Having a parent coordinator to start the school year has allowed for several new parent events already at Keller this year.

This year, we invited parents to Meet the Teacher, and our grade level Open Houses. We will continue providing various in-person and virtual events for parents to attend during the school year. Some of these events will include: Fine Arts concerts, Family Muster Nights, Coffee Chat with the principal, awards ceremonies, and several other activities. All families are invited to events at Keller. Parents are notified of events through Facebook posts, weekly parent emails, parent robocalls, and notes being sent home with students. New parent events at Keller this year are Grandparents' Day event and Dunkin' with Dads.

We continue to partner with the City of Pasadena for various things. Our Keller Ambassadors will again attend and speak at monthly City Council meetings. Our students will participate in the city's food drive in the fall. During the holidays, the city will help provide toys and meals for less fortunate families of Keller. The city provides parent and student classes through the police department community services division. Students from Keller often volunteer for city events as part of community service for our school. The NEHS has adopted the streets around Keller as part of the clean streets program for the City of Pasadena.

The Houston Food Bank provides food to our students and community through their Backpack Buddies program, and the Mobile Food Pantries. Our staff also benefits with Teachers Aid deliveries of school supplies also from the Houston Food Bank.

Various community members come to Keller to assist with our annual Career Day. Our 5<sup>th</sup> and 6<sup>th</sup> grade students also participate in the STARBASE and STARBASE 2.0 programs each year.

## Parent and Community Engagement Strengths

Parent coordinator

Parent surveys for learning opportunities

Facebook posts about school events and activities

Parent Call-outs

Fine Arts performances

Other parent events

City Council Meetings

STARBASE and STARBASE 2.0 opportunities

# School Context and Organization

## School Context and Organization Summary

Student schedules are created each year attempting to maximize the minutes of instruction for each class. When at all possible, events are scheduled around the core classes. Each class is 50 minutes long. Students go to all of their core classes, enrichment, and Fine Arts every day. Tutoring time is built into each day during 2nd period (6<sup>th</sup> grade) and 4<sup>th</sup> period (5<sup>th</sup> grade). Students have opportunities for reteach, intervention or enrichment during this time each day. Students begin the day in homeroom, which provides the opportunity for SEL lessons. Students also finish the day in their homeroom class. Due to lower enrollment, Keller lost two teaching positions for this school year, which caused each grade level to have only three Social Studies teachers.

Teachers are off for their conference period every day as a curriculum team. Teachers have an additional conference period every other day, when they are off as a platoon. This schedule allows teachers to meet weekly as a curriculum PLC to plan, look at data, review instruction and share best practices. The scheduled time off as platoons allow teams to review student behaviors and academic concerns within that team. Parent conferences are held with platoons when needed.

Keller teachers also serve on different committees that allow for teacher input. Keller Team Leaders meet monthly to discuss upcoming events, and address any staff concerns. Team leaders serve as liaisons between their team and school administration. Team leaders also meet each summer to review the past year and to find solutions for issues that arose. The Safe and Civil team at Keller Middle School meets monthly to discuss Keller procedures, and propose changes as needed. Staff members representing many different teams collaborate monthly to keep Keller a safe place for all. Suggestions are made to this team when concerns arise. These are addressed by the team, and then solutions are presented to the staff. The Counseling Advisory Committee meets monthly to discuss social-emotional learning for both students and staff. These teachers provide suggestions for homeroom lessons and staff training. Over 70% of the teaching staff at Keller has attended the weeklong Conscious Discipline training.

Keller Middle School class sizes range from 15-25 students in each class.

## School Context and Organization Strengths

Common planning times for PLC's (curriculum and platoon teams)

Daily tutoring and enrichment for all students

Monthly Team Leader Meetings

Monthly Safe and Civil Meetings

Monthly Counseling Advisory Committee Meetings

# Technology

## Technology Summary

All Keller students are issued a laptop. Students bring their laptop to and from school on a daily basis. This allows students to work on their Summit Learning platform outside of school hours.

All Keller students receive their instruction through personalized learning. Students access their curriculum through the Summit Learning platform. Students also use digital resources like Google Classroom, DreamBox, StemScopes, and BeanStack to supplement their learning.

Each classroom has an interactive projector.

## Technology Strengths

All students issued a laptop.

Interactive projector

# 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 development of critical thinking, collaboration, creativity, and communication

**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:** Lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will meet weekly as curriculum teams to analyze data, discuss instructional practices, and plan lessons. <b>Strategy's Expected Result/Impact:</b> Student academic growth <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$166,925.78	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will incorporate writing into QuickStarts across content areas at least once each week. <b>Strategy's Expected Result/Impact:</b> Increase in student writing ability and fluency <b>Staff Responsible for Monitoring:</b> Each core content teacher, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will track their STAAR, Mock STAAR, and MAP data through the use of operations manuals. <b>Strategy's Expected Result/Impact:</b> Increased student knowledge of their academic growth <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.4	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The ACE After-school program will provide students with additional learning experiences to extend and enrich core content curriculum <b>Strategy's Expected Result/Impact:</b> Student academic growth <b>Staff Responsible for Monitoring:</b> ACE Coordinator, Instructional Coaches, Principal, Assistant Principals	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:** Develop a PK-12 STEAM learning continuum to increase interest and participation in science, technology, engineering, art, and math in order for students to acquire the knowledge and skills needed to solve real world challenges and qualify for a wide variety of future career paths.

**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 participation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 5th and 6th grade students will have the opportunity to participate in STARBASE and STARBASE 2.0 opportunities. <b>Strategy's Expected Result/Impact:</b> Science Enrichment <b>Staff Responsible for Monitoring:</b> Science Instructional Coach, Science teachers, Principal, Assistant Principals  <b>Title I:</b> 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will have the opportunity to participate in Robotics Club and Art Club. <b>Strategy's Expected Result/Impact:</b> Science Enrichment <b>Staff Responsible for Monitoring:</b> Club sponsor, Principal, Assistant Principals  <b>Title I:</b> 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All students will have the opportunity to participate in the school Science Fair. <b>Strategy's Expected Result/Impact:</b> Increase in student interest and knowledge in Science <b>Staff Responsible for Monitoring:</b> Teachers, Science Instructional Coach, Principal, Assistant Principals  <b>Title I:</b> 2.5, 2.6	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:** 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

**HB3 Goal**

**Evaluation Data Sources:** STAAR data, MAP test data, Lesson plans, Walkthroughs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Intervention teachers will provide workshops during the day for students that are showing academic need in Reading and/or Math. <b>Strategy's Expected Result/Impact:</b> Student progress as measured on Summit Learning platform, MAP and STAAR tests. <b>Staff Responsible for Monitoring:</b> Intervention teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$89,635.07	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students that did not meet the passing standard on the 2022 STAAR test in any content area will receive academic support through a daily enrichment class. <b>Strategy's Expected Result/Impact:</b> Student progress as measured on STAAR and MAP tests. <b>Staff Responsible for Monitoring:</b> Core content teachers, Instructional Coaches, Principals, Assistant Principals, Counselors  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Before and after school tutoring will be offered to meet the academic needs of all students. <b>Strategy's Expected Result/Impact:</b> Student progress as measured on STAAR and MAP tests. Student progress as measured on Summit Learning platform. <b>Staff Responsible for Monitoring:</b> Core content teachers, Instructional Coaches, Principals, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Extended Day - State Compensatory Funds - \$10,546, Extended Day - Extended Day/Tutorial - \$5,500	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> All core content teachers will provide small group workshops for students that are having difficulty on PFAs or projects. <b>Strategy's Expected Result/Impact:</b> Increase in percent of students on-track <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Title 1 aides - 211 - Title 1 A - Economically Disadvantaged Study - \$57,860.51, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$23,304.50, Instructional Materials - 199 - General Fund - \$55,845	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students served in our bilingual program will have the opportunity to attend before and after school tutoring, during the school day workshops, and be placed in academic enrichment classes as needed. <b>Strategy's Expected Result/Impact:</b> Student growth as measured on STAAR and MAP tests. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Instructional Materials - 263 - Title III A - Bilingual Education, Language - \$3,577.37, Instructional Materials - 199 - General Fund - \$3,642	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Students who receive special education services will have the opportunity to attend before and after school tutoring, during the school day workshops, and be placed in academic enrichment classes as needed. <b>Strategy's Expected Result/Impact:</b> Student growth as measured on STAAR and MAP tests. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> Instructional Materials - 199 - General Fund - \$1,917	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student growth as measured on STAAR and MAP tests. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy</b>	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:** 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:** Summit Learning Platform data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level administrators will meet bi-weekly with each grade-level team to discuss student academic and social-emotional growth. <b>Strategy's Expected Result/Impact:</b> Student progress as measured on Summit Learning platform. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> GT students will participate in enrichment learning activities, including 100% completion of GT project. <b>Strategy's Expected Result/Impact:</b> GT students show growth <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal, Assistant Principals  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Materials - 199 - General Fund - \$2,231	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 postsecondary 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:** Community involvement

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career. <b>Strategy's Expected Result/Impact:</b> Increase in student understanding of different career paths <b>Staff Responsible for Monitoring:</b> Counselors, Principal, Assistant Principals  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Keller Middle School will invite high schools to share information about Early College High School and Career and Technology pathway. <b>Strategy's Expected Result/Impact:</b> Increase in student understanding of different high school pathways <b>Staff Responsible for Monitoring:</b> Counselors, Principal, Assistant Principals  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> 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:** 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.

**Evaluation Data Sources:** Staff participation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Keller staff will have the opportunity to serve on different school committees, such as Site-Based Decision Making, Counseling Advisory Committee, and Safe and Civil. <b>Strategy's Expected Result/Impact:</b> Increased opportunity for staff growth <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in the implementation of SIOP strategies. Increase in the number of certified bilingual and ESL teachers. Progress as measured on STAAR and MAP Testing. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Keller will have staff celebrations of upcoming births and weddings, and celebrate birthdays through monthly birthday breakfasts and birthday cake. <b>Strategy's Expected Result/Impact:</b> Positive staff morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Keller staff will be provided different professional development opportunities to meet the social-emotional and academic needs of our students. <b>Strategy's Expected Result/Impact:</b> Student progress as measured on STAAR and MAP tests. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Instructional Coaches  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Professional Development - 199 - General Fund - \$6,688	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:** 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, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

**Evaluation Data Sources:** Parent contact data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents will receive weekly emails that communicate upcoming events at Keller. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Parents will have the opportunity to participate in ESL classes through San Jacinto College. <b>Strategy's Expected Result/Impact:</b> Increase in parent's English fluency <b>Staff Responsible for Monitoring:</b> Principal, Parent Coordinator  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parents will be offered classes to deal with pre teens and current issues. <b>Strategy's Expected Result/Impact:</b> Increase in parent understanding <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Parent Coordinator  <b>Title I:</b> 4.2 <b>Funding Sources:</b> Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,719.08, Parent trainings - 211 - Title 1 A - Economically Disadvantaged Study - \$4,112.56	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Parents will be invited to various events at Keller such as Grandparents' Day event, Dunkin' With Dads, Muffins with Moms, Bring Your Parent to PE, Thanksgiving Lunch, and Family Muster Night. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Principal, Counselors, Assistant Principals	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 1:** Foster a culture that champions a restorative and relational model for behavior development, learning, and response.

**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		
<b>Strategy 1:</b> Counseling Advisory Committee will meet monthly to discuss social-emotional learning for students and staff. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Social emotional learning will be taught through homeroom lessons and videos three days each week. <b>Strategy's Expected Result/Impact:</b> Increase in student ability to self-regulate <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Principal, Assistant Principal  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> 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:** Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and manmade.

**District Objective:**

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

**Evaluation Data Sources:** Increased police presence on campus

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Keller Middle School will invite police officers to use a room on campus to complete paperwork. A printer/scanner, snacks and drinks will be provided. <b>Strategy's Expected Result/Impact:</b> Increased police presence on campus <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> 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:** Explore, design, and implement a coordinated, accessible, and comprehensive system of evidence-based services for highly at-risk students.

**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		
<b>Strategy 1:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of removals of students with disabilities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Minimize the number of times that restraints are used on campus <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Special Education staff  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> 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.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	6	Students who receive special education services will have the opportunity to attend before and after school tutoring, during the school day workshops, and be placed in academic enrichment classes as needed.
1	3	7	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.

# State Compensatory

## Budget for Keller Middle School

**Total SCE Funds:** \$5,122.00

**Total FTEs Funded by SCE:** 14

### Brief Description of SCE Services and/or Programs

State compensatory funds will be used to help meet the academic needs of students that are currently behind in their grade level as measured on last year's STAAR test. Extra support will be provided through before, during, and after school tutoring. Funds will be used to get instructional materials and supplies as needed.

## Personnel for Keller Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Applegate, Heidi	Teacher - Middle School	1
Benner, Courtney	Campus Coach - All Levels	1
Bernal, Jason	Teacher - Middle School	1
Conerly Marcantel, Elizabeth		1
Cortez Mora, Salma	Coordinator - ACE	1
Esquivel, Lina	Teacher - Middle School	1
Foster, Casey	Teacher - Middle School	1
Garcia, Imelda	Teacher - Middle School	1
Mata, Emanuel	Paraprofessional - Instructional	1
Melchor, Kimberly	Campus Coach - All Levels	1
Oinonen, Nicholas	Teacher - Middle School	1
Sanchez, Gilma	Paraprofessional - Instructional	1
Smith, Erin	Teacher - Middle School	1
Smith, Warren	Teacher - Middle School	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Benner	Peer Facilitator (Campus Coach)		1
Emanuel Mata	Middle School Aides		1
Gilma Sanchez	Middle School Aides		1
Imelda Garcia	Dyslexia Teacher Elementary & Middle		1
Kimberly Melchor	Peer Facilitator (Campus Coach)		1
Lynette Guzman	District Parent Coordinator		0.5

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Instructional Materials		\$55,845.00
1	3	5	Instructional Materials		\$3,642.00
1	3	6	Instructional Materials		\$1,917.00
1	4	2	Instructional Materials		\$2,231.00
3	1	4	Professional Development		\$6,688.00
Sub-Total					\$70,323.00
Budgeted Fund Source Amount					\$70,323.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$166,925.78
1	3	1	Dyslexia/Intervention Teacher		\$89,635.07
1	3	4	Instructional Materials		\$23,304.50
1	3	4	Title 1 aides		\$57,860.51
3	1	1	Plan4Learning		\$550.00
4	1	3	Parent trainings		\$4,112.56
4	1	3	Parent Coordinator		\$23,719.08
Sub-Total					\$366,107.50
Budgeted Fund Source Amount					\$366,107.50
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Instructional Materials		\$3,577.37
Sub-Total					\$3,577.37
Budgeted Fund Source Amount					\$3,577.37
+/- Difference					\$0.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Extended Day		\$10,546.00
Sub-Total					\$10,546.00
Budgeted Fund Source Amount					\$10,546.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Extended Day		\$5,500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$456,053.87
Grand Total Spent					\$456,053.87
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources    Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Kendrick Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

*Marshall Kendrick Middle School is committed to providing an educational and emotional foundation that empowers students to reach their highest potential, by providing a safe and caring environment, promoting the use of 21<sup>st</sup> century skills, nurturing a strong sense of community and fostering the skills and knowledge to become life-long learners in a global community.*

## 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

Kendrick Middle School has a diverse student population. Currently, the school has approximately 680 students with the following ethnic groups:

87 % Hispanic/Latino, 7 % African American, 5% White, less than 1% Two or More Races, less than 1% American Indian or Alaska Native, and less than 1 % Asian.

Based on Kendrick's Home Language Surveys, the school has at least 4 different languages (Spanish, Arabic, Panjabi, and English) embedded in the student population. Spanish accounts for 52% of the home languages and English accounts for the other 48%. Arabic and Panjabi are less than 0.5% of the home languages.

Kendrick's student population consists of approx 56% Emergent Bilingual students.

Students receiving Special Education services make up 14% of our enrollment and students receiving 504 services at 8%.

89% percent of the student population are Economically Disadvantaged.

Due to the mobility rate within Pasadena, there is a consistent number of students moving in and out of Kendrick throughout the year.

### Demographics Strengths

Having a diverse and high need population allows for students and staff to become enriched in various cultures, personalities, and experiences that helps foster an environment of acceptance for all students and staff.

# Student Achievement

## Student Achievement Summary

According to the Preliminary Spring STAAR 2023, Kendrick students scored the following at Approaches Grade Level:

- 73% in 5th Reading
- 66% in 5th Math
- 56% in 5th Science
- 70% in 6th Reading
- 69% in 6th Math

According to the Preliminary Spring STAAR 2023, Kendrick students scored the following at Meets Grade Level:

- - 42% in 5th Reading
  - 37% in 5th Math
  - 23% in 5th Science
  - 41% in 6th Reading
  - 23% in 6th Math

According to the Preliminary Spring STAAR 2023, Kendrick students scored the following at Masters Grade Level:

- 19% in 5th Reading
- 12% in 5th Math
- 9% in 5th Science
- 13% in 6th Reading
- 13% in 6th Math

## Student Achievement Strengths

Kendrick MS uses a systemic and systematic approach to data disaggregation; data is analyzed weekly to ensure students instructional needs are being planned for and met.

Kendrick MS embeds Reading and Math intervention and enrichment time into the master schedule for all students to foster learning by targeting their specific needs in specific content areas.

# School Culture and Climate

## School Culture and Climate Summary

The teachers of Marshall Kendrick Middle School have been empowered to lead. Teachers serves as leaders of the campus for various initiatives, serve as PLC leaders, mentor teachers, and lead campus and district based professional development. When decisions are made, teacher input is sought and valued; creating teacher buy-in is an essential component to the success of our school.

Through data analysis, each department sets the goals for the upcoming school year and decides what professional development is needed. Departments and teams work through each goal and strategy, analyzing data and evaluating its success. If the data indicates a strategy has not been successful, these teachers determine next steps. In turn, this process helps drive continuous growth of our campus by building capacity of the teachers and staff by focusing instruction on our goals and moving us forward.

Serving as a conduit for information, teacher leaders and campus coaches also share district expectations and help to implement district initiatives. They also facilitate planning sessions in which differentiated lessons and small group instruction are the outcome. In addition, instructional coaches contribute to ensure high level teaching and learning is taking place across the content areas.

The teachers and staff at Kendrick Middle School are happy and feel valued. They are appreciated on a regular basis and love teaching the students at Kendrick MS.

The students at Kendrick feel safe and welcomed while at school. They feel their teachers care about their learning and want what is best for them.

## School Culture and Climate Strengths

Kendrick MS prides itself in creating and maintaining a positive and fun learning environment for all stakeholders. Over the last several years, we have promoted and hired numerous individuals to teaching roles who served as instructional aides on our campus. Our campus believes in taking care of our "own" and fostering growth and learning for all staff members. While each year, we have teachers leave, almost always is it due to factors outside of the campus' control. Additionally, our campus has welcomed back several teachers who have left to pursue other options, but found they missed our campus and wanted to return.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Kendrick MS will hire highly qualified personnel. New personnel will be provided a mentor or buddy teacher for the first year on campus aside from their working teams to ensure success. Teachers are given the opportunity to attend professional development through the district as well as on campus throughout the year. Kendrick MS New Teacher Academy will be a year-long support program for teachers new to the campus.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The teaching staff at Kendrick Middle School follows district time lines, aligned to the student expectations, set by the state of Texas for each core class. Kendrick Middle School teachers are working hard to utilize documents that ensure vertical alignment of the curriculum, a standard scope and sequence, verification of TEKS, instruction that is at the required rigor and complexity as dictated in the TEKS, assessment that shows evidence of student attainment of identified standards, and high quality instruction that increases student performance.

The fine arts and physical education programs use PISD's curriculum calendars.

Implementation of the curriculum is accomplished through the work of the teams that include the entire grade levels/content areas in the planning, preparation and evaluation of instructional lessons and assessment. They are monitored through informal walk-throughs and conversations with the building administrative team. Common assessments are created and data from those is shared in weekly team meetings. Ongoing checks and common assessments are used to assess instruction. These results are used to modify instructional practices and pacing. The results are analyzed and remediation/intervention/ tutoring plan is made during weekly team meetings.

Students have the opportunity to participate in advanced courses in the 6th grade. All students are screened for the gifted and talented program each year. Students in gifted and talented program participate in a campus and district wide showcase each year, highlighting their projects.

At Kendrick Middle School, our Dual Language Program in the 5th and 6th grade provides students in the program (approx 150) instruction in both English and Spanish through a 50/50 model.

Kendrick Middle School implements school wide Personalized Learning Program in the 5th and 6th grade (approx 600/750 students) which allows for students to complete their grade level content curriculum at their own pace while keeping up with the ever constant moving "blue line".

## Curriculum, Instruction, and Assessment Strengths

At Kendrick MS, academic excellence begins with our master schedule. Students receive 52 minutes of each content in addition to an intervention period for intensive remediation. Students also see their fine arts or music classes daily. PE is every other day.

Teachers also have a 52 minute conference period each day that is common with the other GLT members and content team. Teachers meet at least 2 times per week to address vertical and horizontal instructional needs. During all meetings, data is reviewed and gathered to enhance all areas of student learning.

Additional Kendrick Middle School strengths:

- Dual Language Campus
- Personalize Learning Program
- Use of data tools
- Teams/Department Planning
- Sharing of materials/resources
- Common assessments/discussion of outcome
- Small group instruction
- Hands-on activities
- Behavior strategies
- Make-Up/Missing work policies
- Tutoring sessions
- Parental contact concerning behavior, academics, and/or excessive absences
- Preparation for STAAR
- Ongoing Data Disaggregation
- All students participate in literacy incentive programs.
- Entire staff participates and promotes literacy along with students.
- Research based writing, inquiry, collaboration, organization, and reading strategies.
- Research based language acquisition strategies

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

At Kendrick MS, we historically have always had a high number of parents and members of the community participate in various events offered.

Events that have taken place in the past that we are continuing this year:

Meet the Teacher Night, Dual Language Informational Night, Open House, Family Game Night, Bullying Prevention 101, Halloween Literacy Family Night, Instrument Drive, Grandparents Day Breakfast, and a Veterans Day program.

Based on the attendance at all of the events so far this year and past years, parents are eager to participate and involve themselves with their child's learning and social growth, as well as to become a part of the Kendrick family. As we continue through the year, we will have many more events that all families will be invited to at Kendrick. Events are advertised in many ways. Notes are sent home with the students, phone call outs, Facebook and Instagram announcements, and our school website are the most common ways we communicate with parents.

### **Parent and Community Engagement Strengths**

High attendance at parent/community events.

All of our office staff speak, read, and write fluent Spanish and create a welcoming atmosphere when anyone visits.



## School Context and Organization

### School Context and Organization Summary

All core teachers and GLTs are assigned common planning periods to allow for teams to meet during the day to discuss data and plan for instruction.

For parents, there are planned parent events throughout the school year that are designed to support parents by giving them information on health, career and technology, and information on how to provide educational support at home for their children. Students are also supported in the school organization and expected to grow emotionally and into becoming a well-rounded citizen. For example, the campus uses a discipline curriculum to help students mature in their emotional intelligence, make better decisions, and become contributing members of the learning community. Students meeting the expectations of the campus are regularly praised and rewarded by teachers and administrators.

Professional development is also offered at the campus level to teachers on instructional technology strategies, discipline management, and research based best teaching practices. A technology survey is sent out to teachers, in order to identify the technology needs of the teachers.

Students participate in regular prevention, intervention, and enrichment activities developed and facilitated by teachers and staff.

Teachers have multiple opportunities throughout the school year cycle to collaborate in decision making and school policies. Some of the committees in which teachers can participate in include: PBIS, CD, parent involvement, yearbooks, AVID, climate, courtesy, and social.

High attendance to campus related events like school opening night and open house.

The campus guidelines for success encourage all campus stakeholders to be respectful, do their best, persevere, and be competitive to be their best and successful.

# Technology

## Technology Summary

At Kendrick Middle School 100% of our students obtain a netbook that they use throughout the day in both core content classes and electives.

Kendrick Middle School has successfully implemented Personalized Learning in the 5th and 6th grade for approximately 600 students.

Kendrick teachers actively participate in regular technology trainings in which they are introduced to new and innovative ways to implement technology in the classroom.

## Technology Strengths

- Kendrick has ensured that every student has a device in their hand and removed any barriers.
- Implementation of Personalized Learning.
- Technology has been embraced campus-wide as a tool to increase productivity and student achievement.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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**

- Attendance data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Communications 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:** Consistent implementation of district curriculum, researched based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the 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

**HB3 Goal**

**Evaluation Data Sources:** Walkthroughs, Observations, PLT/GLT meetings

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All teachers will utilize language acquisition strategies on a regular and ongoing basis when planning and teaching. <b>Strategy's Expected Result/Impact:</b> Increased student learning as observed through walk throughs and observations as well as planned for during PLT meetings. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension. <b>Strategy's Expected Result/Impact:</b> Increased student learning as observed through walk-throughs, observations and data results. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Teachers will use various resources to support and increase student learning throughout the school year for both at-risk and non at-risk students. <b>Strategy's Expected Result/Impact:</b> Increased student learning as observed through walk-throughs, observations and data results. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title 1 A - Economically Disadvantaged Study - \$52,136.33, - 199 - General Fund - \$73,341		Formative		
		Jan	Apr	June
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Teachers will be provided planning days to plan highly effective lessons and look at the data to support and increase student learning. <b>Strategy's Expected Result/Impact:</b> Increased student learning and teacher preparation as observed through walk-throughs, observations and data results. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies led by peers within the building. <b>Strategy's Expected Result/Impact:</b> Increased teacher buy-in which will lead to increased student learning and higher quality instruction. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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 2:** Continue to offer a high quality Dual Language Program to students who have been a part of the program for previous years to foster multilingualism with our 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**

**HB3 Goal**

**Evaluation Data Sources:** Master Schedule, Walkthroughs, Observation, Teacher certifications

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide students with a 50/50 model of Dual Language instruction in all core areas. <b>Strategy's Expected Result/Impact:</b> Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches, District DL Leaders  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June



Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure all teachers hired for the Dual Language Program have a Bilingual or ESL Certification along with a GT Certification. <b>Strategy's Expected Result/Impact:</b> Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations. <b>Staff Responsible for Monitoring:</b> Administrators and District DL leaders  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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 extended opportunities for students to apply their knowledge and participate in academic activities inside and outside the classroom.

**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:** Meetings minutes, Student participation, Scheduled tutorials, practices, etc.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and sustain a chess club for students that allows for student interaction among students at Kendrick MS as well as other campuses in the district. <b>Strategy's Expected Result/Impact:</b> Increased student learning and ability to problem solve. <b>Staff Responsible for Monitoring:</b> Chess Club Sponsor, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Participation of students in a campus Science Fair that will lead to participation in the district Science Fair. <b>Strategy's Expected Result/Impact:</b> Science fair participation <b>Staff Responsible for Monitoring:</b> Administrators, Teachers and Science Campus Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Participation of GT identified students in the annual district GT showcase. <b>Strategy's Expected Result/Impact:</b> GT Showcase participation <b>Staff Responsible for Monitoring:</b> GT Teachers, GT Administrator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee. <b>Strategy's Expected Result/Impact:</b> Spelling Bee participation <b>Staff Responsible for Monitoring:</b> ELAR Teachers, ELAR Campus Coach, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Select a given number of 5th and 6th grade students to participate in STARBase and StarBase 2.0 program yearly to provide students with STEM opportunities outside of the classroom. <b>Strategy's Expected Result/Impact:</b> Participation in the STARBase program <b>Staff Responsible for Monitoring:</b> Science teachers, Science Campus Coach, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Create and sustain an Art Club to provide students an opportunity for extended learning through art projects. <b>Strategy's Expected Result/Impact:</b> Increased participation in art contests and district art events. <b>Staff Responsible for Monitoring:</b> Art Club sponsors and Art teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Create a "Name That Book" team to participate in the district "Name That Book" Competition. <b>Strategy's Expected Result/Impact:</b> Increased literacy awareness and participation in district literacy events <b>Staff Responsible for Monitoring:</b> Librarian, Name That Book Sponsor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement Kendrick Clubs on a regular basis to provide students opportunities to participate in activities that foster student learning outside of their normal experiences. <b>Strategy's Expected Result/Impact:</b> Increase in student exposure to various clubs and/or activities <b>Staff Responsible for Monitoring:</b> Administrators and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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 4:** Provide additional learning opportunities for struggling students to support need for improvement.

**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:** Student data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> By regularly monitoring student data from frequent formative and ongoing assessments, students who are in need of additional academic assistance will be pulled into small groups regularly throughout the class periods, or before or after school to address their academic needs.  <b>Strategy's Expected Result/Impact:</b> Increased student learning <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Create a flexible dyslexia schedule by our DAIT to address the needs of our dyslexic students throughout the year. <b>Strategy's Expected Result/Impact:</b> Improvement of student assessment data due to an increase in fluency and comprehension. <b>Staff Responsible for Monitoring:</b> DAIT, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Provide extended day learning opportunities to those students who are at risk of failing or have been previously unsuccessful on STAAR assessments in tested areas in addition for those students who are falling behind on their PFAs within the curriculum platform. <b>Strategy's Expected Result/Impact:</b> Increased student progress and performance on STAAR exams as well as within the curriculum platform. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - Extended Day/Tutorial - \$6,500		Formative		
		Jan	Apr	June
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Provide teachers and students additional resources specifically designed to assist EB students. <b>Strategy's Expected Result/Impact:</b> Improvement of student language acquisition and academic performance of EB students. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$2,537.44		Formative		
		Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide teachers and students additional resources specifically designed to assist Special Education students. <b>Strategy's Expected Result/Impact:</b> Improvement of Special Education students' academic performance. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Engage in focused monitoring of the academic progress of our African American and White student groups on formative assessments and respond with target supports to ensure we meet their academic needs. <b>Strategy's Expected Result/Impact:</b> Increased performance of our African American and White student groups. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers and Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - State Compensatory Funds - \$11,013	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy</b>	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. <b>Staff Responsible for Monitoring:</b> PBIS Team and Administrators  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Staff Responsible for Monitoring:</b> Administrators	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 5:** Ensure teachers are ESL or Bilingual certified to support the needs of the high number of English Learners.

**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:** Teacher certifications

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, we will work to ensure teachers are attending the ESL Institute provided by the district and are monitoring teachers taking the certification test within a 6 month period at the conclusion of the training. Our campus continues to seek BL certified teachers every year, however, as another method to providing support for our EB students, we are working to hire ESL certified teachers along with encouraging our current teachers to become ESL or BL certified. <b>Strategy's Expected Result/Impact:</b> Certification of teachers <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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:** We will actively participate in PISD's College Week

**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:** Participation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participation in College Week <b>Strategy's Expected Result/Impact:</b> Increased exposure to various colleges around the country <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	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:** We will actively promote college and career awareness, military awareness throughout the school year.

**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:** Various event participation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will host a Veteran's Day Ceremony honoring military veteran's from all branches of government. <b>Strategy's Expected Result/Impact:</b> Recognizing others for service to our nation. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will host a Career Day on campus to provide exposure to students about various fields of work. <b>Strategy's Expected Result/Impact:</b> Students will learn about the various paths the volunteers took to achieve their goal in career. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	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:** Maintain the status of an AVID Campus to promote college readiness.

**Evaluation Data Sources:** Instructional Strategies





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will implement various strategies from AVID including but not limited to WICOR, Cornell Notes, and use of organizational strategies to assist students in preparation for college and what is expected. <b>Strategy's Expected Result/Impact:</b> Increased note-taking skills and organizational skills <b>Staff Responsible for Monitoring:</b> AVID Site Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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:** Empower teachers and staff to participate in and plan various leadership opportunities that promote career advancement and builds capacity at the campus level.

**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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a Teacher Leadership Collaborative and utilize this group to assist in making and reviewing campus based decisions. <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity at the teacher level. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create and sustain a committee that focuses on positive behavior supports and interventions as well as address the safety needs of the campus. <b>Strategy's Expected Result/Impact:</b> Decrease in student behaviors, increase in student safety <b>Staff Responsible for Monitoring:</b> Administrators, Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> 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 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:** Ensure teachers and staff are recognized and appreciated on a regular basis to ensure morale remains at a high level.

**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:** Turnover percentage, informal and formal staff surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Bronco Brags, and Staff Shout Outs are used by all staff to recognize others and say thank you for various reasons. <b>Strategy's Expected Result/Impact:</b> Increased staff morale, reduction in staff turnover <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Plan and coordinate regular team building activities that include all teachers and staff. <b>Strategy's Expected Result/Impact:</b> Ongoing activities that lead to team building and a positive work environment.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Recognize teachers' instructional successes at monthly faculty meetings through various methods. <b>Strategy's Expected Result/Impact:</b> Increased teacher recognition and pride about the work that is being done in the classroom. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Recognize teacher and staff birthdays throughout the year. <b>Strategy's Expected Result/Impact:</b> Increased staff morale, reduction in staff turnover <b>Staff Responsible for Monitoring:</b> Campus Secretary  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Identify and recognize teachers and paraprofessionals monthly as Teachers of the Month and Paraprofessional of the Month. <b>Strategy's Expected Result/Impact:</b> Increased staff morale, reduction in staff turnover <b>Staff Responsible for Monitoring:</b> Administrators and Campus Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers and Staff are nominated and voted on by peers as Teacher, New Teacher and Paraprofessional of the Year annually. <b>Strategy's Expected Result/Impact:</b> Increased staff morale, reduction in staff turnover <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Create and sustain a New Teacher Academy that is designed to support new Kendrick teachers each year. <b>Strategy's Expected Result/Impact:</b> Increased staff morale and support, reduction in staff turnover <b>Staff Responsible for Monitoring:</b> Campus Coaches and Teacher Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue







**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:** Encourage teachers and staff to participate in and attend various professional development sessions that will enhance the overall learning and success of students.

**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:** Professional development attendance, student data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Music Educators will attend TMEA <b>Strategy's Expected Result/Impact:</b> New instructional strategies learned will enhance students' music abilities. <b>Staff Responsible for Monitoring:</b> Music Educators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will lead Kendrick Professional Development sessions after school to other Kendrick Teachers to promote instructional strategies that can be used within the classroom <b>Strategy's Expected Result/Impact:</b> Increased staff morale, increased leadership capacity, improved classroom instruction <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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:** We will offer a variety of activities that promote Parent Involvement on a regular basis.

**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 involvement activities planned and executed

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Dual Language Teachers will conduct DL Parent Conferences twice per year with parents to discuss student progress for students in the Dual Language Program. <b>Strategy's Expected Result/Impact:</b> Increased parent communication and understanding of student academic progress and linguistic progress. <b>Staff Responsible for Monitoring:</b> DL Coordinator, DL Teachers  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide parenting classes that target specific topics that affect students at the middle school level. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement and understanding on topic discussed <b>Staff Responsible for Monitoring:</b> Counselors and Parent Coordinator  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Develop, plan and monitor parent involvement for various parent/community events throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement. Promotes a welcoming atmosphere. Builds relationships/partnerships with the community. <b>Staff Responsible for Monitoring:</b> Parent Coordinator  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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 2:** Hire an individual who is responsible for planning, assisting in planning and promoting parental involvement on a regular basis throughout the school year.

**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 event attendance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Hire an individual who is responsible for planning, assisting and promoting parental involvement on a regular and ongoing basis throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement <b>Staff Responsible for Monitoring:</b> Principal and District Staff  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> 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:** Kendrick MS teachers and staff will implement the use of Positive Behavior Supports on a daily basis.

**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:** Less behavior referrals, increased student learning

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and sustain a PBIS Team to discuss items as it pertains to student discipline and safety of the campus and make data driven decisions. <b>Strategy's Expected Result/Impact:</b> Safe environment for learning <b>Staff Responsible for Monitoring:</b> PBIS Team, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Increased awareness of students who are being removed from campus for a disciplinary reason. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Increased ability to de-escalate situations prior to using physical restraint with a student. <b>Staff Responsible for Monitoring:</b> Special Education staff and Administrators  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> 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:** Kendrick Middle School students will participate in activities to help create well-rounded individuals and to promote success and to complete in a global world.

**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 data, Attendance data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will learn about Digital Citizenship to promote appropriate and safe usage of internet, social media and computers. <b>Strategy's Expected Result/Impact:</b> Less viruses and cyber behavior issues, Improvement of acceptable use on district and personal devices <b>Staff Responsible for Monitoring:</b> Teachers, Tech Liaison, Campus Coaches  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will be selected as a "Pledge Pal" and recite the pledges on the daily announcements. <b>Strategy's Expected Result/Impact:</b> Increase sense of National Pride, student participation <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> 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:** Kendrick Middle School students are offered a variety of opportunities to promote social-emotional well-being.

**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:** Student feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Kendrick Middle School will partner with Communities in Schools and a Crisis Counselor to offer a variety of social-emotional, physical and academic supports. <b>Strategy's Expected Result/Impact:</b> Increase in student's overall support <b>Staff Responsible for Monitoring:</b> CIS, Administrators, Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**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:** In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

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

**Evaluation Data Sources:** Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a safe and clean place for students to eat breakfast and lunch everyday. Any student who arrives on campus will be provided an opportunity to eat a cafeteria meal if they choose. <b>Strategy's Expected Result/Impact:</b> Students are fed with a healthy option for breakfast and lunch. <b>Staff Responsible for Monitoring:</b> Cafeteria Staff	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>			





**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:** We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

**District Objective:**

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

**Evaluation Data Sources:** Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain a positive and effective working relationship with all custodians and support them by ensuring they have the tools needed to satisfactorily do their job. <b>Strategy's Expected Result/Impact:</b> The building will remain clean and safe for years to come. <b>Staff Responsible for Monitoring:</b> Custodians and Admin	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct regular building walk-throughs to ensure structural soundness and systems operations are fully functional. <b>Strategy's Expected Result/Impact:</b> The building will remain clean and safe for years to come. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	By regularly monitoring student data from frequent formative and ongoing assessments, students who are in need of additional academic assistance will be pulled into small groups regularly throughout the class periods, or before or after school to address their academic needs.
1	4	3	Provide extended day learning opportunities to those students who are at risk of failing or have been previously unsuccessful on STAAR assessments in tested areas in addition for those students who are falling behind on their PFAs within the curriculum platform.
1	4	6	Engage in focused monitoring of the academic progress of our African American and White student groups on formative assessments and respond with target supports to ensure we meet their academic needs.
1	4	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.

# State Compensatory

## Budget for Kendrick Middle School

**Total SCE Funds:** \$5,403.00

**Total FTEs Funded by SCE:** 12

**Brief Description of SCE Services and/or Programs**

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## Personnel for Kendrick Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
DeGraff, Alix	Coordinator - ACE	1
Duron, Sabrina	Campus Coach - All Levels	1
Garza, Kenia	Teacher - Middle School	1
Gomez, Monica	Teacher - Middle School	1
Long, Rebecca	Teacher - Elementary School	1
Lopez Martinez, Arturo	Teacher - Middle School	1
Lozano, Jennifer		1
Mcdonald, Tannia	Teacher - Middle School	1
Morales, Yaret	Teacher - Middle School	1
Stansell, Chelsea	Teacher - Middle School	1
Tolley, Katrina	Teacher - Middle School	1
Williams, Jeroy	Teacher - Middle School	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lynette Guzman	District Parent Coordinator		0.5

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$73,341.00
Sub-Total					\$73,341.00
Budgeted Fund Source Amount					\$73,341.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$52,136.33
Sub-Total					\$52,136.33
Budgeted Fund Source Amount					\$52,136.33
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$2,537.44
Sub-Total					\$2,537.44
Budgeted Fund Source Amount					\$2,537.44
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6			\$11,013.00
Sub-Total					\$11,013.00
Budgeted Fund Source Amount					\$11,013.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$6,500.00
Sub-Total					\$6,500.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$6,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$145,527.77
Grand Total Spent					\$145,527.77
+/- Difference					\$0.00

# Addendums



## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources   Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Lomax Middle School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

We are putting students at the center of their learning, equipping them with skills needed for success in college, career and life.

## **Vision**

Every student is equipped to lead a fulfilled life - one with purpose, community, strong relationships and health.

## **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

Carter Lomax Middle School is a fifth and sixth grade campus in the Pasadena Independent District, located outside of the nation's fourth largest city of Houston. The district ranks approximately sixteenth, in size, in the state of Texas. Carter Lomax is one of eleven middle schools in the district and serves approximately 680 students in Pasadena and the surrounding Harris County area. Today, approximately 67% of our students meet the criteria for being economically disadvantaged. Our culturally rich population consists of 4% Asian, 5% African American, 82% Hispanic, 5% White, 2% multirace and 2% American Indian, with 7 different languages spoken on the campus. The school has earned the honor of being a Texas Recognized campus each year since opening in 2007. Once the TEA Distinction system came out, the campus has had five or more Distinctions each year. The campus was also named a RISE award recipient from Summit Learning and a Model PLC Campus by Solution Tree.

At Carter Lomax Middle School, building positive relationships, while meeting the needs of all learners through high level instruction creates an environment where success is fostered. Building meaningful relationships with the students is an essential part of our success. This rapport lets student know that an adult is in their corner willing to advocate for them. Healthy positive relationships create a system in which students work hard to learn and teachers strive to meet the needs of individual learners. Teachers provide daily lessons using the Summit Learning platform which offers one or more research-based best practices in all content areas. Many of our teachers contribute to the development of district core area curriculum and attend Convening workshops highlighting updates in curriculum. This ensures that the rigor level of daily lessons across the campus is consistently high and challenging. Through these experiences students make relevant connections to the real world preparing and empowering them to become productive citizens.

### Demographics Strengths

- Consistent student population among sub-groups.
- Relatively low student mobility rate.
- A wide ethnic diversity of the student body.

# **Student Achievement**

## **Student Achievement Summary**

Academic excellence is the standard which everyone at Carter Lomax Middle School aspires to achieve every day. The faculty and staff make learning a priority for all students. This goal is accomplished by creating a school environment that challenges, engages, and encourages students on a daily basis.

## **Student Achievement Strengths**

- Routinely receives highest rated scores in Fine Arts programs.
- Regularly performs above the district average on State Exams.

# School Culture and Climate

## School Culture and Climate Summary

The teachers of Carter Lomax Middle School have been empowered to ‘Take the Lead’ in a number of ways. Teachers serve as leaders of the campus on the Site-Based Decision Making Committee, as team leaders, department heads, and mentor teachers. When decisions are made, teacher input is sought and valued; creating teacher buy-in is an essential component to the success of our school.

Through data analysis, the Site-Based Decision Making Committee sets the goals for the upcoming school year and decides what professional development is needed. Departments and teams work through each goal and strategy, analyzing data, and evaluating its success. If the data indicates a strategy has not been successful, this committee determines the next steps. In turn, this process helps to drive the continuous growth of our campus by focusing instruction on our goals and moving us forward.

Serving as a conduit for information, department heads share district expectations and help to implement district initiatives. They also facilitate planning sessions in which differentiated lessons are the outcome. In addition, teachers plan in PLC's, working together to ensure high level lessons are taking place across their content area.

## School Culture and Climate Strengths

- Effective programs in place for building relationships with students and staff.
- Mentoring Students
- Committees
- Campus Relations activities
- Clubs
-

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All staff currently employed at Carter Lomax Middle School are considered highly qualified based on state standards and mandates. Mentors are assigned to all new teachers in an effort to better prepare and retain them. New teachers and their mentors participate in our New Teacher Academy. These training sessions are used to acclimate new teachers to our school and district, and provide additional training and support for our campus instructional goals. To continually support second year teachers, and teachers new to the campus, a buddy system has been established. These groups of teachers are provided a partner teacher for the school year. This teacher is often the mentor, with whom a relationship is already established. This serves to strengthen the bond between teachers and create a more cohesive faculty and staff.

## Staff Quality, Recruitment, and Retention Strengths

- Continued improvement in mentoring and new teacher training.
- Instructional Coaching is given to individuals and departments.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Student progress is measured in a variety of ways. The teachers of Carter Lomax Middle School work to provide relevant material for the students and authentic indicators of learning informing parents of their child's ability. When assessing, teachers use rubrics to communicate the specific qualities necessary for work to be considered excellent. Students have the opportunity to participate in the Science Fair, creating projects, using technology, and hands-on lessons to demonstrate proficiency of standards in different ways allowing for connections to real life scenarios. These types of assessments reach learners of all levels and styles, allowing teachers to accurately assess each individual student.

Data is the driving force behind all decisions at Carter Lomax Middle School. When departments sit down together, data is reviewed. This data disaggregation gives teachers an overall view of the strengths and weaknesses of the students they serve. As a team, teachers often decide to incorporate specific strategies and skills across the content areas. For example, reading strategies are emphasized in social studies or math content in science. The goal is for all teachers to work together to meet the needs of all students. Curriculum departments use planning time to review student performance. When student performance does not meet the required expectations, decisions are made to address the academic gaps. As a department, teachers decide the appropriate course of action for re-teaching. A student might be assigned tutorial sessions during the school day, known as Reads/Solves, asked to attend a morning or afternoon tutorial session, or receive small group or individual instruction during class time.(Office Hours) During the spring semester, students are given the opportunity to attend after school and Saturday Academies, providing additional instructional time for students in need. No matter the venue, the goal is to meet the diverse needs of the individual student.

The schedule on our campus allows for Professional Learning Communities (PLC's) to exist naturally. During department meetings, teachers freely share instructional practices learned during district staff development. Discussions focus on making the most of each and every instructional minute. Teachers ask each other for tips on delivering the content in the most efficient manner and how to address students' needs. Teams discuss each student's successes and concerns along with how to encourage individual students to meet their potential. Teachers are kept abreast of current trends on student performance through reviews and Summit Learning Convening staff development. PLC's participate in book studies including Learning by Doing by Richard DuFour.

## Curriculum, Instruction, and Assessment Strengths

- Use of research based practices to impact instruction
- Use of data to drive the decision making process
- AVID Strategies
- Personalized Learning
- SIOP

# Parent and Community Engagement

## Parent and Community Engagement Summary

Carter Lomax families are an integral part of all that we do. To ensure that as many parents as possible can participate and feel comfortable, parent meetings are held in the evening, free child care is provided, and both English and Spanish sessions are offered. Parent nights focus on curriculum which gives teachers an opportunity to share academic tips and strategies that can be used at home. We host many family social events throughout the year building a sense of camaraderie with the community. In turn, our families are supportive as volunteers, mentors, and chaperones.

We believe that parent involvement is vital to student success, as well as the overall success of our school. Carter Lomax continually encourages parents to fully participate in their student's life by hosting informational meetings, and having fun events for families to attend. The counselors host several parent meetings, Curriculum Night, Doughnuts for Dads, Muffins for Moms, Grandparents week and instructional parenting classes. Lomax partners with our feeder high school to have a Lomax Night at a football game, making the connection between schools relevant. Online access to grades provide parents instant involvement in their child's academic experience.

Our school has strived to build business partnerships with Pinnacle, a neighborhood engineering firm. Not only do these companies work as mentors to our students and staff, but also provide material support for our students. These businesses further support us by participating in our Career Day which is one of the highlights of our school year. As many as 52 community and business partners present common and innovative work related fields of employment. In the past, oil companies, engineering firms, doctors, and organizations such as NASA and the Harris County Forensics Lab, have presented career information to our students. Providing real-world connections to our students helps them to see the community beyond our school.

## Parent and Community Engagement Strengths

- High turnout of parents for family nights.
- Parent and family turnouts for Fine Arts events.

# School Context and Organization

## School Context and Organization Summary

At Carter Lomax Middle School, academic excellence begins with our daily schedule. Each teacher receives 45 minutes a day for planning and conferencing. Teachers meet with their grade level curriculum department for planning sessions that are student-focused and data-driven. The schedule is flexible enough to allow for changes based on data analysis of academic needs and to individualize instruction. Yet, it is structured in a way that all students receive rigorous, relevant, and authentic learning experiences in all academic areas.

When meeting as a curriculum department, teachers collaborate to plan common lessons that will be taught in all like content classrooms. These planning sessions enable teachers to prepare a variety of challenging and engaging activities to be presented during each class period. As a department, teachers create daily learning objectives. These learning objectives incorporate the language of the student expectations, an English Language Proficiency Standard (ELPS), and at least one of the high-payoff, research-based, higher level instructional strategies. The lessons that emerge from these sessions provide differentiated experiences for all children. Every day, children are challenged with lessons that make purposeful connections with prior knowledge and include time for student dialogue. Additionally, teachers seamlessly incorporate technology and allow students to make choices when demonstrating mastery. This collaboration in planning has consistently increased the level of instruction in all areas of the campus. All students, regardless of the experience of their teacher, receive lessons that are data-driven, content-focused, and highly engaging.

During the department planning time, project based learning and data are discussed so that adjustments are made across the content areas to help service individual children when student needs are not being met. Through RTI, early interventions are made, allowing for immediate solutions to be implemented.

## School Context and Organization Strengths

- Common department planning periods are available to all teachers.
- Students are given a variety of elective choices (band, art/technology, orchestra, choir) as well as receiving pe every other day.

# Technology

## Technology Summary

Another campus spotlight is student use of technology. Lessons across all content areas provide integrated access to technology for students who might not otherwise have the opportunity to gain proficiency. Tools such as: interactive whiteboards, cameras, computer labs, wireless mobile laptops, are placed in the hands of students empowering them to easily adapt in an increasingly high-tech world. Daily announcements are shown campus wide via the student run broadcast system. Students present these announcements featuring Carter Lomax news, upcoming events, content vocabulary (Words of the Week), book trailers, and other reminders. Throughout the week, SEL mini lessons are broadcast, featuring vignettes focusing on such things as Colt SPIRIT, character building, bully prevention and note-taking strategies.

## Technology Strengths

- Teacher use of available technology resources
- 1 to 1 student laptops
- Technology Applications offered as an elective

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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**

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





# Goals

**Goal 1:** 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:** Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to SE-based instructional targets.

**Evaluation Data Sources:** AEIS Report





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrative and instructional staff will utilize MAP testing, the Personalized Learning Platform, Aware, and other tools of data collection to analyze student performance every 9 weeks. <b>Strategy's Expected Result/Impact:</b> Assessment Results and Reports, MAP Data <b>Staff Responsible for Monitoring:</b> All Staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will focus on the targeted SEs and cognitive skills by using standard clarifications and cognitive skill rubrics during backwards planning to improve instruction. <b>Strategy's Expected Result/Impact:</b> Department Meeting Agendas, Vertical alignment meetings <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional coaches.	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will collaborate in a department PLC to analyze data, plan common workshops and lessons by aligning, sharing, and utilizing resources available to the campus. <b>Strategy's Expected Result/Impact:</b> Lesson Plans and Assessments, Sign - In Sheets <b>Staff Responsible for Monitoring:</b> Department Heads, Instructional coaches, Administrators	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will use Canvas as the district learning management system to deliver highly rigorous curriculum to students. <b>Strategy's Expected Result/Impact:</b> Teachers will monitor timeline on student dashboard to see if student is on target and provide timely feedback. <b>Staff Responsible for Monitoring:</b> Team Teachers, Instructional coaches, Admin.  <b>Funding Sources:</b> ELAR Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$85,203.24, Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$28,802.90	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques <b>Strategy's Expected Result/Impact:</b> SLP, MAP <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Funding Sources:</b> Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$16,197.45, Supplies - 199 - General Fund - \$43,777, Books - 199 - General Fund - \$3,080	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Weekly workshops will take place in reading, math, social studies and science focusing on accelerated instruction, closing the gaps and instantly intervening when students struggle to ensure student mastery and success <b>Strategy's Expected Result/Impact:</b> PFAs, Content Assessments, Formal and Informal Assessments, MAP data, Cognitive Skills for Projects and Concept Units. <b>Staff Responsible for Monitoring:</b> All staff  <b>Funding Sources:</b> Extra supplies for SG - 199 - General Fund - \$7,079	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** 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:** Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

**Evaluation Data Sources:** Platform data, Lesson Plans, Department Meetings, Teacher Feedback MAP testing and RTI meetings





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Intervention Assistance Team will meet every 6 - 9 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests. <b>Strategy's Expected Result/Impact:</b> Meeting Minutes, Mizuni Reports, pull out groups, student samples, MAP data, Personalized Learning Platform data <b>Staff Responsible for Monitoring:</b> Intervention Assistance Team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All students who demonstrate the need of additional time and support in their learning will be given those supports. Those supports will include after school tutoring, scheduled intervention time, MAX Time and the use of other instructional materials in small group settings. <b>Strategy's Expected Result/Impact:</b> Students will show growth as evidenced by an increase in student achievement on State and Local assessments. <b>Staff Responsible for Monitoring:</b> IAT Team, Admin, Teachers  <b>Funding Sources:</b> - Extended Day/Tutorial - \$5,200, - State Compensatory Funds - \$86,712	Formative		
	Jan	Apr	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 1:** 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 will be grouped throughout the year to meet all students' needs. Grouping patterns will include student ability, GT grouping, flexible skills, and collaborative strategies. Inclusion practices will ensure that special education, at-risk, migrant, homeless, and ESL/Bilingual students receive appropriate instruction in the regular classroom.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use manipulatives, literacy strategies and best practices on a daily basis to increase knowledge of the content area. Spec. Ed., Dyslexic students and speech will receive additional support through the use of various programs and extended day throughout the 9 weeks. <b>Strategy's Expected Result/Impact:</b> Lesson Plans and walkthroughs <b>Staff Responsible for Monitoring:</b> Administrators, Instructional coaches, Dyslexia Intervention Specialist, Counselors All teachers  <b>Funding Sources:</b> Supplies - 199 - General Fund - \$1,706	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students. <b>Strategy's Expected Result/Impact:</b> Assessment results <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> At Risk Supplies - 199 - General Fund - \$2,833	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilization of ESL strategies, , implementation of ELPS and class room materials to support LEP population. <b>Strategy's Expected Result/Impact:</b> Classroom observations, lesson plans <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Department Heads  <b>Funding Sources:</b> Resources and supplies - 263 - Title III A - Bilingual Education, Language - \$2,107.60, Resources - 199 - General Fund - \$2,165	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide extended Day Tutorials for Math, Reading and Science based on student need <b>Strategy's Expected Result/Impact:</b> Data Collected during tutorials <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches	Formative		
	Jan	Apr	June





Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide RTI - Intervention for Math/Reading based on data <b>Strategy's Expected Result/Impact:</b> LLi Curriculum will be complete <b>Staff Responsible for Monitoring:</b> Intervention Teachers & Instructional Coaches	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP <b>Strategy's Expected Result/Impact:</b> PBIS data <b>Staff Responsible for Monitoring:</b> Case Managers. Admin, Diag	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Filing any waivers or exceptions for any teachers serving English Language Learners/Emergent Bilingual Students for the 2022-23 school year who are not properly certified as a Bilingual or ESL teacher <b>Strategy's Expected Result/Impact:</b> ESL Academy, Certifications <b>Staff Responsible for Monitoring:</b> Admin, Master List Clerk	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize personnel to implement research-based programs designed to accelerate and enrich student learning for GT students. <b>Strategy's Expected Result/Impact:</b> GT Showcase, Mastery, MAP growth <b>Staff Responsible for Monitoring:</b> GT Teachers, Counselors  <b>Funding Sources:</b> Supplies - 199 - General Fund - \$2,146	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> 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 <b>Strategy's Expected Result/Impact:</b> Certification <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** 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 campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

**Evaluation Data Sources:** STAAR Reports





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. <b>Strategy's Expected Result/Impact:</b> eSPED Reports <b>Staff Responsible for Monitoring:</b> Administrative team, Diagnostician	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> eSPED Reports, ARD Minutes <b>Staff Responsible for Monitoring:</b> Administration, Diagnostician, LSSP, SPED Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. <b>Strategy's Expected Result/Impact:</b> Sign In Sheets <b>Staff Responsible for Monitoring:</b> Administration, Diagnostician, SPED Staff	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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- (i.e., PPLAAFPs, IEPs, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms. <b>Strategy's Expected Result/Impact:</b> ARD Minutes, District Documentation <b>Staff Responsible for Monitoring:</b> Administrators, SPED Teachers, Diagnostician	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Professional Development training <b>Staff Responsible for Monitoring:</b> All staff	Formative		
	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>			

**Goal 2:** 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:** Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary/trade/tech education.





**Evaluation Data Sources:** Counselor Documentation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 100% of students are introduced to college, setting long and short term academic goals to establish career and college readiness skills through a series of activities and in interactions with Counselors & Teacher Mentors. <b>Strategy's Expected Result/Impact:</b> student feedback, academic goal setting <b>Staff Responsible for Monitoring:</b> Counselors, Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Throughout the year, students will be exposed to post-secondary information through a variety of methods on campus (College week, College Wednesday, Broadcast clips) in order to promote interest and awareness of institutions of higher learning. <b>Strategy's Expected Result/Impact:</b> 100% participation <b>Staff Responsible for Monitoring:</b> All Staff	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** 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 school year students will be exposed to activities, experiences and literature that will provide them with information related to 21st century career and Military opportunities.





**Evaluation Data Sources:** Career Day Information, Starbase, Veterans Day

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will be provided opportunities to explore various career opportunities through an annual Career Day and Veterans day. Students will learn from professionals in the community about all types of careers and the skills needed to pursue the specific occupation or military involvement. <b>Strategy's Expected Result/Impact:</b> Student and Presenter Feedback <b>Staff Responsible for Monitoring:</b> Counselors, Administration  <b>Funding Sources:</b> food for guests - 211 - Title 1 A - Economically Disadvantaged Study - \$500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> During the school year, selected 5th grade students will explore science, math and technology; incorporating these skills in real world operations and investigations. (STARBASE Program) <b>Strategy's Expected Result/Impact:</b> Student Product and Feed back <b>Staff Responsible for Monitoring:</b> Science Instructional Coach	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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





**Performance Objective 1:** Support systems will be implemented to facilitate retention of highly qualified effective employees.

**Evaluation Data Sources:** Status Reports, Highly Qualified Annual Compliance Report, Staff Development Logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a collaborative approach between teacher teams. <b>Strategy's Expected Result/Impact:</b> Master Schedule, GLT/PLT minutes <b>Staff Responsible for Monitoring:</b> Administrative Team, Department Heads and Team Leaders	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Carter Lomax will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers. <b>Strategy's Expected Result/Impact:</b> Walkthrough Data, Sign In Sheets, Technology Assessments <b>Staff Responsible for Monitoring:</b> Administration, Tech Liasion	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Providing staff development opportunities both on and off campus <b>Strategy's Expected Result/Impact:</b> Agenda, training for staff, use to help student achievement <b>Staff Responsible for Monitoring:</b> Teachers, Admin  <b>Funding Sources:</b> Conferences fees, dues, registrations - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Certified Bilingual Staff <b>Staff Responsible for Monitoring:</b> Admin, master list clerk	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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





**Performance Objective 2:** 100% of new teachers will be provided a mentor or buddy throughout their first year at the school.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All mentors/buddies will be 100% voluntary and receive guidance and support in order to better serve all new teachers. Only teachers who have demonstrated proficiency in classroom management and instruction will be chosen to mentor or buddy. Principals and AP's will solicit feedback on areas of need and reinforcement as needed. Teachers with mentors will meet at least once a week to discuss teaching strategies, classroom management, and areas of need. <b>Strategy's Expected Result/Impact:</b> Mentor Logs <b>Staff Responsible for Monitoring:</b> Campus Coaches, Mentors, Buddies	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the CLMS Community. <b>Strategy's Expected Result/Impact:</b> New teacher feedback <b>Staff Responsible for Monitoring:</b> Administrative Team, Mentors, Buddies	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> New teachers will attend monthly meetings where they will be given effective teaching strategies and classroom management tips. They will have an opportunity to voice questions or concerns. <b>Strategy's Expected Result/Impact:</b> Walkthroughs, Mentor teacher feedback <b>Staff Responsible for Monitoring:</b> Administrators, Campus Coaches, Mentors, Buddies	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







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

**Performance Objective 3:** Provide Team Building opportunities to increase relationships, climate and culture throughout the building.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrators and staff members will nominate a faculty member to be recognized at the campus, district and state level for awards/honors that are appropriate for the individual. <b>Strategy's Expected Result/Impact:</b> End of the year awards <b>Staff Responsible for Monitoring:</b> Staff Members	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff members will voluntarily participate in "fun days" and social activities to develop school climate relationships. <b>Strategy's Expected Result/Impact:</b> Increased faculty camaraderie <b>Staff Responsible for Monitoring:</b> Courtesy and Climate Committees	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 4:** The Lomax MERT Crisis Team has established a plan in the event a crisis might occur, drills are preformed regularly.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A team of school personnel has been established as the MERT crisis team. These faculty members are responsible for alerting all stakeholders involved in what is happening in triage situation. <b>Strategy's Expected Result/Impact:</b> Debriefing following crisis situtation. <b>Staff Responsible for Monitoring:</b> Admin, R. Cruz, Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills. <b>Strategy's Expected Result/Impact:</b> Feedback on drills <b>Staff Responsible for Monitoring:</b> Lomax Crisis Team, N. Penny, J. Kaatz, L. Mills	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** 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 the school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district to increase academic and social emotional success.

**Evaluation Data Sources:** Parent involvement reports, Sign-In Sheets, Agendas, Student SLP data, Calendars, parent surveys and feedback.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents will be invited to campus for multiple academic and relationship building activities throughout the year. <b>Strategy's Expected Result/Impact:</b> Sign In Sheets, Flyers, Evaluations <b>Staff Responsible for Monitoring:</b> Administration, Parent Coordinator  <b>Funding Sources:</b> Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$27,414.26, Parent Coordinator/Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$52,915.29	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Parent Education will be held monthly beginning in September and ending in May <b>Strategy's Expected Result/Impact:</b> Parent Survey, Sign In Sheets, Feedback <b>Staff Responsible for Monitoring:</b> Counselors, PF's, Admin  <b>Funding Sources:</b> Supplies/Food - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parents and community partners will be recruited to mentor through parent events, flyers, newsletters. A minimum of 1 Mentor Meetings per year in order to increase participation with the goal being to recruit 5% more mentors as compared to last year. <b>Strategy's Expected Result/Impact:</b> Mentors, Sign Up Sheets <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Parents will have a Parent Resource Room, for volunteer and educational purposes. <b>Strategy's Expected Result/Impact:</b> Parent Feedback <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$479.29	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> A parent needs assessment will be completed by September. <b>Strategy's Expected Result/Impact:</b> Parent Survey <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Parent literature will be sent out in English and Spanish and also made available in the office throughout the year. <b>Strategy's Expected Result/Impact:</b> Parent Feedback <b>Staff Responsible for Monitoring:</b> Counselors, PFs	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Recruit and retain community resources that provide campus incentives for student success. <b>Strategy's Expected Result/Impact:</b> Donation Reports <b>Staff Responsible for Monitoring:</b> Administration, teachers	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Expand the knowledge of Cultural Diversity through spotlighting and providing activities for students throughout the school year on different cultures. <b>Strategy's Expected Result/Impact:</b> Student and Staff participation <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** 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:** The number of parent volunteer will continue to increase each year.





**Evaluation Data Sources:** parent involvement reports, parent feedback.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the coming year. <b>Strategy's Expected Result/Impact:</b> sign in sheets <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year. <b>Strategy's Expected Result/Impact:</b> sign in sheets <b>Staff Responsible for Monitoring:</b> SBDM	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Numbers of parent volunteers are collected at each monthly event through sign in sheets. These numbers are submitted to the Title I district coordinator monthly. The numbers are reviewed by the campus parent coordinator on an annual basis to decide if the strategies are effective. <b>Strategy's Expected Result/Impact:</b> Sign In Sheets <b>Staff Responsible for Monitoring:</b> Counselor-Parent Coordinator	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** 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:** During the current school year, 100% of students and staff will promote positive choices through using SEL structures and strategies.





**Evaluation Data Sources:** Walkthrough Data, Teacher Feedback, Team Meetings, Coaching Feedback, weekly counselor SEL videos

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will incorporate SEL structures such as: daily commitments, celebrations boards/daily positives, wish wells, and jobs. <b>Strategy's Expected Result/Impact:</b> Teacher Feedback <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselors will create and teach SEL Lessons throughout the school year. <b>Strategy's Expected Result/Impact:</b> Teachers using SEL language and strategies in their classrooms and through the broadcast system. <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, and Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Building connections campus wide by embedding student choice clubs 8 times throughout the school year to gain additional positive peer and adult relationships on campus <b>Strategy's Expected Result/Impact:</b> positive staff/student/peer relationships <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** 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 current school year, the campus attendance rate will increase to 96% or higher.

**Evaluation Data Sources:** Attendance Reports


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrators along with teachers will communicate effectively in regards to attendance expectations and procedures. <b>Strategy's Expected Result/Impact:</b> Increased daily attendance rates, attendance records <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Parents  <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide student attendance incentives throughout the year <b>Strategy's Expected Result/Impact:</b> attendance will be above 96% <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Administration, Teachers  <b>Funding Sources:</b> Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			


**Goal 5:** 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:** We will provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for all students focusing on at-risk students exhibiting high need.


**Evaluation Data Sources:** Teachers, Counselors, and Administrators Referrals

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will foster a sense of belonging by creating groups for students to build meaningful relationships with staff and peers while engaging in specially designed team building activities in academic and extracurricular areas as well as specially designed lessons for SEL. <b>Strategy's Expected Result/Impact:</b> Less discipline referrals and increased school family culture on campus and community. Recognition will be through Colt of the month yard signs, grading period campus celebrations, and weekly recognition in team emails. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Counselor parent needs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,207.66	Formative		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



**Goal 5:** 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:** The CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.





**Evaluation Data Sources:** Sign in sheets at CHAC events, Documentation of Informational pamphlets and notes, and an Increase in student participation in school sponsored events.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Families and staff will be invited to attend family fitness activities, in which they will participate in activities that increase health and wellness such as the Pumpkin Run, Turkey Trot, Jingle Bell Jog, Get Fit Jog, Color Run, Mighty Milers and Walk for Sight. <b>Strategy's Expected Result/Impact:</b> Sign in sheets <b>Staff Responsible for Monitoring:</b> CHAC Committee	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Nutritional information about common foods eaten by students and staff will be presented with healthy alternative information as well. <b>Strategy's Expected Result/Impact:</b> Posters, Flyers, Newsletters, Broadcast <b>Staff Responsible for Monitoring:</b> CHAC Committte  <b>Funding Sources:</b> Supplies - 199 - General Fund - \$1,200	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Wellness information (i.e. physical fitness, nutritional facts) will be presented on the broadcast system every Wednesday (Wellness Wednesday). <b>Strategy's Expected Result/Impact:</b> Broadcast <b>Staff Responsible for Monitoring:</b> CHAC Committee  <b>Funding Sources:</b> Supplies - 199 - General Fund - \$600	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** 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:** Students and teachers will have access to technology and use it to enhance learning at the campus level according to the District Strategic Plan.

**Evaluation Data Sources:** District Strategic Plan and Student Progress in Summit Platform.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use 1:1 devices to have students acquire technology skills. <b>Strategy's Expected Result/Impact:</b> T-TESS Walk throughs and student progress in the Summit Platform will show student knowledge and understanding of technology skills. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements. <b>Strategy's Expected Result/Impact:</b> The Inventory Report, Campus Budget, Lesson Plans, and T-TESS walk throughs will show that teachers have adequate technology to implement the TEKS. <b>Staff Responsible for Monitoring:</b> Administration, Tech Liaison	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will be trained on how to use various district provided technology and resources to enhance instruction and data disaggregation. <b>Strategy's Expected Result/Impact:</b> Sign in sheets for trainings and T-TESS walk throughs will show teacher knowledge and application of training to enhance instruction and data disaggregation. <b>Staff Responsible for Monitoring:</b> Administration, Tech Liaison	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers and students will use 1:1 student laptops and other technology resources to enhance instruction, complete assessments, and apply knowledge and learning to real world scenarios. <b>Strategy's Expected Result/Impact:</b> T-TESS Walk throughs, lesson plans, and student progress in the Summit Platform will show technology is being used throughout the entire curriculum. <b>Staff Responsible for Monitoring:</b> All Staff	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** 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:** Carter Lomax will use Plan4Learning to complete the Campus Improvement Plan

**Evaluation Data Sources:** SBDM Committee

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Plan4learning will be the technology resource used for our Campus Improvement Plan. <b>Strategy's Expected Result/Impact:</b> Once the plan is created, the campus will follow through with the plan. <b>Staff Responsible for Monitoring:</b> SBDM Committee  <b>Funding Sources:</b> Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

## Targeted Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Administrators along with teachers will communicate effectively in regards to attendance expectations and procedures.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Administrators along with teachers will communicate effectively in regards to attendance expectations and procedures.

# State Compensatory

## Budget for Lomax Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 11**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Lomax Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarez, Amy	Teacher - Middle School	1
Anaya, Maria	Teacher - Middle School	1
Clark, Hannah	Teacher - Middle School	1
Gatliff, Kyle	Teacher - Middle School	1
Gilbert, Jennifer	Teacher - Middle School	1
Gonzalez, Edith	Campus Coach - All Levels	1
Martin, Quentin	Campus Coach - All Levels	1
Mayzone, Stacy	Teacher - Middle School	1
Norman, Haley	Teacher - Middle School	1
Pelletier, Stephanie	Teacher - Middle School	1
Santos, George	Teacher - Middle School	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Turrubiates	District Parent Coordinator		0.5
David Swan	Peer Facilitator (Campus Coach)		1
Monica Gonzales	Middle School Aides		1
Tara Crum	Middle School Counselor		0.5

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplies		\$43,777.00
1	1	5	Books		\$3,080.00
1	1	6	Extra supplies for SG		\$7,079.00
1	3	1	Supplies		\$1,706.00
1	3	2	At Risk Supplies		\$2,833.00
1	3	3	Resources		\$2,165.00
1	3	8	Supplies		\$2,146.00
3	1	3	Conferences fees, dues, registrations		\$1,000.00
5	4	2	Supplies		\$1,200.00
5	4	3	Supplies		\$600.00
Sub-Total					\$65,586.00
Budgeted Fund Source Amount					\$65,586.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ELAR Campus Coach		\$85,203.24
1	1	4	Title 1 Aide		\$28,802.90
1	1	5	Supplies		\$16,197.45
2	2	1	food for guests		\$500.00
4	1	1	Parent Coordinator/Counselor		\$52,915.29
4	1	1	Parent Coordinator		\$27,414.26
4	1	2	Supplies/Food		\$1,000.00
4	1	4	Supplies		\$479.29
5	2	2	Incentives		\$1,000.00
5	3	1	Counselor parent needs		\$2,207.66
6	2	1	Plan4Learning		\$550.00



211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$216,270.09
Budgeted Fund Source Amount					\$216,270.09
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Resources and supplies		\$2,107.60
Sub-Total					\$2,107.60
Budgeted Fund Source Amount					\$2,107.60
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$86,712.00
Sub-Total					\$86,712.00
Budgeted Fund Source Amount					\$86,712.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$5,200.00
Sub-Total					\$5,200.00
Budgeted Fund Source Amount					\$5,200.00
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$375,875.69
Grand Total Spent					\$375,875.69
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:             <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources    Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Melillo Middle School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

Dr. Dixie Melillo Middle School will be a safe, comfortable, and inviting environment where the students, faculty, and parents work together to create an exemplary learning community which, through the characteristics of respect and responsibility, develops life-long learners with hearts that care, hands that serve, and minds that think.

# **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

Melillo Middle School has a very diverse student population. Currently, the school has 569 students with the following ethnic groups: 70 percent Hispanic, 12 percent African-American, 5 percent White, 9 percent Asian, and 2 percent other. Based on Melillo's Home Language Surveys, the school has 7 different languages embedded in the student population, excluding English. Melillo has a bilingual program for Spanish speakers and ESL support for all other languages. Melillo has 86 Special Education students who are served through a Support Facilitation/Resource Model, Speech, Deraf Ed and the ABE Programs.

### Demographics Strengths

- The diverse population instills in the students and staff the need to recognize each other's cultural differences and to respect one another.
- Instructional strategies/methods vary to meet the learning styles of all learners.
- More teachers today receive their ESL certification recognizing the need to teach using various styles/methods.
- Teachers have been provided training in "7 Steps to a Language-Rich Environment."

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Melillo has two sub-population areas in which we need to focus this school year. One is Special Education students to increase the number of passing scores and the other is growth for all Bilingual/ESL students to be able to re-classify. This is a continued goal from the year before. **Root Cause:** We need to continue to improve tracking our subgroup data on common assessments created by the campus and district. After analyzing data, we need to make a plan to address their needs during the enrichment period.

# Student Achievement

## Student Achievement Summary

STAAR 2023 Results Grade 5									
	Reading Approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters	Science Approaches	Science Meets	
State	81	56	28	80	50	21	64	34	15
District	74	43	17	71	35	10	57	23	8
Melillo	86	59	26	84	49	18	71	35	13
STAAR 2023 Results Grade 6									
	Reading Approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters			
State	76	51	22	74	38	15			
District	70	42	14	65	20	3			
Melillo	86	59	25	83	50	14			

## Student Achievement Strengths

- Melillo outperformed the district and state for almost all STAAR tests taken.
- The Robotics, A+ Academics, and Chess Club are successful at district events.
- Students earn many awards at the STEAM Fair.
- Fine Arts students receive positive feedback at Benchmark Festivals.
- GT students showcase their standards-based projects.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Melillo has two sub-population areas which we need to focus on this school year. One is Special Education students to increase the number of passing scores



and the other is growth for all Bilingual/ESL students to be able to re-classify. **Root Cause:** We need to improve in tracking our subgroup data on common assessments created by the campus and district. After analyzing the data, we need to set up small group activities and teacher-led groups to meet the needs of all subgroups.

# School Culture and Climate

## School Culture and Climate Summary

Melillo has created and continues to create a structured environment that is safe, fun, and has high academic expectations. The staff makes every effort to follow school-wide procedures that were developed by the PBIS committee on campus. As a campus, the administration team provides "fun" monthly activities or food celebrations for our staff as morale boosters.

## School Culture and Climate Strengths

Academic Achievement

Parental Involvement

Relationship Building

Character Development

Student of the Month

Teacher and Para of the Month

Grandparents Day

Veteran's Day

PE Parent Week

Trunk or Treat

School-Wide Reading Incentives/Events

Souper Bowl of Caring, Color Run, Food and Toy Drive, Walk for Sight Event, and many other service projects.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Melillo will continue building relationships with students, staff, parents, and the community. Teachers need more resources, personnel, and strategies to better handle student behaviors throughout the campus. **Root Cause:** Environmental Factors Social Media Dependency Staff Responses to behaviors

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

- Melillo will hire highly qualified personnel.
- New personnel will be provided a mentor for the first year on campus.
- Teachers are given the opportunity to attend professional development.
- Training is provided throughout the year.

## Staff Quality, Recruitment, and Retention Strengths

TTESS

High Retention Rate

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

**Problem Statement 1:** Due to late summer promotions, the pool of candidates is very limited. **Root Cause:** Distance from home to school Teachers moving out of state Personal Reasons Late Dismissal for our level Pay Staff Promotions

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All departments use the following:

Use of AWARE data disaggregation

PLT's/Departmental Planning

On-going collaboration

Sharing of materials/resources

Common assessments/discussion of outcome

Small Group Instruction

Hands-On Activities

Conscious Discipline/CHAMPS

Make-Up/Missing work policies

Tutoring Sessions

Parental contact concerning behavior, academics, and/or excessive absences

Preparation for STAAR Enrichment

All Enrichment/Intervention classes participate in SSR

7 Steps to a Language-Rich Environment

Instructional Technology

Google Classroom and other online learning tools

## Curriculum, Instruction, and Assessment Strengths

- On-going collaboration through PLT's
- Share materials and resources
- Make data-based decisions

- Spiral back and re-teach
- All Means All
- Mentoring and Goal Setting
- Bell-to-Bell Instruction

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

**Problem Statement 1:** Melillo needs to plan for pulling small groups during the enrichment period while other students are working on independent stations. **Root Cause:** Supporting teachers in pulling their own data and utilizing it for small group instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

- Melillo Middle School faculty, staff, students, parents, and community will continue to work together to make the learning environment safe for all children.
- Parent Coordinator on campus two days a week.
- Desire to work with the parents and community to provide what is best for our students.
- Provide many workshops, events, learning opportunities, and meetings to parents and the community.

## Parent and Community Engagement Strengths

Parent Coordinator Position

Zoom and In-Person Workshops for Parents

Social Media & Flyer Communication Avenues

Concerts and Art Galleries

PE Parent Week, Fun Night, Color Run, Trunk or Treat, Veteran's Day, Grandparent's Day, Field Day

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parental Involvement declines as students enter middle school. **Root Cause:** Lack of parental involvement is due to many reasons: Children are involved in extracurricular activities which decreases parental participation in the evenings. We also get out late compared to the other levels.

# School Context and Organization

## School Context and Organization Summary

Melillo MS is a 5th/6th grade campus. Core teachers teach in teams of four. However, due to attrition from last school year, we ended up losing a teaching position on one four-person team per grade level. All departments are required to meet weekly to plan the curriculum. Students are given a choice of one elective which could be band, choir, orchestra, or art and technology. Students have core classes in increments of 58 minutes. PE/Fine Arts are on an alternating A/B block schedule.

## School Context and Organization Strengths

- Teams are about to communicate about student progress and needs. They are able to collaborate on interventions.
- Enrichment is built into the master schedule, allowing teachers to pull from all classes
- 58 minutes per core subject
- Transition to middle school is made easier due to the high structure of morning arrival, transitions, and dismissal
- Activity bell schedule on Fridays for Clubs

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Structuring by the team has made the master schedule rigid. It makes it challenging to schedule students for needed services (SPED, Bilingual/ESL, Dyslexia, GT) **Root Cause:** High number of students needing services. Need to take the time to evaluate our master schedule.

# Technology

## Technology Summary

- Each classroom has a Promethean Board, projector, and a document camera.
- Melillo is currently a 1:1 campus. Every student has been provided a laptop to use throughout the day.
- Digital Citizenship
- Announcements
- Digital Citizenship Week dress-up activities
- Tech Apps Class Lessons

## Technology Strengths

New Promethean Boards in all classrooms

New 1:1 touchscreen student devices

Utilization of available technology resources (Google Classroom, Schoology, Classkick, Nearpod, etc.)

Tech support on campus

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Always seem to need professional development. **Root Cause:** Technology is ever-changing and keeping up with it can be challenging. Particularly with training staff on new technology.



# 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
- 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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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.
- 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

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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**

- Budgets/entitlements and expenditures data
- 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:** All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices, and teachers using small group instruction will increase from 60 to 75%.

**Evaluation Data Sources:** STAAR Assessment; TELPAS for all LEP students; T-TESS Walk-Throughs and Observation





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be given to students who experience difficulty in a timely manner. <b>Strategy's Expected Result/Impact:</b> Skyward Gradebook; AWARE <b>Staff Responsible for Monitoring:</b> Department Heads  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Copy paper, toner, color copier and other supplies for tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$1,600, - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught. Additional planning time will take place during the school year for teachers to plan for Enrichment/Intervention. <b>Strategy's Expected Result/Impact:</b> Skyward Gradebook; Eduphoria / Lesson Plans / PLT Minutes <b>Staff Responsible for Monitoring:</b> Department Heads  <b>Funding Sources:</b> Substitutes for Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$10,184	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology. <b>Strategy's Expected Result/Impact:</b> Walk-Throughs; T-TESS Observations; Eduphoria/Lesson Plans <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards., supplies for after school tutorials. - 211 - Title 1 A - Economically Disadvantaged Study - \$10,282.64, Dictionaries, Literature, Charging Caddies for Computers - 263 - Title III A - Bilingual Education, Language - \$1,400.44, Copy paper, toner, subscriptions, books, lab materials, dry erase boards, general supplies, etc. - 199 - General Fund - \$60,188, General Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$241	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's. <b>Strategy's Expected Result/Impact:</b> Increase of students' reading comprehension and fluency. <b>Staff Responsible for Monitoring:</b> ELAR Campus Coach  <b>Funding Sources:</b> Novels, Subscriptions to RAZ, Scholastic Works - 211 - Title 1 A - Economically Disadvantaged Study - \$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 2:** Melillo MS will provide the school's Special Education student population a learning environment that enables the district to comply to a corrective action plan that is in place to meet state and federal guidelines. Melillo will decrease the number of Special Education students assigned to ISS, OSS, or an alternative campus by 10%.

**Evaluation Data Sources:** PEIMS Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Melillo will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. <b>Strategy's Expected Result/Impact:</b> Trained staff members, CPI Center, Completion of Restraint Form <b>Staff Responsible for Monitoring:</b> Assistant Principal over Sp Ed	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Melillo will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Decrease in percentage of students with disabilities being removed from the classroom environment. <b>Staff Responsible for Monitoring:</b> Administrators	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:** Melillo MS will increase the average of meets performance level for grades 5-6 on Reading and Math STAAR by 5% or more for all students.

**High Priority**  
**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All students who demonstrate the need of additional time and support in their learning will be given those supports. Those supports will include after-school tutoring, scheduled intervention time, and the use of other instructional materials in small group settings. These supports will be communicated with parents. <b>Staff Responsible for Monitoring:</b> Principal and APs <b>Funding Sources:</b> - Extended Day/Tutorial - \$5,000	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></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 1:** Melillo will increase AVID strategies/methodologies to better prepare our students for higher education by training 10% more of the certified staff.

**Evaluation Data Sources:** Planners; AVID Self-Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During the first week of school in Enrichment Period, teachers will teach the students how to utilize their planners effectively. <b>Strategy's Expected Result/Impact:</b> Planners used effectively that enable the students to be prepared for class <b>Staff Responsible for Monitoring:</b> Teachers, Campus Coaches and Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Planners are utilized as a communication tool with parents about homework and activities. Students use the planners as an organizational tool at dismissal to ensure they have what they need in order to complete homework. <b>Strategy's Expected Result/Impact:</b> Planners and Binders <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will be trained in AVID Instructional Strategies to improve college readiness skills. <b>Strategy's Expected Result/Impact:</b> Closing Achievement Gaps; Improving student yearly progress; Improved note-taking and study skills; Build upon a collaborative culture <b>Staff Responsible for Monitoring:</b> Campus Coaches and Administrators	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students. <b>Strategy's Expected Result/Impact:</b> Student Yearly Progress <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Jan	Apr	June







Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Melillo MS will use Plan 4 Learning Software for the Campus Improvement Plan. The Campus Improvement Plan is another means of communicating with parents and all stakeholders the goals, objectives, and strategies of the school. <b>Strategy's Expected Result/Impact:</b> All stakeholders are informed of the Melillo school setting. <b>Staff Responsible for Monitoring:</b> Administration Team  <b>Funding Sources:</b> Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Formative		
	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            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:** Melillo will increase college awareness throughout the year from 60% to 75% of participating staff.





**Evaluation Data Sources:** # of staff members wearing college shirts, displaying the college attended, and the # of teachers participating in the decoration contest; AVID Self-Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Faculty/Staff members will display signs that name the college that he/she attended. <b>Strategy's Expected Result/Impact:</b> Signs displayed <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college. <b>Strategy's Expected Result/Impact:</b> The number of participants wearing college attire. <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Individual classrooms will compete against each other in a college decorating contest. <b>Strategy's Expected Result/Impact:</b> Hall decorations <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The monthly newsletter will have a section specific for college awareness and preparedness. <b>Strategy's Expected Result/Impact:</b> Newsletter <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> S'More Software - 211 - Title 1 A - Economically Disadvantaged Study - \$80	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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:** Melillo MS will increase faculty/staff that have met state and federal guidelines for the positions that they maintain from 99% to 100%.

**Evaluation Data Sources:** Principal Attestation Forms for NCLB; SBEC Certifications

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Melillo MS will utilize Frontline and the district's Human Resources Department to ensure the hiring of highly qualified staff. <b>Strategy's Expected Result/Impact:</b> Employee Certification List from HR <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$73,030.59, Teacher - State Compensatory Funds - \$85,046	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, Melillo will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Melillo is actively seeking Bilingual Certified teachers each year but in the meantime, we have set a goal to get everyone ESL certified so that teachers use best strategies for our Emerging Language Learners. <b>Strategy's Expected Result/Impact:</b> The goal is for 100% of the teachers to be either Bilingual or ESL certified. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> The goal is to have 100% teachers to be bilingual certified. <b>Staff Responsible for Monitoring:</b> Principal	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:** Melillo MS will make every effort to retain 100% of our teachers on campus and in Pasadena ISD unless it is due to promotions and/or retirement.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New teachers to education will be assigned a mentor for their first year of teaching at Melillo. <b>Strategy's Expected Result/Impact:</b> Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations <b>Staff Responsible for Monitoring:</b> Master Mentor	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All teachers can request a Campus Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc. <b>Strategy's Expected Result/Impact:</b> Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>Funding Sources:</b> Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$79,028.09	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:** Melillo MS will host parent/family workshops based on family needs via face-to-face and zoom to allow for all parents/guardians to participate with a 5% increase in attendance.

**Evaluation Data Sources:** Survey; NCLB Parent Involvement Evaluation; Special Programs documentation





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents/guardians. <b>Strategy's Expected Result/Impact:</b> Distribution of materials <b>Staff Responsible for Monitoring:</b> Counselors/Parent Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will provide workshops to parents/guardians based on needs. Parents/guardians will be surveyed to determine what is the best time and day for events/meetings/workshops. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets; Improvement in student academics and behavior <b>Staff Responsible for Monitoring:</b> Counselors / Parent Coordinator  <b>Title I:</b> 4.2 <b>Funding Sources:</b> Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,366.12, Various supplies for the parent room - 211 - Title 1 A - Economically Disadvantaged Study - \$2,711.05	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Counselors and Parent Coordinator will attend trainings that will provide new ideas on how to increase parent involvement. <b>Strategy's Expected Result/Impact:</b> Certificates of Completion; Eduphoria Credit <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Staff members will attend Conscious Discipline / Restorative Practices Trainings in an effort to improve relationships with students, parents and staff. <b>Strategy's Expected Result/Impact:</b> Improvement in student academics and behavior. Increased parent communication between home and school. Staff will display various Conscious Discipline structures and strategies. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$51,123.04	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Melillo MS will host various family engagement activities in the evenings. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets; Improvement in student academics and behavior. <b>Staff Responsible for Monitoring:</b> Counselors / Parent Coordinator	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Surveys and requests for volunteers are sent throughout the year. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets; Raptor Sign-In <b>Staff Responsible for Monitoring:</b> Counselors/Parent 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:** Melillo MS will seek and maintain support from local businesses and community members in the Houston area by inviting them to various events on campus increasing the invitations from 7 businesses to 10 businesses.





**Evaluation Data Sources:** Partners in Pasadena submission to PISD Board

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Melillo MS will invite local organizations to speak to parents and students regarding topics of interest. <b>Strategy's Expected Result/Impact:</b> Participation and Sign-In Sheets in school events and projects <b>Staff Responsible for Monitoring:</b> Counselors/Parent Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Melillo MS will invite local organizations to participate in the school's family events and ask the organizations to donate funds, services, and/or other resources. <b>Strategy's Expected Result/Impact:</b> Donation Letters; Partners in Pasadena contributions log <b>Staff Responsible for Monitoring:</b> Counselors/Parent Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus. <b>Strategy's Expected Result/Impact:</b> Skyward/Mizuni Attendance Records <b>Staff Responsible for Monitoring:</b> Attendance Clerk	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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:** Melillo MS will participate in various community events increasing the charitable contributions from 4 to 5 recipients.

**Evaluation Data Sources:** Summary of funds collected; Documentation in local newspapers.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Melillo MS will collect donations from students, staff, and family to support local charities and organizations. <b>Strategy's Expected Result/Impact:</b> Final Donation amount; Newspaper articles <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations. <b>Strategy's Expected Result/Impact:</b> Flyers sent home to parents and students <b>Staff Responsible for Monitoring:</b> 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 1:** Students and staff will participate in various activities linked to Coordinated School Health (CSH) and reach the goal of Platinum for the Wellness Challenge.

**Evaluation Data Sources:** District Report created by PEP Grant Coordinator comprised of all participating campuses' logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will provide for movement within the classroom integrated within the curriculum. <b>Strategy's Expected Result/Impact:</b> Lesson Plans/Eduphoria; Walk-Thru's <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents. <b>Strategy's Expected Result/Impact:</b> Bulletin Boards <b>Staff Responsible for Monitoring:</b> Wellness Champion	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The campus Wellness Committee will provide on-going staff development to increase awareness of the components of the Coordinated School Health Program. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets; Walk-Thru's <b>Staff Responsible for Monitoring:</b> Administrator over the Wellness Committee	Formative		
	Jan	Apr	June
<div>  0% No Progress            100% 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 services.

# State Compensatory

## Budget for Melillo Middle School

**Total SCE Funds:** \$85,046.00

**Total FTEs Funded by SCE:** 17

**Brief Description of SCE Services and/or Programs**

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## Personnel for Melillo Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrade, Giovanna	Teacher - Middle School	1
Busch, Gabriel	Teacher - Middle School	1
Carmona, Jacqueline	Counselor - Middle School	1
Clark, Tara	Teacher - Middle School	1
Creagh, Gabrielle	Teacher - Middle School	1
Crowder, Hannah	Teacher - Middle School	1
Ingersoll, Kathleen	Teacher - Middle School	1
Kaboutari, Heather	Teacher - Middle School	1
Medina, Megan	Campus Coach - All Levels	1
Nichols, Chrystine	Teacher - Middle School	1
Oakes, Tyler	Teacher - Middle School	1
Ram, Nicole	Teacher - Middle School	1
Sanchez, Lauren	Teacher - Middle School	1
Schwenk, Kelly	Teacher - Middle School	1
Stewart, Royinn	Teacher - Middle School	1
Torres, Jamie	Teacher - Middle School	1
Wiest, Jennifer	Teacher - Middle School	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacqueline Carmona	Middle School Counselor		0.5
Kelsey Huerta	District Parent Coordinator		0.5
Megan Medina	Peer Facilitator (Campus Coach)		1
Royinn Stewart	Middle School Teacher		1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Copy paper, toner, subscriptions, books, lab materials, dry erase boards, general supplies, etc.		\$60,188.00
Sub-Total					\$60,188.00
Budgeted Fund Source Amount					\$60,188.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy paper, toner, color copier and other supplies for tutoring		\$1,600.00
1	1	2	Substitutes for Teachers		\$10,184.00
1	1	3	General Supplies		\$241.00
1	1	3	Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards., supplies for after school tutorials.		\$10,282.64
1	1	4	Novels, Subscriptions to RAZ, Scholastic Works		\$1,000.00
2	1	5	Plan 4 Learning Software		\$550.00
2	2	4	S'More Software		\$80.00
3	1	1	Teacher		\$73,030.59
3	2	2	Campus Coach		\$79,028.09
4	1	2	Parent Coordinator		\$21,366.12
4	1	2	Various supplies for the parent room		\$2,711.05
4	1	4	Counselor		\$51,123.04
Sub-Total					\$251,196.53
Budgeted Fund Source Amount					\$251,196.53
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dictionaries, Literature, Charging Caddies for Computers		\$1,400.44
Sub-Total					\$1,400.44

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,400.44
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	1	Teacher		\$85,046.00
Sub-Total					\$85,046.00
Budgeted Fund Source Amount					\$85,046.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$402,830.97
Grand Total Spent					\$402,830.97
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023



**Pasadena Independent School District**  
**Milstead Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The Mission of Milstead Middle School is to ensure **ALL** students **RISE** to high levels of educational achievement by providing a safe, supportive, and challenging environment.

## Vision

To Create Opportunities for Students to Learn to Think for Themselves.

## 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

Revised/Approved: August 3, 2023

## Demographics

### Demographics Summary

Group	20-21 Students	20-21 School %	21-22 Students	21-22 School %	22-23 Students	22-23 School %	% Change
Special Education	85	13.1	93	13.5	100	14.3	+0.8
At Risk	530	82.2	552	80	591	84.9	+4.9
LEP	361	55.9	390	56.7	413	59.3	+2.6
Immigrant	64	10	78	11.3	40	5.8	-5.5
Free/Reduced	404	62.6	585	84.9	624	89.7	+4.8
Gifted & Talented	67	10.4	67	9.7	78	11.2	+1.5
Dyslexia	41	6.4	38	5.5	45	6.5	+1.0
Migrant	0	0	0	0	0	0	N/A

Group	2020-21	2021-22	2022-23	% Change
Male	52.3	54.7	53.2	-1.5
Female	47.2	45.3	46.8	+1.5

Group	2020-21	2021-22	2022-23	% Change
American Indian or Alaska Native	0	0	0	0
Asian	0.1	0.1	0	-0.1
Black/African American	7.5	6.2	5.2	-1.0
Hispanic/Latino	88.6	89.7	92.1	+2.4
White	3.7	3.2	2.4	-0.8
Two or More Races	1.2	0.1	0.3	+0.2

### Demographics Strengths

- The overall student population has remained relatively stable in diversity.
- EB students are served in a transitional program or a dual language program. Certified staff receive focused training that provides direct instruction to meet the language needs of our students.
- Students identified as special education students receive services through speech, support facilitation, ABLE, SUCCESS, ABLE 2, ACCESS, 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.
- Gifted and Talented students perform well on state and district exams, and we are able to effectively meet their needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our special education students performed well below the campus average in all subject areas. **Root Cause:** Many of our special education students are multiple grade levels behind in reading and struggle with the academic vocabulary of STAAR.

**Problem Statement 2 (Prioritized):** Our EB students performed below the campus average in all subject areas. **Root Cause:** Our EB students lack the academic vocabulary necessary to understand the concepts and test questions. We have had an increase in the number of recent immigrants over the past year and these students struggle with vocabulary.

# Student Achievement

## Student Achievement Summary

STAAR	2020	2021	2022	Change 21-22	2023 Raw Score	2023	Change 22:23
<u>Approaches</u>							
<u>Grade</u>		53	65	+12			
<u>Level</u>	Not scored	46	53	+7	28	73	+8
4th Reading		34	39	+5	20	68	+15
5th Math		42	48	+6	18	53	+14
6th Science		54	59	+5	25	60	+12
7th Reading		78	87	+9	16	54	-5
8th Math					29	91	+4
<u>Meets Grade level</u>	Not scored						
4th Reading		23	38	+15		44	+6
5th Math		20	26	+6	N/A	36	+10
6th Science		10	12	+2		22	+10
7th Reading		16	21	+5		32	+11
8th Math		15	14	-1		14	0
9th Math		48	55	+7		74	+19
<u>Exceeds Grade level</u>							
4th Reading	Not scored	12	21	+9			
5th Math		9	11	+2		18	-3
6th Science		3	5	+2		14	+3
7th Reading		3	8	+3	N/A	7	+2
8th Math		5	2	-1		10	+2
9th Math		3	20	+9		2	0
10th Math		11				16	-4

## Student Achievement Strengths

- Demonstrated improvement in almost all subjects.
- Students taking the 7th Grade Math STAAR showed improvement in the number of students performing at the Meets Level.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** STAAR Results are below pre-COVID Levels. **Root Cause:** Prior knowledge is lacking which has led to reduced rigor and student engagement.

**Problem Statement 2 (Prioritized):** Based on STAAR and TELPAS data, students need to be provided with more opportunities to read and use academic language to increase performance on STAAR and TELPAS assessments. **Root Cause:** Students lack the necessary academic vocabulary and language skills to successfully navigate the STAAR test.

**Problem Statement 3 (Prioritized):** Due to reading and language gaps, our students are lacking reading stamina and performing below expectations on assessments. **Root Cause:** Students are not provided with sufficient opportunities to read independently and scaffolding is not consistently provided in order to close achievement gaps.

## School Culture and Climate

### School Culture and Climate Summary

## Discipline Referrals

	2018-19	2019-20	2020-21	2021-22	2022-23	Change
Number of Referrals	331	220	163	517	438	-79

### School Culture and Climate Strengths

- Improvement was shown for the 2022-23 school year for the number of discipline referrals.
- Mentoring was established and was successful.
- Student recognition programs were established.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students struggled with behavior expectations resulting in a high number of discipline referrals. **Root Cause:** CHAMPS need to be implemented consistently and we need to provide more consistent positive reinforcement.

**Problem Statement 2 (Prioritized):** Attendance has been declining over the past two years due to the lack of fidelity in applying our attendance procedures and incentives. **Root Cause:** Due to COVID, we have not been consistently applying our procedures or building relationships with students and parents.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

We have mentor programs provided by the district, experienced peer teachers, department chairs, and instructional coaches to support our new teachers. Professional development is provided by the district and at the campus level and includes monthly staff development that target campus needs. Campus coaches are available for modeling and support to all content area teachers. Department PLC meetings allow for the strengths of all teachers to be shared with others and provides assistance with implementation in the classroom. The support of the instructional coaches allows for effective teaching practices to be shared with others through co-teaching, modeling, and observations. All of the supports listed above are available to all teachers.

## Staff Quality, Recruitment, and Retention Strengths

- Campus Coaches provide continuous support to all staff members regardless of experience.
- A common department planning time is available 60 minutes per day.
- A mentoring program has been established for new teachers.
- Pasadena ISD provides a variety of meaningful professional development opportunities for teachers.
- Milstead continues to have a relatively low teacher turnover rate.

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

**Problem Statement 1 (Prioritized):** There are not enough qualified bilingual teachers to serve our bilingual students in all subject areas. **Root Cause:** There is a shortage of bilingual teachers in this area.

**Problem Statement 2 (Prioritized):** There are not enough certified teachers and we have employed several classroom facilitators. **Root Cause:** There is a shortage of teachers.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district provides a curriculum based on the Texas Essential Knowledge and Skills (TEKS) for each subject area. Teachers consistently post TEKS student expectations and language objectives to identify alignment with the state standard and activities in the classroom. Each content area works to provide rigorous and relevant instruction for all students. Lesson plans and common assessments are collaboratively developed by teachers and indicate the student expectation 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 disaggregates the data based on student groups, objectives, and student expectations. Student data is available to individual teachers to use as a guide for planning future instruction and interventions. Department planning time is available so that teachers can compare and analyze results to seek out the most successful instructional practices. Formative assessments, such as teacher observations, the MAP assessment, and interactive notebooks, are used to measure student achievement and guide instructional practices and interventions. An enrichment period is available for students to receive additional support during the school day. Students are also provided a daily time to engage in independent reading with conferring from their teacher. Teachers are responsible for assessing all of the students in their classes, providing grades in their content areas, and integrating instruction across all disciplines. Teachers communicate with parents using a weekly folder, three week progress reports, nine week report cards, student agendas, Skyward Family Access, Remind, the Summit Platform, and parent conferences.

## Curriculum, Instruction, and Assessment Strengths

- There is consistent use of research based practices such as interactive notebooks.
- A well-developed district scope and sequence is provided and followed by teachers.
- Standards-based grading has been implemented to ensure that students are being assessed according to their mastery of state standards.
- Departments collaborate weekly to develop lessons that are tightly aligned with the student expectations during PLC Meetings.
- An enrichment period is available to provide tutoring during the school day.
- Campus Coaches (ELAR, Science, and Math) are available to work with teachers.

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

**Problem Statement 1 (Prioritized):** Special education students perform well below the campus average in all subject areas. **Root Cause:** Many of our special education students are reading below grade level and lack the academic vocabulary and skills to be effective on the STAAR Test.

**Problem Statement 2 (Prioritized):** EB students are performing below the campus average. **Root Cause:** Many of our EB students lack the academic vocabulary and language skills necessary to analyze the questions on the STAAR Test.

# Parent and Community Engagement

## Parent and Community Engagement Summary

A Parent Coordinator works at Milstead to plan activities, trainings, and informational meetings for parents and the community on a consistent basis. All of the meetings are centered around how parents can help improve student achievement using academic techniques and by providing emotional support to the adolescent child. Based on the most recent Safe and Civil School Survey, 95% of parents indicated that they felt that the school was effective and that they were welcome on campus. Surveys are consistently provided to parents to gather information on how the school can best meet their needs. Parent communication is provided in English and Spanish via newsletters, calendars, the school website, automated calling system, and parent conferences. In addition to providing backpacks with non-perishable food supplies for our students, they also provide cooking and nutritional education classes.

## 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
- The parent coordinator organizes parent trainings and events that help support the academic and emotional needs of adolescence
- Parent events are well attended and offered at varying times
- Numerous options are available to help teachers and staff communicate with parents including 3 week progress reports, Remind, Skyward Family Access, Automated Callout System, and Facebook

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Although parent involvement has increased, we still have a portion of our parents who rarely attend school events. **Root Cause:** Parents work multiple jobs and have non-traditional work schedules. There is also a language barrier as well as transportation issues.

# School Context and Organization

## School Context and Organization Summary

Milstead Middle School serves students in grades 5 and 6. Each grade level is organized into several teams that share a common planning time. Each grade level is supervised by an assistant principal and a counselor. Students have the opportunity to select from a variety of fine arts electives, including band, orchestra, choir, and art, as well as a technology class. Students also attend a physical education class every other day. Students in special education classes are served in resource, co-teach, support facilitation, speech therapy, SUCCESS, ABLE, ABLE 2, and ACCESS. Milstead offers a dual language program for students to receive instruction in English and Spanish. Dual language students in 6th grade receive high school credit for Spanish. The program begins in elementary school and Milstead continues the services during 5th and 6th grade. Milstead also offers a Personalized Learning Program through Summit Learning. Students utilize technology to work at their own pace and engage in projects to support their learning. Campus Coaches are available to provide coaching support to teachers in order to improve their instructional practices. A dyslexia and intervention teacher provides support to students needing dyslexia services as well as struggling readers. A librarian maintains the learning resource center and provides instructional support to teachers.

Each classroom is equipped with a document camera, interactive whiteboard, and LCD projector. Each student is provided with a laptop that they are able to take home.

## School Context and Organization Strengths

- A variety of fine arts electives and technology are available to students.
- The master schedule provides a common planning time for teachers to plan instruction and analyze student data.
- The dual language programs provides students with the opportunity to develop language and literacy skills in English and Spanish.
- An enrichment period is available to provide tutoring to students during the school day.
- The Personalized Learning Program allows students an opportunity to learn at their own pace and develop skills that go beyond the classroom.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Although our IAT Program has continued to show improvement, we still struggle to provide effective interventions to all of our students that need them. **Root Cause:** A large number of students are in the IAT Programs of our feeder elementaries. In addition, some students enter the program here at Milstead.

# 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 ever-changing work environment. Technology is readily available on campus. Every classroom is equipped with an interactive whiteboard, a document camera, and an LCD projector. All of the students will be provided with a laptop to use in all of their classes and take home daily. The school has a wireless internet connection that is available at all times. All classrooms contain ten ethernet drops and a ceiling mounted projector. A technology liaison provides staff with support and staff development based on teacher request. The library is made available to students and parents for school projects and academic research. The district strategic plan outlines a five year plan for upgrades in technology on all campuses. The district also provides Schoology and Google Classroom to help teachers integrate technology in their lessons. We also have a Personalized Learning Program that uses the Summit Learning Platform to allow students the opportunity to move at their own pace.

## Technology Strengths

- Technology is readily available to all students and teachers
- Schoolwide wireless internet is available
- Students are provided with laptops to utilize during instruction
- Students are being taught how to utilize technology to improve their learning

# Priority Problem Statements

**Problem Statement 1:** Our special education students performed well below the campus average in all subject areas.

**Root Cause 1:** Many of our special education students are multiple grade levels behind in reading and struggle with the academic vocabulary of STAAR.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our EB students performed below the campus average in all subject areas.

**Root Cause 2:** Our EB students lack the academic vocabulary necessary to understand the concepts and test questions. We have had an increase in the number of recent immigrants over the past year and these students struggle with vocabulary.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** STAAR Results are below pre-COVID Levels.

**Root Cause 3:** Prior knowledge is lacking which has led to reduced rigor and student engagement.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Based on STAAR and TELPAS data, students need to be provided with more opportunities to read and use academic language to increase performance on STAAR and TELPAS assessments.

**Root Cause 4:** Students lack the necessary academic vocabulary and language skills to successfully navigate the STAAR test.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Due to reading and language gaps, our students are lacking reading stamina and performing below expectations on assessments.

**Root Cause 5:** Students are not provided with sufficient opportunities to read independently and scaffolding is not consistently provided in order to close achievement gaps.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Students struggled with behavior expectations resulting in a high number of discipline referrals.

**Root Cause 6:** CHAMPS need to be implemented consistently and we need to provide more consistent positive reinforcement.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** Attendance has been declining over the past two years due to the lack of fidelity in applying our attendance procedures and incentives.

**Root Cause 7:** Due to COVID, we have not been consistently applying our procedures or building relationships with students and parents.

**Problem Statement 7 Areas:** School Culture and Climate

**Problem Statement 8:** There are not enough qualified bilingual teachers to serve our bilingual students in all subject areas.

**Root Cause 8:** There is a shortage of bilingual teachers in this area.

**Problem Statement 8 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 9:** There are not enough certified teachers and we have employed several classroom facilitators.

**Root Cause 9:** There is a shortage of teachers.

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 10:** Special education students perform well below the campus average in all subject areas.

**Root Cause 10:** Many of our special education students are reading below grade level and lack the academic vocabulary and skills to be effective on the STAAR Test.

**Problem Statement 10 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 11:** EB students are performing below the campus average.

**Root Cause 11:** Many of our EB students lack the academic vocabulary and language skills necessary to analyze the questions on the STAAR Test.

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 12:** Although parent involvement has increased, we still have a portion of our parents who rarely attend school events.

**Root Cause 12:** Parents work multiple jobs and have non-traditional work schedules. There is also a language barrier as well as transportation issues.

**Problem Statement 12 Areas:** Parent and Community Engagement

**Problem Statement 13:** Although our IAT Program has continued to show improvement, we still struggle to provide effective interventions to all of our students that need them.

**Root Cause 13:** A large number of students are in the IAT Programs of our feeder elementaries. In addition, some students enter the program here at Milstead.

**Problem Statement 13 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)
- 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
- Effective Schools Framework data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus 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**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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 May 2024 50% of students will increase their reading level or demonstrate growth on the Spring MAP Test.

**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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Spring MAP Test

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide focused, standards-based interventions during afterschool tutoring and enrichment <b>Strategy's Expected Result/Impact:</b> Improved student performance on MAP, STAAR, and common assessments <b>Staff Responsible for Monitoring:</b> Campus ELAR Instructional Coach and Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Supplies for Tutorials and Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Salary for Instructional Aide to Implement LLI - 211 - Title 1 A - Economically Disadvantaged Study - \$57,808.22, Salary for Dyslexia and Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$82,269.61, Materials and supplies for instructional purposes - 199 - General Fund - \$76,369, Instructional materials for intervention. - State Compensatory Funds - \$4,000, Payroll for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, License for Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Supplies for Intervention and Tutorials - 263 - Title III A - Bilingual Education, Language - \$4,353.85, Payroll for Tutorials - Extended Day/Tutorial - \$2,100	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement small group instruction during their ELAR Class and/or enrichment at least two times per week beginning September 5th. <b>Strategy's Expected Result/Impact:</b> Students will develop a deeper understanding of the reading material and utilize academic vocabulary on a regular basis <b>Staff Responsible for Monitoring:</b> Campus ELAR Instructional Coach, Assistant Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will regularly integrate word work and science of reading strategies during their daily instruction. Instruction will be consistently assessed through exit tickets, one-pagers, and checks for understanding. <b>Strategy's Expected Result/Impact:</b> Improved student performance on STAAR, common assessments, and MAP. <b>Staff Responsible for Monitoring:</b> Campus ELAR Instructional Coach, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will regularly participate in collaborative, project-based learning on a regular basis. <b>Strategy's Expected Result/Impact:</b> Improved language skills and a deeper understanding of the material. <b>Staff Responsible for Monitoring:</b> Campus ELAR Instructional Coach, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	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:** By May 2024, increase the percentage of students scoring at the approaches level by 10% on the Math STAAR to 78% for 5th Grade, 64% for 6th Grade, and 95% for 7th grade (4% increase).

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide focused, standards-based interventions during afterschool tutoring and enrichment. <b>Strategy's Expected Result/Impact:</b> Improved student performance on STAAR and common assessments <b>Staff Responsible for Monitoring:</b> Campus Math Instructional Coach, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Supplies for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Tutorials - Extended Day/Tutorial - \$2,100, Instructional Materials for Intervention - State Compensatory Funds - \$4,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide small group instruction based upon student needs a minimum of two times per week beginning in September 2023. <b>Strategy's Expected Result/Impact:</b> Improved STAAR and formative assessment results <b>Staff Responsible for Monitoring:</b> Campus Math Instructional Coach, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize informal assessments on a consistent (almost daily) basis, such as interactive whiteboards, exit tickets, etc., to ensure student mastery. <b>Strategy's Expected Result/Impact:</b> Improved STAAR and formative assessment results. <b>Staff Responsible for Monitoring:</b> Campus Math Instructional Coach, Principal  <b>Title I:</b> 2.4, 2.5, 2.6	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:** By May 2024, increase the percentage of students scoring at the approaches level by 10% on the Science STAAR to 62%.

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide small group instruction based upon student needs during class, enrichment, and afterschool tutorials a minimum of two times per week beginning in September 2023. <b>Strategy's Expected Result/Impact:</b> Improved STAAR and common assessment results <b>Staff Responsible for Monitoring:</b> Campus Science Instructional Coach, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Payroll for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$2,030.44, Supplies for Tutorials and Intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Payroll for Tutorials - Extended Day/Tutorial - \$2,000, Supplies for Intervention - State Compensatory Funds - \$3,869	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will consistently (almost daily) implement strategies such as "Turn and Talk" to help students process the information. <b>Strategy's Expected Result/Impact:</b> Improved language and vocabulary skills <b>Staff Responsible for Monitoring:</b> Campus Instructional Science Coach, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> During weekly planning sessions, teachers will plan instruction based on how students will be assessed and common misconceptions. Specific activities will be planned for warm-ups (review activities) and for paraprofessionals to utilize during small group. <b>Strategy's Expected Result/Impact:</b> Improved STAAR Results <b>Staff Responsible for Monitoring:</b> Science Instructional Coach, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	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 September 2023, Dual Language Classes will be provided to students so that they can develop academic proficiency in English and Spanish.

**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:** Master Schedule

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide Dual Language Classes to students by September 2023. <b>Strategy's Expected Result/Impact:</b> Students will develop academic proficiency in English and Spanish. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Funding Sources:</b> Salary for Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$163,748.66	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:** Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students.

**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:** Certification Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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 who we filed bilingual exceptions in preparation for the bilingual certification test and ensure follow through in sitting for the exam. <b>Strategy's Expected Result/Impact:</b> Reduced number of Bilingual Waivers <b>Staff Responsible for Monitoring:</b> Principal	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:** Provide Campus Instructional Coaches to support teacher development.

**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.

**Evaluation Data Sources:** Walkthrough and Observation Reports, Lesson Plans, Assessment Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide Campus Instructional Coaches in ELA, Math, and Science. <b>Strategy's Expected Result/Impact:</b> Increase Teacher Effectiveness <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Salary for Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$184,274.77	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 1:** By July 2024, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

**Evaluation Data Sources:** Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Promote school events by using flyers, social media, callouts, and emails and invite community organizations to come during school events to provide resources for parents. <b>Strategy's Expected Result/Impact:</b> Improve attendance at school events <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselor, Principal  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Schedule parent events that allow parents, students, staff, and the community to engage in activities that support and encourage student learning. <b>Strategy's Expected Result/Impact:</b> Improved attendance at parent events <b>Staff Responsible for Monitoring:</b> Parent Coordinator, Counselor, Principal  <b>Title I:</b> 4.2  <b>Funding Sources:</b> Food for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$1,500, Supplies for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,740, Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,734.84	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:** Reduce the number of discipline referrals by 10% by December 2023 and by 15% by May 2024.

**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:** Mizuni Discipline Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Define and target specific discipline categories in order to reduce the number of referrals. <b>Strategy's Expected Result/Impact:</b> Improved student behavior <b>Staff Responsible for Monitoring:</b> SOAR Committee, Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Consistently recognize positive student behavior (examples: "Monster Mash", Phoenix of the Week). <b>Strategy's Expected Result/Impact:</b> Improved student behavior and reduced discipline referrals <b>Staff Responsible for Monitoring:</b> SOAR, Assistant Principals	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. <b>Strategy's Expected Result/Impact:</b> Reduced loss of instructional time for students with disabilities. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal  <b>Title I:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Maintain or reduce number of restraints <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide "circle" questions to teachers on a monthly basis to help build relationships. <b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals and improved student engagement. <b>Staff Responsible for Monitoring:</b> SOAR Committee  <b>Title I:</b> 2.4, 2.5, 2.6	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:** Student attendance will increase to 94% by May 2024.

**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

**High Priority**

**Evaluation Data Sources:** Attendance Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a Google Document to track habitually absent students and provide resources. <b>Strategy's Expected Result/Impact:</b> Improved student attendance for students that are struggling to attend school. <b>Staff Responsible for Monitoring:</b> Attendance Committee, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide regular incentives for students that demonstrate good attendance. <b>Strategy's Expected Result/Impact:</b> Improved attendance and student behavior. <b>Staff Responsible for Monitoring:</b> Attendance Committee, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide incentives for teachers for attendance (extended lunch, extra conference period, etc.). <b>Strategy's Expected Result/Impact:</b> Reduce absenteeism among students and staff <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Attendance Committee, Assistant Principal	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Milstead Middle School

**Total SCE Funds:** \$11,869.00

**Total FTEs Funded by SCE:** 24

### Brief Description of SCE Services and/or Programs

SCE Funds will be used to provide instructional materials and resources to students that are at-risk. The materials will be used during afterschool tutorials and during enrichment.

## Personnel for Milstead Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alfred, Andrea	Paraprofessional - Instructional	1
Barcenes, Eileen	Teacher - Middle School	1
Chapa, Maria	Teacher - Middle School	1
Cochran, Ashley	Teacher - Middle School	1
Del Valle, Erica	Teacher - Middle School	1
Franks, Cynthia	Teacher - Middle School	1
Gomez, Cynthia	Teacher - Middle School	1
Guadiana, Elisa	Teacher - Middle School	1
Gutierrez, Daniel	Teacher - Intermediate School	1
Kaluza, Lindsey	Teacher - Middle School	1
Kelley, James	Teacher - Intermediate School	1
Luke, Georgia	Teacher - Middle School	1
Lumpkin, Theresa	Teacher - Middle School	1
Martinez, Nancy	Teacher - Middle School	1
Mottu, Rebecca	Teacher - Middle School	1
Perez, Angela	Teacher - Middle School	1
Pittman, Regina	Campus Coach - All Levels	1
Ramos, Jaime	Teacher - Middle School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sanchez, Edith	Teacher - Middle School	1
Santiago, Sergio	Teacher - Middle School	1
Street, Molly	Campus Coach - All Levels	1
Thinh, Nga	Teacher - Middle School	1
Whiteman, Courtney	Paraprofessional - Instructional	1
Williams, Meagan	Teacher - Middle School	1



# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Alfred	Middle School Aides		1
Courtney Whiteman	Middle School Aides		1
Cynthia Gomez	Dual Language Teacher		1
Mireya Espinoza	District Parent Coordinator		0.5
Molly Street	Peer Facilitator (Campus Coach)		1
Regina Pittman	Peer Facilitator (Campus Coach)		1
Sergio Santiago	Dual Language Teacher		1
Theresa Lumpkin	Dyslexia Teacher Elementary & Middle		1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and supplies for instructional purposes		\$76,369.00
Sub-Total					\$76,369.00
Budgeted Fund Source Amount					\$76,369.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	License for Plan4Learning		\$550.00
1	1	1	Salary for Instructional Aide to Implement LLI		\$57,808.22
1	1	1	Supplies for Tutorials and Interventions		\$5,000.00
1	1	1	Payroll for Tutorials		\$5,000.00
1	1	1	Salary for Dyslexia and Intervention Teacher		\$82,269.61
1	2	1	Supplies for Tutorials		\$5,000.00
1	2	1	Payroll for Tutorials		\$5,000.00
1	3	1	Payroll for Tutorials		\$2,030.44
1	3	1	Supplies for Tutorials and Intervention		\$2,000.00
2	1	1	Salary for Dual Language Teachers		\$163,748.66
3	2	1	Salary for Instructional Coaches		\$184,274.77
4	1	2	Supplies for Parent Meetings		\$2,740.00
4	1	2	Food for Parent Meetings		\$1,500.00
4	1	2	Salary for Parent Coordinator		\$22,734.84
Sub-Total					\$539,656.54
Budgeted Fund Source Amount					\$539,656.54
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies for Intervention and Tutorials		\$4,353.85

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$4,353.85
Budgeted Fund Source Amount					\$4,353.85
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials for intervention.		\$4,000.00
1	2	1	Instructional Materials for Intervention		\$4,000.00
1	3	1	Supplies for Intervention		\$3,869.00
Sub-Total					\$11,869.00
Budgeted Fund Source Amount					\$11,869.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll for Tutorials		\$2,100.00
1	2	1	Payroll for Tutorials		\$2,100.00
1	3	1	Payroll for Tutorials		\$2,000.00
Sub-Total					\$6,200.00
Budgeted Fund Source Amount					\$6,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$638,448.39
Grand Total Spent					\$638,448.39
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources    Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Morris Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

At Morris Middle School we will support students and provide them an opportunity to master the habits of success by working together as a family to better students, each other, and our community.

## Vision

We believe collaborative teams are the fundamental structure of the school. Together we will:

- Improve instruction by creating a culture that embraces professionalism and growth mindset
- 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

Morris Middle School is a 5th and 6th grade campus. Current Enrollment is 640. Morris Middle School is made up of the following ethnic groups: 69% Hispanic, 4% White, 17% African American, 8% Asian, other, 3%. The percentage of students who are economically disadvantaged is 88%. The percentage of students identified as LEP is 19%. Four elementary schools feed into Morris Middle School. We are a diverse school population that is actively engaged with our community. Local churches, businesses and media outlets communicate with various times throughout the school year. Average attendance rate from last years data is roughly 94.5%

### Demographics Strengths

The demographics of Morris Middle School have remained relatively stable for the last 5 years. This helps meeting the needs of all Sub-populations. We have slightly grown in African American populations and Special Education students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** African American SpEd removals are higher than other demographics. **Root Cause:** The Morris staff mirrors the population of the students and the PBIS team is actively meeting to come up with a root cause of this data. The staff also had staff development from the district Behavior Response Team in an effort to recognize the staff role and remediation of this data. Many are mandatory placements and often there is a gap in SEL learning and processing.

# Student Achievement

## Student Achievement Summary

We have not received finalized accountability data, but Morris Middle School closed the gap by 2 points in 5th grade reading and scored 1 point below the state. We scored two points below the state in 5th grade math and two points above the state in 5th grade science. We had a slight dip of one point in 6th grade reading and fell 2 points behind the state average, but out performed the state by 2 points in 6th grade math. This is strong data considering the state introduced the new STAAR 2.0 item types this testing year and students were also tested in writing for the first time. Morris Middle School Met Standard on all areas of the Overall Summary Ratings and earned a A rating 2022 Students made progress on STAAR in 5th grade math, science, and reading. 6th grade progress at the approaches and meets level was up, but growth overall was down. The campus earned five out of 6 Distinctions in 2022-2023 and were recognized nationally as a PLC Model School and Texas Schools to Watch. Our students have increased their performance at the approaches and meets levels in all subjects. We will work actively to show academic growth for all students this school year.

## Student Achievement Strengths

Morris Middle School had an increase in percent approaches for special education students. Meets scores increased in all 6th grade areas as well. There was also an improvement in the margin between African American performance data and other student groups. We consistently pull small groups based on data and provide tutoring opportunities for struggling students. We also provide targeted intervention in during Tier 1 instruction, have Tier II pullouts for essential standards, and have Tier III groups during self-directed learning time. Additionally, all students on campus have a mentor that meet with twice a month to discuss progress, needs, and goals. Our teachers are teamed into GLT's and meet to discuss academic and behavior needs of students they share. We also meet as content teams twice a week to ensure our Tier 1 instruction is targeted. We MAP test three times a year to assist in identifying students struggling with growth. We offer academic and behavior incentives each month to motivate students to attend campus, work hard, and follow our Guidelines for Success. Our campus has a strong fine arts department that assists in the overall development of the whole child and our counseling department supports teachers in offering SEL lessons to students each week.

# School Culture and Climate

## School Culture and Climate Summary

Students and staff follow the Trailblazer Code, a behavior rubric for common areas that was created by our campus PBIS committee. This committee also created a tiered rubric for student discipline, arrival and dismissal procedures, and a campus wide Incentive initiative to provide a sense of belonging to students. Surveys and student polls were used to create these procedures. Morris is a learning community that values the input of staff, students, and families. We have positive relationships with community members and families and open doors for a range of events that improve the learning community. We provide additional off time for teacher teams to plan instruction and monitor data five times each two week period. Additionally, we have several teachers who sponsor after school clubs to meet student social needs. Our campus incentive days provide everyone a sense of belonging. We work to ensure teachers have mentors and assigned buddies to provide support and understanding as needed. Blended learning allowed students to progress academically and boosted their confidence. Mentoring notes bi-weekly and feedback on projects is available for students and parents to view.

Our campus implements posted common area behavior expectations school wide. Our academic core teams share common class rules and discipline management plans. We have high expectations for behavior and learning and provide support and intervention for students demonstrating need in either area.

## School Culture and Climate Strengths

Morris operates as a family and values connections with students and families. Incentive, Parent Nights, and other campus initiatives have resulted in positive feedback and participation. New teacher mentors, PLT time, and our PBIS committee have improved the quality of culture and instruction on campus. Campus-wide accountability for student behavior, attendance, and belonging has improved school safety and the overall campus culture. The addition of a parent coordinator allowed for increased parent visibility on campus and has strengthened our community connections. Teachers have support through campus coaching, PLT's, and GLT's, and always have an opportunity to provide feedback on the schools direction. This creates a deep connection with the learning community. All teachers serve on a campus committee and provide input on campus events, initiatives, and issues.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Social and emotional skills between student to student and student to teacher have declined making learning loss harder to combat. **Root Cause:** COVID has had a lasting impact on learning and emotional growth for students. Quarantine and virtual instruction led to a regression of social skills and face to face interactions. There needs to be more emphasis on collaborative work areas, social emotional learning, and relationship building to combat the negative impacts of COVID and build skills in positive communication.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Morris focuses on hiring and retaining highly qualified staff. Teacher retention has increased over the last three years. We have focused on hiring a staff that reflects the diverse population we service and encourage and accommodate teachers in acquiring needed certifications such as ESL and Bilingual. Teacher feedback indicates a connection to our learning community and a family feel while on campus. Additionally, teacher surveys and committee feedback indicates and feeling of purpose on campus and a voice in critical decisions. Teachers honor our Collective Commitments and connect to the campus values.

## **Staff Quality, Recruitment, and Retention Strengths**

Over the last three years, the teacher retention rate has increased. New teach mentors, PLC time, and GLT groups have supported teachers new to our campus. We also have campus coaches who support teacher in goal attainment. The campus and district offer a range of PD opportunities that build confidence and supported teachers.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The two instructional goals for Morris Middle School are centered around the 7 Steps to a Language Rich Classroom and intervention for individual student growth.

1. We will increase literacy and academic vocabulary by having students answer in complete sentences and use scholarly language in teaching and responding.
2. We will use total response strategies to allow all students to process information during questioning.
3. We will use a content data tracker to ensure all students receive intervention to master the EO's.
4. We will incorporate strategies of Writing Revolution to develop students reading and writing skills. All staff will be trained this school year.

We provide additional off time for teacher teams to plan instruction and monitor data five times each two week period. Additionally, we have several teachers who sponsor after school clubs to meet student social needs. Our campus House day provides everyone a sense of belonging. We work to ensure teachers have mentors and assigned buddies to provide support and understanding as needed.

## Curriculum, Instruction, and Assessment Strengths

Teachers have the opportunity to attend staff development. Each PLC attends the district nine weeks focus training, and any special programs training such as: PreAP, LEP, Special Education, PL. The PF's model instruction in classrooms, coach and help plan with the breakdown of the SE for targeted instruction. Every teacher attended the 7 Steps training and PL training this school year and has received support in small group instruction. Staff must all set a coaching goal and cycle based in one of these three areas. Instructional rounds demonstrate the effectiveness of teachers implementing the 7 Steps strategies. The campus uses data to drive change and will include a tier three math and reading group this year to target students based on MAP and STAAR data.

Campus Coaches lead PLT meeting which provide teachers time gain clarity on SEs, backwards plan units, share data, plan intervention, and disuses instructional strategies. GLT meetings also provide valuable insight into student learning needs, strengths and weaknesses. Additionally the campus provides Tier II intervention for students who do not master EO's and Tier III intervention for students who are significantly off grade level in math and reading. Resource students receive on grade level instruction in a co-teach setting with resource time in an additional class period. GT students are grouped during self-directed learning time to provide opportunities for the completion of their GT project in 5th grade.

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

**Problem Statement 1 (Prioritized):** Student writing scores are lower than similar campuses in our district. Writing samples indicate a need for increased understanding of key components to the writing process. **Root Cause:** COVID learning loss has increased educational and social emotional gaps for students. In addition, the new STAAR writing test for both grade levels caused a change in our curriculum with little examples from the state.

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Morris Middle School faculty, staff, parents, and community will continue to work together to help make the learning environment, safe, civil, and productive.

## **Parent and Community Engagement Strengths**

Morris provides opportunities for parents to attend academic nights, meet the teacher, fine arts concerts, and parent teacher conferences. Some other opportunities are: Advanced Academics Night, Coffee with Counselors, Grandparents Day, Thanksgiving luncheon, Curriculum Night, Fine Arts Night, and many others.

Our campus parent coordinator hold monthly meetings and sends a monthly newsletter to parents with campus events, resources, and other information. She also assists parents in completing free and reduced lunch applications, navigating the school platforms, and connects them with resources.

# School Context and Organization

## School Context and Organization Summary

Morris is a 5th and 6th grade campus. We run a bell schedule that includes fine arts, PE and social studies daily. Students have 60 minutes daily in Social Studies, Science, Math and Reading classes. Reading, and math are also provided additional time in the school day to intervene for students who need extra help mastering essential standards and all students have an SDL period to practice content in the four core areas . The teachers are teamed so the students see the same group of teachers for consistency. Morris offers Choir, band, orchestra and art for elective courses. Students that are in special education are in the co-teach, or support facilitation model and assigned a program manager to check in with them. We have an IAT team that meets regarding students monthly and a dyslexia teacher that meets with students weekly to work on goals. The teachers provide tier II intervention and the PF's pull small groups to help with additional Tier III intervention. The PF's provide additional support to teachers with curriculum each week and coaching. A team of intervention teachers works Tier II intervention to ensure all students master the EOs.

## School Context and Organization Strengths

Blaze week in August for all of the in coming 5th graders to get used to the campus and take a tour, meet administration and teachers as well as and ask questions.

CHAMP procedures/expectations are implemented in all areas of the building.

We provide an opportunity for flexible group instruction and enrichment/intervention.

Incentives support social and emotional strength for students and encourage a focus on positive behavior, good attendance, and academic growth.

Weekly SEL lessons and bi-monthly mentoring are provided for all students.

All students are assigned a mentor and receive mentoring bi-monthly.



# Technology

## Technology Summary

All students are part of the PL program and have a student issued laptop. Teachers and staff have laptops and document cameras in the classroom. Classrooms have Promethean boards with touch capabilities. All instructional apps are located and accessed through the portal.

## Technology Strengths

Teachers have laptops and engage with students through traditional and tech based instruction. Teachers use Google Classroom, Light-speed, Dream Box, STEM Scopes, and other programs that enhance instruction. Students log onto the Summit Platform and have access to their project, focus areas, and resources from any location. Campus technology liaison provides staff development throughout the school year.

# Priority Problem Statements

**Problem Statement 1:** Student writing scores are lower than similar campuses in our district. Writing samples indicate a need for increased understanding of key components to the writing process.

**Root Cause 1:** COVID learning loss has increased educational and social emotional gaps for students. In addition, the new STAAR writing test for both grade levels caused a change in our curriculum with little examples from the state.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Social and emotional skills between student to student and student to teacher have declined making learning loss harder to combat.

**Root Cause 2:** COVID has had a lasting impact on learning and emotional growth for students. Quarantine and virtual instruction led to a regression of social skills and face to face interactions. There needs to be more emphasis on collaborative work areas, social emotional learning, and relationship building to combat the negative impacts of COVID and build skills in positive communication.

**Problem Statement 2 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)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Student failure and/or retention rates
- 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
- Migrant/non-migrant 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**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership 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
- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- 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:** Morris Middle School students will show a 10% improvement in scores from the 2023 STAAR to the 2024 STAAR and campus final assessments. Students will show growth in reading, writing, math and science as evidenced by MAP data and end of year STAAR by using increased literacy strategies and math intervention programs.





**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:** MAP assessment data, CBA's and data from Personalized Learning Platform.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each core content area will demonstrate improvement through faithful implementation of blended learning, writing strategies learned in campus-wide PD, and project based mastery of objectives. Teachers will continue the use of quality literacy strategies and hands-on materials that include: The use of reading materials i.e. books, magazines, and other content related literature and supplemental project materials, including real world experiences and field trips, to enhance the students' abilities to read and write critically. <b>Strategy's Expected Result/Impact:</b> Improved performance on State Assessments and Reading levels. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> small group tables, reading materials, project materials, technology applications, extended day resources - 211 - Title 1 A - Economically Disadvantaged Study - \$6,000, Supplies for teachers, small group, RTI, GT Enrichment Projects, small group tables - 199 - General Fund - \$16,000	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 2:** Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

**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><b>Strategy 1:</b> All students who demonstrate the need of additional time and support in their learning will be given those supports. Those supports will include after school tutoring, scheduled intervention time, and the use of other instructional materials in small group settings. These supports will be communicated with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth as evidenced by an increase in student achievement on State and Local assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP's</p> <p><b>Funding Sources:</b> supplies, whiteboards, markers, snacks, books, digital and print resources, Extended Day supplies, whiteboards, markers, snacks, books, digital and print resources used for extended day tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$12,142.38, programs, LLI kits, digital resources, whiteboards, cooperative seating - 199 - General Fund - \$12,000, extended day materials, differentiated materials, para support - State Compensatory Funds - \$1,713, Staff for after school clubs that build content knowledge. - Extended Day/Tutorial - \$6,300</p>	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:** 80% of identified LEP students will meet the state average on all STAAR assessments and the district average on district assessments.

**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:** PL platform assessments, MAP testing data and local and State assessment data.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will utilize district-provided resources such as Read 180 and System 44 with fidelity to ensure adequate language acquisition levels for our ELL students. <b>Strategy's Expected Result/Impact:</b> Language acquisition issues will be lessened, allowing RTI to focus on academic deficiencies not related to language. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Bilingual Teachers  <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$2,634.50	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will train staff members in SIOP, ESL, and 7 Steps to a Language Rich classroom to ensure teachers are equip with high yield strategies to support ELL students. <b>Strategy's Expected Result/Impact:</b> Strategies learned will be used in PLT planning which will increase ELL scores on formative and summative assessments.  <b>Funding Sources:</b> Training materials, books, toner, supplies for classes implementation of strategies, training - 199 - General Fund - \$11,000	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 4:** Morris Middle School special education students will show a 5% increase on state and district assessments





**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:** District, school and state assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will monitor our SpEd students and will collect ongoing data over the use of accommodations, supplemental aides and other supports used during quality initial instruction. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> Assistant Principals and case managers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> staff Title 1 aide to review data - 211 - Title 1 A - Economically Disadvantaged Study - \$63,235.43	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SpEd teachers/case managers will participate in PLC's and will guide discussion as it relates to designing quality initial instruction that is differentiated and uses SDI components. <b>Strategy's Expected Result/Impact:</b> Improved quality of initial instruction for special populations as evidenced by lesson plans that use purposeful differentiation <b>Staff Responsible for Monitoring:</b> Assistant principals, PF's  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> supplies for differentiation - 199 - General Fund - \$10,665	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Staff Responsible for Monitoring:</b> APs and Principal	Formative		
	Jan	Apr	June



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP and will utilize additional behavior strategies to support SpEd students. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of non mandatory sped removals. <b>Staff Responsible for Monitoring:</b> APs	Formative		
	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            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 1:** We will increase awareness of college related materials and programs to include banners displayed throughout campus and referencing hallways by college street names as well as participation in college week and providing parent and student training on the Road to College.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will bring awareness to existing college materials on campus and encourage teachers to highlight their college of preference by discussing their experiences and by working through lessons on college admissions and requirements with students. <b>Strategy's Expected Result/Impact:</b> Students will have an increased awareness of post-secondary education and a basic understanding of what it takes to attend and be successful. <b>Staff Responsible for Monitoring:</b> Counselors and teachers.  <b>Funding Sources:</b> field trips, busses, subs, materials for lessons at risk - 199 - General Fund - \$5,000	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:** Increase business/community participation on campus.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will utilize community partnerships such as P.A.L.S with the Houston Police Department and participation by local business in campus events to increase student exposure to jobs that could be of interest for them in the future. <b>Strategy's Expected Result/Impact:</b> Students will be exposed to different possibilities for their post-secondary futures by hearing from community members and their experiences. <b>Staff Responsible for Monitoring:</b> Principal, AP's and counselors.  <b>Funding Sources:</b> supplies for hosting events and copying resources-at risk - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**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:** 100% of new teachers will be provided a mentor by September of the new 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.

**Evaluation Data Sources:** All new teachers will be assigned a mentor teacher who has proven success using CHAMPS and the four campus instructional focus areas, to all new teachers.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All mentors will be 100% voluntary and receive guidance and support in order to better serve all new teachers. Only teachers who have demonstrated proficiency in classroom management and instruction will be chosen to mentor. Principals and AP's will solicit feedback on areas of need and reinforcement as needed. <b>Strategy's Expected Result/Impact:</b> 100% retention of new teachers <b>Staff Responsible for Monitoring:</b> Principal and AP's  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	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:** All teachers will be coached and receive feedback and coaching on the accomplishment of a professional goal.

**District Objective:**

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

**Evaluation Data Sources:** Personalized learning platform progress, PLC interactions and reflections and evidence found on Strive for professional goal milestones.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will meet with Instructional Coaches to create an instructional growth goal and conduct monthly coaching cycles to collect evidence on goal attainment and progress. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to reflect on their craft and take charge of areas of reinforcement or refinement through feedback and support. This will allow for improved classroom instruction. <b>Staff Responsible for Monitoring:</b> Principal, PF's and teachers.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$173,971.59	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 master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a collaborative approach between teacher teams.

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





**Evaluation Data Sources:** Teacher feedback surveys will indicate positive feedback regarding planning time, employee experience, and retention will remain high.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher teams will meet twice weekly to focus on student outcomes which will improve the quality of Tier 1 instruction and student assessment scores. <b>Strategy's Expected Result/Impact:</b> Teacher test scores will be similar and performance gaps between teachers and student groups will be narrow. <b>Staff Responsible for Monitoring:</b> Teacher Teams	Formative		
	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</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>			

**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:** In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, we will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. We are actively seeking Bilingual Certified teachers each year but in the meantime, we have set a goal to get everyone ESL certified so that teachers use best strategies for our Emerging Language Learners

**Evaluation Data Sources:** ESL certifications for staff

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will post positions as Bilingual to ensure we seek highly qualified staff and will encourage bilingual speaking teachers to attend prep session and test.	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will 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. <b>Strategy's Expected Result/Impact:</b> Increased number of bilingual certified teachers. <b>Staff Responsible for Monitoring:</b> Campus admin over new teachers.	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, 2024, increase parent engagement/involvement and volunteering by 10% in school related activities.

**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 and counts from open house, fall health festival, meet the teacher, curriculum night and school day parent events. Also in incorporation of parent volunteers.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will foster a sense of belonging on campus for parents by hosting quality events that provide them opportunities to meet staff and bond with their students. <b>Strategy's Expected Result/Impact:</b> Increased attendance and family participation. <b>Staff Responsible for Monitoring:</b> Principal, Counselor/Parent Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> paper, table decor, training supplies for parent workshops - 211 - Title 1 A - Economically Disadvantaged Study - \$4,099.05	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>			



**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:** We will continue to fund the position of parent coordinator to provide direct support to parents and families.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will utilize a parent coordinator to increase communication through traditional methods and social media in order to increase parental involvement.  <b>Strategy's Expected Result/Impact:</b> Increased engagement and involvement in school related functions and activities. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> parent coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,485.97	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>			

**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:** Increase business/community support and participation on the campus.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will foster connections with our community by inviting them to attend and present at campus curriculum night, campus food drives, Penny's for Patients and by sharing important campus events with The South Belt Leader and other community correspondence outlets. Correspondence will be done in multiple languages.  <b>Strategy's Expected Result/Impact:</b> Increased community involvement on campus. <b>Staff Responsible for Monitoring:</b> Principal, counselor and parent coordinator.  <b>Funding Sources:</b> supplies for curriculum night, items to host drives, - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	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>			

**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 provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for at-risk students exhibiting high need.

**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:** BRT referral data and RTI meeting data, PBIS data, and behavior pathway monitoring

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A campus counselor and district BRT specialist (as needed) will host group counseling sessions based on need to encourage self improvement, such as being safe, respectful, caring about others and how to problem solve as well as regulate emotions. Students will learn appropriate ways of relating to other students, adults, and how to express themselves in a positive manner. <b>Strategy's Expected Result/Impact:</b> Increased student self-awareness and improved self-regulation leading to less behavior incidents as evidenced by decreased office referrals. <b>Staff Responsible for Monitoring:</b> Principal and AP's  <b>Funding Sources:</b> Training materials, paper, ink, pens, toner, laminated anchor charts. - 211 - Title 1 A - Economically Disadvantaged Study - \$1,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will foster a sense of belonging by creating House groups for students to build meaningful relationships with staff and peers while engaging in specially designed team building activities in academic and extracurricular areas as well as specially designed lessons for SEL. <b>Strategy's Expected Result/Impact:</b> All students will experience an increased sense of purpose and belonging. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> supplies for house day and SEL Lessons - 211 - Title 1 A - Economically Disadvantaged Study - \$2,135.59, Supplies for SEL lessons, small group materials, staff - State Compensatory Funds - \$10,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will decrease behavior referrals by 5% and maintain an attendance rate of at least 96% by consistently promoting positive behaviors as outlined in our Trailblazer Code through the use of campus-wide incentives and campus-wide on focus on PD related to classroom management and campus wide PBIS. <b>Strategy's Expected Result/Impact:</b> PBIS data will show progress in student behavior and attendance data. <b>Staff Responsible for Monitoring:</b> PBIS  <b>Funding Sources:</b> incentive supplies, fun run materials, dance supplies, field day supplies, - 199 - General Fund - \$7,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> We will increase school safety by proving students and staff training on reporting and responding to bullying, threats, and other campus safety concerns. <b>Strategy's Expected Result/Impact:</b> Appropriate use of reporting systems, decreased reports of bullying, completion of SEL lessons. <b>Staff Responsible for Monitoring:</b> AP's, teachers	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:** Student achievement will be enhanced and supported by providing a coordinated school health program and a safe learning environment.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PE time will include components of physical health and nutrition. Counselors will bring mental health awareness by providing SEL lessons for teachers to utilize. <b>Strategy's Expected Result/Impact:</b> Students will have numerous avenues to discuss matters related to their own safety and that of others. <b>Staff Responsible for Monitoring:</b> Principal, AP's, counselors and teachers  <b>Funding Sources:</b> supplies for SEL and health education - 199 - General Fund - \$7,204	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**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:** We will design customer service practices that align with the district's objective to optimize experiences and efficiency.

**District Objective:**

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

**Evaluation Data Sources:** End of year customer satisfaction survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will create a visual aide for conflict resolution, safety reporting, and other campus expectations and procedures that can be seen by staff, students, and parents. <b>Strategy's Expected Result/Impact:</b> Increase in open communication with parents, staff, and students, and a more consistent approach to campus expectations that will strengthen our bond with the community. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will increase social media visibility in support of the district's communication department. <b>Strategy's Expected Result/Impact:</b> Flow of information will be streamlined in order to allow for more efficiency and accessibility to all stake-holders <b>Staff Responsible for Monitoring:</b> AP's, parent coordinator and counselors.	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Morris Middle School

**Total SCE Funds:** \$11,713.00

**Total FTEs Funded by SCE:** 20

### Brief Description of SCE Services and/or Programs

Supplies for RTI and extended day tutoring, including reading materials, math programs, and other supplies. Additional resources for SEL lessons and group counseling for students.

## Personnel for Morris Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Badillo Tristan, Abraham	Paraprofessional - Instructional	1
Brewster, Amy	Teacher - Middle School	1
Chapa, Alicia	Teacher - Middle School	1
Christensen, Allison	Teacher - Middle School	1
Delos Reyes, Ariel	Teacher - Middle School	1
Gaither, Catherine	Campus Coach - All Levels	1
Hernandez, Cynthia	Teacher - Middle School	1
Montgomery, Judith		1
Pena, Brandon	Teacher - Middle School	1
Reeves, Aimee	Campus Coach - All Levels	1
Santamaria, Orlando	Teacher - Middle School	1
Shields, Shekeitha	Teacher - Middle School	1
Smith, Jacoby	Teacher - Middle School	1
Sparks, Shalise	Teacher - Middle School	1
Stanaland, Cynthia	Campus Coach - All Levels	1
Stott, Casey	Teacher - Middle School	1
Thompson, Kayla	Teacher - Middle School	1
Turner, Alesia	Paraprofessional - Instructional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Vaquera-Atilano, Daisy	Teacher - Middle School	1
Velasquez, Megan		1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abraham Badillo Tristan	Middle School Aides		1
Aimee Reeves	Peer Facilitator (Campus Coach)		1
Alesia Turner	Middle School Aides		1
Catherine Gaither	Peer Facilitator (Campus Coach)		1
Cynthia Cortez	District Parent Coordinator		0.5

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies for teachers, small group, RTI, GT Enrichment Projects, small group tables		\$16,000.00
1	2	1	programs, LLI kits, digital resources, whiteboards, cooperative seating		\$12,000.00
1	3	2	Training materials, books, toner, supplies for classes implementation of strategies, training		\$11,000.00
1	4	2	supplies for differentiation		\$10,665.00
2	1	1	field trips, busses, subs, materials for lessons at risk		\$5,000.00
2	2	1	supplies for hosting events and copying resources-at risk		\$5,000.00
5	1	3	incentive supplies, fun run materials, dance supplies, field day supplies,		\$7,000.00
5	2	1	supplies for SEL and health education		\$7,204.00
Sub-Total					\$73,869.00
Budgeted Fund Source Amount					\$73,869.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	small group tables, reading materials, project materials, technology applications, extended day resources		\$6,000.00
1	2	1	supplies, whiteboards, markers, snacks, books, digital and print resources, Extended Day supplies, whiteboards, markers, snacks, books, digital and print resources used for extended day tutoring		\$12,142.38
1	4	1	staff Title 1 aide to review data		\$63,235.43
3	2	1	Instructional Coach		\$173,971.59
4	1	1	paper, table decor, training supplies for parent workshops		\$4,099.05
4	2	1	parent coordinator		\$23,485.97
4	3	1	supplies for curriculum night, items to host drives,		\$2,000.00
5	1	1	Training materials, paper, ink, pens, toner, laminated anchor charts.		\$1,500.00
5	1	2	supplies for house day and SEL Lessons		\$2,135.59
Sub-Total					\$288,570.01

211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$288,570.01
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$2,634.50
Sub-Total					\$2,634.50
Budgeted Fund Source Amount					\$2,634.50
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	extended day materials, differentiated materials, para support		\$1,713.00
5	1	2	Supplies for SEL lessons, small group materials, staff		\$10,000.00
Sub-Total					\$11,713.00
Budgeted Fund Source Amount					\$11,713.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staff for after school clubs that build content knowledge.		\$6,300.00
Sub-Total					\$6,300.00
Budgeted Fund Source Amount					\$6,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$383,086.51
Grand Total Spent					\$383,086.51
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:             <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsga?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Roberts Middle School**  
**2023-2024 Campus Improvement Plan**

# 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

Revised/Approved: October 20, 2023

## Demographics

### Demographics Summary

Fred Roberts Middle School is a fifth and sixth-grade campus in the Pasadena Independent District, located outside of the nation's fourth-largest city of Houston. The district ranks approximately sixteenth, in size, in the state of Texas. Fred Roberts serves approximately 544 students in Pasadena and the surrounding Harris County area. Today, approximately 80% of our students meet the criteria for being economically disadvantaged. Our culturally rich population consists of 68% Hispanic, 15% African American, 8% Asian, 7% White and other races.

Our Home Language surveys indicate 54% of our students' primary language is English, 39% Spanish, 4% Vietnamese and 3% other languages. 53% of our students are male, while 47% of our students are female.

### Demographics Strengths

- We represent a multicultural school body
- Relatively low student mobility rate
- Personalized Learning and teacher instructional strategies vary to meet the learning styles of all learners
- AVID team supports life-long learning and academic success

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** While our White students make up 7%, it is our targeted group regarding their academic performance. **Root Cause:** Lack of progress monitoring by ethnicity. Improvement is needed in formatively and summatively assessing the progress of our subgroups.

# Student Achievement

## Student Achievement Summary

	MATH GRADE 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	
							Masters
All Students	3028	21	1569	57.73%	68.69%	33.42%	13.04%
Roberts Middle School	236	23	1598	62.58%	78.81%	42.80%	15.25%
	READING GRADE 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	
							Masters
All Students	3049	26	1565	68.33%	74.16%	45.95%	26.14%
Roberts Middle School	235	28	1592	72.83%	83.40%	52.77%	31.06%
	SCIENCE GRADE 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	
							Masters
All Students	3058	22	3707	62.42%	60.79%	28.35%	10.33%
Roberts Middle School	238	23	3764	64.81%	68.07%	31.93%	9.66%
	MATH GRADE 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	
							Masters
All Students	2818	17	1567	43.51%	62.56%	19.91%	2.98%
Roberts Middle School	276	17	1578	45.55%	68.12%	24.64%	3.62%
	READING GRADE 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	
							Masters
All Students	3445	24	1557	60.05%	61.83%	30.60%	12.92%

	MATH GRADE 5						
Roberts Middle School	307	24	1561	60.56%	61.56%	31.92%	15.64%

#### Student Achievement Strengths

- RMS scored above the district's MEETS field in each tested grade and subject
- RMS scored above the district's MASTERS field in 4 of the 5 tested categories
- RMS earned 3 distinctions

#### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** While our White students make up 7%, it is our targeted group regarding their academic performance. **Root Cause:** Lack of progress monitoring by ethnicity. Improvement needed in formatively and summatively assessing the progress of our subgroups.

# School Culture and Climate

## School Culture and Climate Summary

The teachers and students of RMS are encouraged and empowered to be the pilot of their own learning. At RMS, there are several committees and leadership opportunities to ensure RMS is a nurturing campus to all. The committees consist of courtesy, awards, grants, while leadership opportunities include the Site-Based Decision Making Committee and Intervention Assistance Team. Additionally, RMS offers mentor teachers the opportunity to serve our new teachers. Instructional coaches are the liaison of rigorous instruction from the district curriculum to fit our campus needs.

Through these leadership opportunity, data is analyzed, and goals are set to continually improve. Departments and teams work through each goal and strategy, analyzing data, and evaluating its success. If the data indicates a strategy has not been successful, this committee determines the next steps. In turn, this process helps to drive the continuous growth of our campus by focusing instruction on our goals and moving us forward.

Students at RMS have the opportunity to lead in campus clubs and Student Council, and have the opportunity to be successful by reinforcement of CHAMPs by most teachers at RMS.

Parents get ample opportunities to join their students on campus.

## School Culture and Climate Strengths

- The physical environment is well kept, 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
- Collaborative efforts within and outside content area to improve instruction
- Departmental Planning
- Parental Involvement
- 5 School-wide rules

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** RMS sees student confusion regarding behavior expectations in cafeteria, hallway, bathroom. **Root Cause:** CHAMPs utilized but should be consistent and reinforced across all classrooms and adults in the building.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers by Ethnicity					
	COUNT	PERCENT	DISTRICT	STATE	
African American	3	6.60%	9.90%	11.10%	
Hispanic	19	42.00%	38.00%	28.40%	
White	20.2	44.70%	48.00%	56.90%	
American Indian	0	0.00%	0.20%	0.30%	
Asian	3	6.60%	2.90%	1.80%	
Pacific Islander	0	0.00%	0.00%	0.20%	
Two or More Races	0	0.00%	1.00%	1.20%	
Teachers by Sex					
	COUNT	PERCENT	DISTRICT	STATE	
Males	10.2	22.60%	24.80%	23.80%	
Females	35	77.40%	75.20%	76.20%	
Teachers by Highest Degree Held					
	COUNT	PERCENT	DISTRICT	STATE	
No Degree	0	0.00%	0.80%	1.20%	
Bachelors	38.2	84.50%	75.90%	73.00%	
Masters	7	15.50%	22.30%	25.00%	
Doctorate	0	0.00%	1.00%	0.70%	
Teachers by Years of Experience					
	COUNT	PERCENT	DISTRICT	STATE	
Beginning Teachers	3	6.60%	5.30%	6.70%	
1- 5 Years Experience	17	37.60%	30.10%	27.80%	
6- 10 Years Experience	12	26.60%	24.40%	20.30%	

Teachers by Ethnicity				
11-20 Years Experience	11.2	24.80%	28.30%	29.10%
21- 30 Years Experience	2	4.40%	9.80%	13.00%
Over 30 Years Experience	0	0.00%	2.00%	3.10%

#### Staff Quality, Recruitment, and Retention Strengths

- Diverse staff
- High retention rate
- Teachers leave due to promotions or personal relocations
- 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

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

**Problem Statement 1:** New teachers to RMS need support to ensure retention during their first year of teaching at RMS, whether new to education or new to the campus. **Root Cause:** Classroom facilitators are balancing finishing their degree, learning the procedures of the campus, teaching classroom expectations and learning state curriculum to teach to students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All departments use the following:

- Use of AWARE
- PLT's / Departmental Planning
- Sharing of materials/resources
- Common assessments/discussion of outcome
- Small groups
- Hands-on activities
- Conscious Discipline/CHAMPS
- Make-Up/Missing work policies
- Tutoring sessions
- Enrichment sessions
- Parental contact concerning behavior, academics, and/or excessive absences
- Preparation for STAAR Enrichment
- Lead4Ward and Kilgo Data Desegregation Strategies
- All Enrichment/Intervention classes participate in SSR and the AR Program
- Targeted interventions through HB4545

## Curriculum, Instruction, and Assessment Strengths

- Department planning time that is composed of creating common assessments, lesson planning and design, sharing ideas of good teaching practices, data desegregation, and brainstorming over areas of concern.
- Master Schedule incorporating an intervention/enrichment class period for all students.
- Core teams are provided time in the master schedule to discuss areas of concern amongst the team in 5th Grade.
  - Materials/consumables for hands-on, lab activities
  - Additional laptops for station work by students
  - Small group instruction differentiation
  - Training for online support programs
  - Inclusion Personnel to assist with Inclusion Support
  - Additional Training in Personalized Learning
  - Common assessments and common grading for equity among the department
  - Calibrated feedback on Personalized Learning platform
  - Focused small group instruction in regards to sub populations

- Data driven instruction that leads to targeted intervention during Destination Time
- Personnel specifically dedicated to track HB4545

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

**Problem Statement 1 (Prioritized):** Students are receiving interventions but often missing the "meat" , supports and essential standards of Tier 1 Instruction. **Root Cause:** Teachers are skilled in analyzing real-time data to intervene at Tier 2 and 3 but practicing reactive versus proactive measures in the classroom instructional setting.



# Parent and Community Engagement

## Parent and Community Engagement Summary

- Effective models of communication are in place: flyers, social media
- 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
- Several events throughout school year to promote parent involvement: Grandparent's Day, Bring Parent to PE, Aviator Camp

## 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
- The parent coordinator organizes parent trainings and events that help support the academic and emotional needs of adolescence
- Parent events are well attended

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents often ask for materials in Spanish via our social media site **Root Cause:** Parents do not understand the material and information sent out if not in their native language.

# School Context and Organization

## School Context and Organization Summary

RMS students are exposed to core classes (ELAR, M, S, and SS) everyday. Additionally, students are able to experience a Fine Arts class everyday and PE every other day due to our Blue and Red Day system. All students alternate PE with an Enrichment class that is designed to individualize Tier 2 and Tier 3 instruction as needed. Teachers have a 56 minute conference period each day. Teachers are able to meet with all members of their content areas during their conference periods, if they choose. The administration team meets once a week to discuss upcoming events and high priorities regarding curriculum.

## School Context and Organization Strengths

- Real time intervention is a system in place due to the scheduling of it in the master schedule
- Additionally, all students are able to experience a variety of electives everyday while being provided an enrichment time that is individualized to their learning experience based on data review weekly
- 56 minute periods provide ample time for instruction and planning
- Different bell schedules depending on the day (accounting for clubs day)

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Time is limited for teachers to collaborate with entire content team for PLT. **Root Cause:** The master schedule allows for full content teams to meet & plan together daily, as needed.

# Technology

## Technology Summary

- Applicable technology across all content areas to enhance teaching and learning
- 1:1 campus
- Each classroom has a projector and document camera
- Technology teacher to encourage digital citizenship

## Technology Strengths

- Technology training offered and available to teachers throughout the year by the campus Tech Liaison
- 1:1 campus
- Effective use of Classkick, Summit Learning and Google Suite by teachers and students

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers need continuous technology support as new software rolls out (Lightspeed) **Root Cause:** New software/hardware is consistently being rolled out at the district level that we need to fit into our campus model.

# Priority Problem Statements

**Problem Statement 1:** Students are receiving interventions but often missing the "meat" , supports and essential standards of Tier 1 Instruction.

**Root Cause 1:** Teachers are skilled in analyzing real-time data to intervene at Tier 2 and 3 but practicing reactive versus proactive measures in the classroom instructional setting.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** While our White students make up 7%, it is our targeted group regarding their academic performance.

**Root Cause 2:** Lack of progress monitoring by ethnicity. Improvement is needed in formatively and summatively assessing the progress of our subgroups.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Time is limited for teachers to collaborate with entire content team for PLT.

**Root Cause 3:** The master schedule allows for full content teams to meet & plan together daily, as needed.

**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
- 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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- Section 504 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
- 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
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: October 20, 2023





**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 2023-2024 School Year, we will systematically implement a district wide K-12 literacy, problem and project based curriculum and grading system in order to increase student growth and mastery to meet or exceed the state average.  
Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

## HB3 Goal

**Evaluation Data Sources:** Reading level results, MAP Scores, STAAR scores, and PL Platform completion rates.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide instructional materials to enhance the learning experience for both students and teachers. <b>Strategy's Expected Result/Impact:</b> Expand the learning experience for both student and teacher <b>Staff Responsible for Monitoring:</b> Guerrero, Pena, Blevins  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 199 - General Fund - \$50,804, - 211 - Title 1 A - Economically Disadvantaged Study - \$90,000	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science. <b>Strategy's Expected Result/Impact:</b> STAAR achievement scores, Personalized Learning platform progress, common assessment data. <b>Staff Responsible for Monitoring:</b> Mathew, Segura, O'Connor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> - Extended Day/Tutorial - \$4,600, - State Compensatory Funds - \$5,000	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> While our White students make up 7%, it is our targeted group regarding their academic performance. <b>Root Cause:</b> Lack of progress monitoring by ethnicity. Improvement is needed in formatively and summatively assessing the progress of our subgroups.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students are receiving interventions but often missing the "meat" , supports and essential standards of Tier 1 Instruction. <b>Root Cause:</b> Teachers are skilled in analyzing real-time data to intervene at Tier 2 and 3 but practicing reactive versus proactive measures in the classroom instructional setting.







**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 2023-2024 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

**Evaluation Data Sources:** Reading level results, MAP Scores, STAAR scores, and PL Platform completion rates.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Engage in 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. <b>Strategy's Expected Result/Impact:</b> Students in our White subgroup will improve their academic performance in reading. <b>Staff Responsible for Monitoring:</b> Pena, McBride  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 199 - General Fund - \$1,400, - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> While our White students make up 7%, it is our targeted group regarding their academic performance. <b>Root Cause:</b> Lack of progress monitoring by ethnicity. Improvement is needed in formatively and summatively assessing the progress of our subgroups.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students are receiving interventions but often missing the "meat" , supports and essential standards of Tier 1 Instruction. <b>Root Cause:</b> Teachers are skilled in analyzing real-time data to intervene at Tier 2 and 3 but practicing reactive versus proactive measures in the classroom instructional setting.





**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 2024, 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

**Evaluation Data Sources:** CCMR data, SAT/TSIA data, Certification data, Dual credit earned, Associates Degrees earned, scholarships, AP scores





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> RMS will give each student an planner that will keep them organized daily and participate in College Week. <b>Strategy's Expected Result/Impact:</b> When used effectively, planners will ensure students are prepared for class. Participation in College Week will broaden a student's experience with colleges. Students participate in field trips to colleges. <b>Staff Responsible for Monitoring:</b> Principals, counselors, campus coaches, teachers.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$3,000, - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**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 2024, 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:** Staffing reports, training reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam and support teachers in the BLTPT exam with Bilingual PD. <b>Strategy's Expected Result/Impact:</b> All of our ESL students are being provided the support needed through our campus's ESL program and teachers. <b>Staff Responsible for Monitoring:</b> Guerrero, Pena, Blevins  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$2,260.12	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Send teachers to GT training to maintain GT certification. <b>Strategy's Expected Result/Impact:</b> Teachers become GT certified to support GT students. <b>Staff Responsible for Monitoring:</b> Blevins  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title 1 A - Economically Disadvantaged Study - \$561.46	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





Performance Objective 1 Problem Statements:

School Context and Organization
<b>Problem Statement 1:</b> Time is limited for teachers to collaborate with entire content team for PLT. <b>Root Cause:</b> The master schedule allows for full content teams to meet & plan together daily, as needed.

**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.

**Evaluation Data Sources:** Training reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Roberts will work with peers, district specialists, specialized departments, and PD opportunities to develop and support all faculty members. <b>Strategy's Expected Result/Impact:</b> Teachers will receive necessary certifications and improve their teaching practices. <b>Staff Responsible for Monitoring:</b> Guerrero, Pena, Blevins  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Teachers will be trained and certified in effective TBSI practices. <b>Staff Responsible for Monitoring:</b> Guerrero, Pena, Blevins, Lester  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - State Compensatory Funds - \$500	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 2 Problem Statements:**

### School Context and Organization





**Problem Statement 1:** Time is limited for teachers to collaborate with entire content team for PLT. **Root Cause:** The master schedule allows for full content teams to meet & plan together daily, as needed.

**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.

**Evaluation Data Sources:** Staffing reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Roberts will collaborate with area recruiting options, as well as network within highly qualified teaching programs to develop interest and awareness of PISD opportunities. <b>Strategy's Expected Result/Impact:</b> Roberts will develop and acquire highly effective teachers and staff. <b>Staff Responsible for Monitoring:</b> Guerrero, Pena  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

School Context and Organization
<b>Problem Statement 1:</b> Time is limited for teachers to collaborate with entire content team for PLT. <b>Root Cause:</b> The master schedule allows for full content teams to meet & plan together daily, as needed.

**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.

**Evaluation Data Sources:** Staff surveys





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Roberts staff will be supported through district provided procedures and protocols throughout scenarios and events. <b>Strategy's Expected Result/Impact:</b> Faculty will be supported through HR provided circumstances. <b>Staff Responsible for Monitoring:</b> Guerrero  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	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>			



**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 2024, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

**Evaluation Data Sources:** Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> RMS will work with our parent coordinator to collaborate with our parents, community, and all stakeholders. Roberts will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list. <b>Strategy's Expected Result/Impact:</b> Parents will complete End of Year Survey <b>Staff Responsible for Monitoring:</b> Counselors and Parent Coordinator  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Roberts will collaborate with our parents and community members to build a strong school partnership with (Teachers, Parent & Students) which is centered on helping our Roberts Students become global learners. <b>Strategy's Expected Result/Impact:</b> Parent participation at RMS Open House, Academic Nights, Connect Night, Teacher/Parent Conferences, Positive phone calls home, open lines of communication yearly <b>Staff Responsible for Monitoring:</b> Administrators and Counselors  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$1,000	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 2:** Develop a marketing campaign so that by July 2024 we will have a 10% increase in parent engagement. Strategic Plan: 4.1

**Evaluation Data Sources:** Sign-in sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will utilize social media and our parent coordinator to improve parent engagement and participation. <b>Strategy's Expected Result/Impact:</b> Improve parent engagement by 10% <b>Staff Responsible for Monitoring:</b> Counselors and Parent Coordinator  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$500	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>			

**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 2024, we will increase safety and security measures at all levels to train, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

**Evaluation Data Sources:** Drills, Simulations, Audits, Committee Meeting Agendas





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will host monthly drills and practices to support and provide proper instruction for our faculty. <b>Strategy's Expected Result/Impact:</b> Reduced response time & increased efficiency of drills. <b>Staff Responsible for Monitoring:</b> Guerrero & Blevins  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 199 - General Fund - \$100	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>			

**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 23-24 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

**Evaluation Data Sources:** Sign-in sheets, discipline data, attendance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance center and/or DAEP. <b>Strategy's Expected Result/Impact:</b> Reduce number of students with disabilities placed in alternative programs <b>Staff Responsible for Monitoring:</b> Guerrero, Pena, Blevins  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - State Compensatory Funds - \$2,510	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:** By June 2024, coordinated school health/whole child plans, based upon the whole school, whole community, whole child model, show growth in the support of their support the district wellness policy including activities to increase student, staff and parental awareness of the connection between healthy behaviors and academic achievement.

**Evaluation Data Sources:** Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Roberts will utilize weekly counselor lessons to support positive influences and educational reinforcement to promote holistic learners.  <b>Strategy's Expected Result/Impact:</b> Students will receive emotional and academic lessons to support their education. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - State Compensatory Funds - \$2,500	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

# State Compensatory

## Budget for Roberts Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 15**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Roberts Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alarcon, Daniel	Teacher - Middle School	1
Battarbee, Ashley	Teacher - Middle School	1
Gallardo, Katie	Teacher - Middle School	1
Garcia, Loren	Teacher - Middle School	1
Goeman, Sarah	Campus Coach - All Levels	1
Gomez, Erika	Teacher - Middle School	1
Herrera, Krystal	Teacher - Middle School	1
Higham, Margaret	Counselor - Middle School	1
Lanham, Julie	Teacher - Middle School	1
O'connor, Shannon	Teacher - Middle School	1
Olsen, Meredith	Teacher - Middle School	1
Perez, Josselyn	Teacher - Middle School	1
Resendez, Marissa	Teacher - Middle School	1
Roberts, Jessica	Teacher - Middle School	1
Solorzano, Ivan	Teacher - Middle School	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lazo	District Parent Coordinator		0.5
Margaret Higham	Middle School Counselor		0.5

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$50,804.00
1	2	1			\$1,400.00
2	1	1			\$3,000.00
3	3	1			\$1,000.00
4	1	2			\$1,000.00
4	2	1			\$500.00
5	1	1			\$100.00
Sub-Total					\$57,804.00
Budgeted Fund Source Amount					\$57,804.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$90,000.00
1	2	1			\$2,000.00
2	1	1			\$3,000.00
3	1	2			\$561.46
3	2	1			\$1,000.00
4	1	1			\$3,500.00
Sub-Total					\$100,061.46
Budgeted Fund Source Amount					\$100,061.46
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$2,260.12
Sub-Total					\$2,260.12
Budgeted Fund Source Amount					\$2,260.12



263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
3	2	2			\$500.00
5	2	1			\$2,510.00
5	3	1			\$2,500.00
Sub-Total					\$10,510.00
Budgeted Fund Source Amount					\$10,510.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$4,600.00
Sub-Total					\$4,600.00
Budgeted Fund Source Amount					\$4,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$175,235.58
Grand Total Spent					\$175,235.58
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:             <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources    Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKankDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKankDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Schneider Middle School**  
**2023-2024 Campus Improvement Plan**



## **Mission Statement**

Rick Schneider Middle School's mission is to provide opportunities for academics, social, and emotional growth and development of our students through innovative curriculum and programs given by qualified and caring teachers and staff in a 21st century classroom environment.

## **Vision**

Our vision for the future of our students is for them to obtain their high school diploma and to be self-responsible, contributing, productive members of our community with the ability to attend college and/or pursue the career of their dreams.

## **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

Celebrations	Challenges
<ul style="list-style-type: none"><li>• Gifted/Talented population increased by 2,7%</li><li>• % of students retained decreased by 3.2%</li><li>• Homeless enrollment percent was down.</li></ul>	<ul style="list-style-type: none"><li>• Enrollment</li><li>• DAEP Up</li><li>• Homeless Issues</li><li>• Attendance decreased by 2,1%</li><li>• Special Education, At Risk and 504 students account for 85%</li></ul>
<b>Data-Based Problem Statement(s)</b>	
Students in the Special Education program scored an average of 21% lower on the STAAR test across all subjects under approaches, compared to all students on campus.	
<b>Root Causes (<a href="#">5 Whys</a>)</b>	
No Control	Some Control
<ul style="list-style-type: none"><li>• Beginning Level</li><li>• Outside Factors like social economic status, social media.</li><li>• Qualifications</li><li>• Enrollment / zoning</li></ul>	<ul style="list-style-type: none"><li>• Teacher training</li><li>• Scheduling and grouping</li><li>• ARD's</li></ul>
<b>Data-Based Goal Statement(s)</b>	
We will reduce the gap between special education students and all students by an average of 5% at the approaches level on the STAAR assessments across all subjects, by May 2024.	
<b>Strategies Brainstorm</b>	

Celebrations	Challenges
<ul style="list-style-type: none"> <li>• Use checkpoints such as Map testing.</li> <li>• More collaboration time between the general and the special education teacher.</li> <li>• Staff Development</li> <li>• Community events for parental involving.</li> <li>• Provide additional processing time during tutorials and basecamp.</li> </ul>	

### Demographics Strengths

- Gifted/Talented population increased by 2,7%
- % of students retained decreased by 3.2%
- Homeless enrollment percent was down.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students in the Special Education program scored an average of 21% lower on the STAAR test across all subjects under approaches, compared to all students on campus. **Root Cause:** Teacher training, ARDs, and Scheduling/grouping of students



# Student Achievement

## Student Achievement Summary

<b>OVERALL STUDENT ACHIEVEMENT</b>	
<b>Data Sources Reviewed</b>	STAAR Performance by Tested Grade Level, Standard Summary, 2022-2023 TAPR Report
<b>Celebrations</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>Moved from a D to B</li> <li>Incentives are effectively motivating students</li> </ul>	<ul style="list-style-type: none"> <li>SPED population has grown</li> <li>Closing Gaps</li> <li>Start Tutoring early</li> <li>Productive Struggle</li> <li>Targeting with MAP data</li> <li>Tutoring based on Need (Data)</li> <li>Distance Learning (COVID)</li> </ul>
<b>Data-Based Problem Statement(s)</b>	
STAAR data across all subjects and performance level is under 5%-8% to meet the District average performance levels.	
<b>Root Causes (<a href="#">5 Whys</a>)</b>	
<b>No Control</b>	<b>Some Control</b>
<ul style="list-style-type: none"> <li>ECIS</li> <li>Parental Involvement</li> <li>Environment (Home)</li> <li>Transition</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Student/Teacher/Parent Relationships</li> <li>Motivation Incentives</li> <li>Creating Accountability</li> <li>Classroom Management</li> </ul>
<b>Data-Based Goal Statement(s)</b>	
We will reduce the achievement gap performance average among all student groups compared to District performance levels by 3% to 5% on all STAAR assessments by May 2024.	
<b>Strategies Brainstorm</b>	

OVERALL STUDENT ACHIEVEMENT	
<ul style="list-style-type: none"> <li>• Start Tutoring ASAP</li> <li>• Identify the GAPS as early as possible using MAP and previous year data.</li> <li>• Effective structured lesson planning for tutoring.</li> <li>• Consistently review progress data to adjust instruction with meaningful feedback.</li> <li>• Build those student relationships</li> <li>• Use motivating incentives</li> <li>• Peer Tutoring</li> <li>• Collaborative grouping</li> <li>• Effective classroom management</li> <li>• Formative assessment review: Map, previous STAAR test data, benchmark, Introducing POWER WORDS (vocabulary development)</li> </ul>	
SP. ED. STUDENT ACCOUNTABILITY	
<b>Data Sources Reviewed</b>	STAAR Data, TAPR Report
<b>Celebrations</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• Improving overall (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>• No progress in “Meets” and Masters</li> <li>• “Meets” and “Masters” decreased significantly over the years.</li> </ul>
<b>Data-Based Problem Statement(s)</b>	
According to STAAR scores 2020-2022, SPED students decreased 4% “Meets” and “Masters” for both Math and Science. Still waiting on STAAR scores for 2023.	
<b>Root Causes (<a href="#">5 Whys</a>)</b>	
<b>No Control</b>	<b>Some Control</b>
<ul style="list-style-type: none"> <li>• No Science intervention staff</li> <li>• Testing environment</li> <li>• Student disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• How to use the online testing process</li> <li>• Behavior</li> <li>• Testing environment</li> <li>• Inconsistent learning environment</li> </ul>
<b>Data-Based Goal Statement(s)</b>	

<b>SP. ED. STUDENT ACCOUNTABILITY</b>	
We will increase the average achievement of SPED students for Meets and Masters achievement levels on Science and Math STAAR assessments by 2% by May 2024.	
<b>Strategies Brainstorm</b>	
<ul style="list-style-type: none"> <li>• Include focus in PLC testing strategies</li> <li>• Identify students in “Approaches” to move to “Meets”</li> <li>• Utilizing tutorials with specific students to focus on strategies</li> <li>• Extending the “rigor”</li> <li>• Reduce scaffolds (release learning)</li> </ul>	
<b>EMERGENT BILINGUAL STUDENT ACCOUNTABILITY</b>	
<b>Data Sources Reviewed</b>	TELPAS Student Achievement; TAPR; STAAR Performance;
<b>Celebrations</b>	
<ul style="list-style-type: none"> <li>• 61% of 5th grade A &amp; AH</li> <li>• 63% of 6th grade A &amp; AH</li> </ul>	<b>Challenges</b> <ul style="list-style-type: none"> <li>• STAAR performance decreased after 2020</li> <li>• BICS vs CALP (social understanding/comprehension vs. academic vocabulary)</li> <li>• Listening &amp; Speaking Test Accuracy</li> </ul>
<b>Data-Based Problem Statement(s)</b>	
STAAR data across all content areas in 5th and 6th grade indicates a 35% average decrease in performance for EB students at the Approaches level to Meets level on STAAR assessments.	
<b>Root Causes (<a href="#">5 Whys</a>)</b>	
<b>No Control</b>	<b>Some Control</b>
<ul style="list-style-type: none"> <li>• Moving</li> <li>• Family Situation (Dynamics)</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to academic vocabulary</li> <li>• scaffolds/supports (differentiation)</li> <li>• Sense of Belonging</li> <li>• Student Placement (Scheduling)</li> </ul>
<b>Data-Based Goal Statement(s)</b>	
We will reduce the average achievement gap of EB students from the Approaches level to Meets level across ALL STAAR content areas from 35% to 30% by May 2024.	
<b>Strategies Brainstorm</b>	

EMERGENT BILINGUAL STUDENT ACCOUNTABILITY	
<ul style="list-style-type: none"> <li>• Campus Wide Vocabulary Focus</li> <li>• Common Content Academic Word Wall (PLT)</li> <li>• Visuals for Academic Vocabulary (Individualized)</li> <li>• Building Relationships (Mentoring)</li> <li>• Engagement (student centered; writing; hands on activities)</li> <li>• Purposeful Grouping</li> <li>• Formative Assessment: MAP Testing; Exit Tickets; Benchmarks</li> </ul>	

### Student Achievement Strengths

- Moved from a D to B
- Off Safeguard
- Incentives were effectively motivating students
- Return to Normality
- 15% of Sp. Ed. students mastered Reading 2022
- Sp. Ed. students improving overall (Reading)
- 61% of 5th grade EB students are at the A & AH levels.
- 63% of 6th grade EB students are at the A & AH levels.
- 20% increase of EB student levels in 6th grade from 2021 to 2022

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** We will close the Achievement Gap performance average among all student subpopulations to within 5% of one another by May 2024 at the approaches level on the STAAR assessment. **Root Cause:** Student/Teacher/Parent Relationships; Motivation Incentives; Creating Accountability; Classroom Management

**Problem Statement 2:** According to STAAR scores 2020-2023, SPED students decreased 4% "Meets" and "Masters" for both Math and Science. **Root Cause:** How to use the online testing process; Behavior; Testing environment; Inconsistent learning environment

**Problem Statement 3:** STAAR data across all content areas in 5th and 6th grade indicates a 35% average achievement gap for EB students performing at Approaches to Meets.

**Root Cause:** Exposure to academic vocabulary; scaffolds/supports (differentiation); Sense of Belonging; Student Placement (Scheduling)

# School Culture and Climate

## School Culture and Climate Summary

Celebrations	Challenges
<ul style="list-style-type: none"><li>• Referrals for vaping is low</li><li>• Average referrals decreased in the Spring Semester</li></ul>	<ul style="list-style-type: none"><li>• Inappropriate Conduct/Verbal high referrals</li><li>• Disruption/ Classroom referrals high</li><li>• 6th grade referrals high</li><li>• Male referrals high</li><li>• African American referrals high</li></ul>
<b>Data-Based Problem Statement(s)</b>	
The PBIS data indicates that 45% of referrals at Schneider MS are due to Inappropriate Conduct and Verbal Misconduct	
<b>Root Causes (<a href="#">5 Whys</a>)</b>	
No Control	Some Control
<ul style="list-style-type: none"><li>• What they are taught at home</li><li>• What they are exposed to</li></ul>	<ul style="list-style-type: none"><li>• Modeling Expectations</li><li>• Classroom Management</li><li>• Training for teachers</li><li>• Relationships with student</li></ul>
<b>Data-Based Goal Statement(s)</b>	
We will decrease referrals due to inappropriate conduct/verbal misconduct from 45% to 25% by the end of May 2024.	
<b>Strategies Brainstorm</b>	
<ul style="list-style-type: none"><li>• Work as a GLT to manage “GLT family” issues</li><li>• Work on building relationships with students</li><li>• Teachers holding students accountable for managing their own behavior (reflection)</li><li>• Admin. Intervention for teams/teachers struggling with managing behavior</li><li>• Training for classroom management</li></ul>	

## School Culture and Climate Strengths

- Referrals for vaping is low
- Average referrals decreased in the Spring Semester

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** The PBIS data indicates that 45% of referrals at Schneider MS are due to Inappropriate Conduct and Verbal Misconduct **Root Cause:** Modeling Expectations; Classroom Management; Training for teachers; Relationships with students

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Data Sources Reviewed	Certified Staff Retention
Celebrations	Challenges
<ul style="list-style-type: none"><li>Retained 75% of staff</li><li>Support from all staffing areas</li><li>New staff bring new ideas</li><li>Current staff recommended almost all new hires</li></ul>	<ul style="list-style-type: none"><li>Local demographics/Campus Culture</li><li>Teacher mindset</li><li>Demands on time</li></ul>
Data-Based Problem Statement(s)	
According to Certified Staff Retention data RSMS lost 25% of its certified teachers.	
Root Causes ( <a href="#">5 Whys</a> )	
No Control	Some Control
<ul style="list-style-type: none"><li>Student Behavior</li><li>Parental Support</li></ul>	<ul style="list-style-type: none"><li>Lack of consistency with discipline</li><li>Lack of strategies to respond to negative behaviors</li></ul>
Data-Based Goal Statement(s)	
We will increase teacher retention from 75% to 85% by May 2024.	
Strategies Brainstorm	
<ul style="list-style-type: none"><li>Student behavior incentives</li><li>Positive parent contact</li><li>Positive reinforcement</li><li>Professional Development for teachers (update yearly) behavior</li><li>Continue Social Emotional Learning through Second Step program</li></ul>	

## Staff Quality, Recruitment, and Retention Strengths

- Retained 75% of staff
- Support from all staffing areas



- New staff bring new ideas
- Current staff recommended almost all new hires

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

**Problem Statement 1 (Prioritized):** According to Certified Staff Retention data RSMS lost 25% of its staff members. **Root Cause:** Lack of consistency with discipline; Lack of strategies to respond to negative behaviors

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

<b>Data Sources Reviewed</b>	<b>STAAR Data for HB4545; PLC Planning Charts; Mock STAAR; TEKS data</b>
<b>Celebrations</b>	<b>Challenges</b>
<ul style="list-style-type: none"><li>• Satisfied hours for HB4545 (HB4545 is being phased out)</li><li>• Hours completed during summer school (will lighten students load during the year)</li></ul>	<ul style="list-style-type: none"><li>• Need to focus on more on specific TEKS</li><li>• Teaching strategies need to be shared more often between teachers</li><li>• Pulling kids from PE with enough time for instruction</li></ul>
<b>Data-Based Problem Statement(s)</b>	
Based on historical data across all content areas, teachers need to focus more on specific TEKS starting at the beginning of the year and before mid-year testing	
<b>Root Causes (<a href="#">5 Whys</a>)</b>	
<b>No Control</b>	<b>Some Control</b>
<ul style="list-style-type: none"><li>• Learning Gaps</li><li>• Student Attendance</li></ul>	<ul style="list-style-type: none"><li>• Language Acquisition and Scaffolds</li><li>• Learning Gaps</li><li>• Uniform Learning</li></ul>
<b>Data-Based Goal Statement(s)</b>	
We will target historically low TEKS in PLT planning to address learning gaps to increase the passing percent of these objectives to 35% by mock STAAR testing.	
<b>Strategies Brainstorm</b>	
<ul style="list-style-type: none"><li>• Identify historically low TEKS for each class</li><li>• TEKS Based Mini Workshops</li><li>• Targeted Interventions during non-core classes</li><li>• Scaffolding/Sharing teaching strategies between teachers</li><li>• Interactive learning activities for students</li></ul>	

## Curriculum, Instruction, and Assessment Strengths

- Satisfied hours for HB4545 (HB4545 is being phased out)
- Hours completed during summer school (will lighten students load during the year)

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

**Problem Statement 1:** Based on historical data across all content areas, teachers need to focus more on specific TEKS starting at the beginning of the year and before mid-year testing **Root Cause:** Language Acquisition and Scaffolds; Learning Gaps; Uniform Learning

# Parent and Community Engagement

## Parent and Community Engagement Summary

Data Sources Reviewed	District Parent Survey
Celebrations	Challenges
<ul style="list-style-type: none"><li>90% of parents are interested in Bullying classes</li><li>Most parents are comfortable with RSMS, feel welcomed and informed</li></ul>	<ul style="list-style-type: none"><li>Parents do not feel asked to volunteer</li><li>Only 117 of parents completed the survey</li></ul>
Data-Based Problem Statement(s)	
The Parent Survey indicates that only 117 surveys were completed.	
Root Causes ( <a href="#">5 Whys</a> ).	
No Control	Some Control
<ul style="list-style-type: none"><li>Difficulty reaching parents</li><li>Parent involvement</li></ul>	<ul style="list-style-type: none"><li>Perhaps not sent out more than once</li><li>Teachers not informed/involved</li></ul>
Data-Based Goal Statement(s)	
We will increase parent feedback on surveys from 16% to 50% by all enrolled families by the end of May 2024.	
Strategies Brainstorm	
<ul style="list-style-type: none"><li>Effective communication between parent/teacher</li><li>Increase communication modes (call, text, mail, email)</li><li>Newsletters to parents (GLT)</li><li>Having more opportunities for parent involvement</li><li>FA: Schneider End of Year Parent Surveys</li></ul>	

## Parent and Community Engagement Strengths

- 90% of parents are interested in Anti-Bullying classes.
- Most parents are comfortable with RSMS and feel welcomed and informed.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** The Parent Survey indicates that only 117 surveys were completed. **Root Cause:** Surveys must be sent out more than once; Teachers not informed/involved

# School Context and Organization

## School Context and Organization Summary

Data Sources Reviewed	Master Schedule
Celebrations	Challenges
<ul style="list-style-type: none"> <li>• Having time built into the master schedule to PLC &amp; GLT</li> <li>• More time in the classes now that the students transitions together 5th and 6th grades</li> <li>• The PLC/GLT times for both grades stayed the time so the teachers do not have to learn a different schedule</li> </ul>	<ul style="list-style-type: none"> <li>• The students all transitioning together will slow down the process of getting them to and from the classes</li> <li>• More support for car rider during dismissal transition from class to cafeteria</li> <li>• There are now 4 lunches and this means that the lunches will have more students in lunches and therefore will take time to get used to</li> <li>• Having to keep teachers accountable to be at their transition duty location on time</li> </ul>
<b>Data-Based Problem Statement(s)</b>	
Making sure that each teacher is held accountable for their roles to ensure overall safety during transitions due to combined grade-level transitions.	
<b>Root Causes (5 Whys)</b>	
No Control	Some Control
<ul style="list-style-type: none"> <li>• The number of students we receive</li> <li>• The number of staff available</li> <li>• The types of students/demographic we receive</li> </ul>	<ul style="list-style-type: none"> <li>• Communication among team members</li> <li>• Peer accountability</li> <li>• A clear laid out plan for teachers who are not self-correcting and need further redirection</li> </ul>
<b>Data-Based Goal Statement(s)</b>	
We will increase safety during transitions by creating, implementing, and following clear and concise plans to ensure that we are holding everyone accountable by December 2022.	
<b>Strategies Brainstorm</b>	
<ul style="list-style-type: none"> <li>• Each staff member is given specific roles and responsibilities for transitioning</li> <li>• Providing reminders of the importance of safety during GLT meetings</li> <li>• Each team coming up with their routines for transitioning out of the Pod and hold each other accountable</li> <li>• Incentives for being aware of Safeness - Staff &amp; Students</li> <li>• Administrators stepping in to enforce teacher responsibilities when needed</li> </ul>	

## School Context and Organization Strengths

- Having time built into the master schedule to plan as a PLC & GLT team.
- More time in the classes now that the students transitions together 5th and 6th grades
- The PLC/GLT times for both grades stayed the time so the teachers do not have to learn a different schedule

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Making sure that each teacher is held accountable for their roles to ensure overall safety during transitions due to combined grade-level transitions **Root Cause:** Communication among team members; Peer accountability; A clear laid out plan for teachers who are not self-correcting and need further redirection

# Technology

## Technology Summary

The district and campus expectation for the use of technology is to provide appropriate instruction with the use of technology to engage students and to prepare them for the 21st century work environment.

## Technology Strengths

- Technology is readily available on campus.
- Every classroom is equipped with an interactive whiteboard, a document camera, and an LCD projector.
- All of the students are provided with a device to use in all of their classes.
- The school has a wireless internet connection that is available at all times.
- All classrooms contain two ethernet drops, wireless hubs, and a ceiling mounted projector.
- A technology liaison provides staff with support and staff development based on teacher request.
- The district provides Schoology and Google Classroom instruction to help teachers integrate technology in their lessons.
- Students have access to email and Office 365 and are taught how to use them with their learning.
- Personalized Learning Program that uses the Summit Learning Platform to allow students the opportunity to become self-sufficient learners through the technology platform.
- Students and staff have a Class Link portal with all needed and accessible applications.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology is ever changing and is expensive to maintain and enhance



# Priority Problem Statements

**Problem Statement 1:** We will close the Achievement Gap performance average among all student subpopulations to within 5% of one another by May 2024 at the approaches level on the STAAR assessment.

**Root Cause 1:** Student/Teacher/Parent Relationships; Motivation Incentives; Creating Accountability; Classroom Management

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** According to Certified Staff Retention data RSMS lost 25% of its staff members.

**Root Cause 2:** Lack of consistency with discipline; Lack of strategies to respond to negative behaviors

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 3:** The Parent Survey indicates that only 117 surveys were completed.

**Root Cause 3:** Surveys must be sent out more than once; Teachers not informed/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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- 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

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: 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:** We will reduce the achievement gap performance average among all student groups compared to District performance levels by 3% to 5% on all STAAR assessments by May.

## 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:** NWEA MAP Data Reports; AWARE Report Data Analysis; Mock STAAR Reports; STAAR State Assessment Reports; PBMAS State Reports; TELPAS State Reports; Summit Learning Platform Reports;

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will support and supplement the ELAR, MATH, SCIENCE, & SOCIAL STUDIES TEKS curriculum and scope and sequence using needed instructional supplies and materials.  <b>Strategy's Expected Result/Impact:</b> Increased student understanding of ELAR, MATH, SCIENCE, and SS TEKS and concepts <b>Staff Responsible for Monitoring:</b> Teachers, Campus Coaches, Campus Content Specialists, I&D Support Specialist, District Middle School Specialists and Administrators  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> Campus Purchases for Basic Expenditures - 199 - General Fund - \$56,686, Salary for Peer Facilitator Teachers with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$177,219.70, Salary for Title I Instructional Aides with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$61,788.83, Instructional Materials and Resources for ELAR, MATH, SCIENCE, & SS - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$11,800	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will support and supplement the Performing/Visual Arts and Physical Education TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding and performance in the Visual Art TEKS, concepts, and competitions.</p> <p><b>Staff Responsible for Monitoring:</b> Visual Art Teachers, Campus Coaches; District Visual Arts Director; District Fine Arts Director; Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional and Consumable Materials for Visual Arts - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,155</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will support and supplement students through needed technology instructional supplies and materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success in Personalized Learning.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Technology Liaison</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Technology Resources for Students and Staff to support instruction - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$4,000.42, Technology Resources (headphones, devices, chargers, etc.) - State Compensatory Funds - 199.11.6398.000.142.30.000000 - \$5,004</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will assist students in academic growth and increased performance on the Reading, Math, and Science portion of the STAAR state assessment through tutorials and targeted enrichment during our Base Camp PIE time and before/after school tutorial sessions. We will engage in focused monitoring of the academic progress of our Hispanic subpopulation of students on formative assessments and respond with targeted supports to ensure we meet their academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Academic Growth &amp; Understanding</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Administrators; Campus Coaches; Campus Content Specialists;</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Extended Day Funds - Extended Day/Tutorial - 199.11.6399.000.142.30.00EXTD - \$5,100, Comp Ed Personnel payroll costs - State Compensatory Funds - 199.11.6119.000.142.30.000000 - \$61,937, Comp Ed Personnel Medicare Costs - State Compensatory Funds - 199.11.6141.000.142.30.000000 - \$950, Comp Ed Personnel Health and Life Insurance - State Compensatory Funds - 199.11.6142.000.142.30.000000 - \$3,548, Comp Ed Personnel payroll costs - State Compensatory Funds - 199.11.6144.000.142.30.000000 - \$10,311, Comp Ed Personnel Teacher Retirement - State Compensatory Funds - 199.11.6146.000.142.30.000000 - \$2,722, Comp Ed Personnel - State Compensatory Funds - 199.11.6149.000.142.30.000000 - \$11</p>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Our campus librarian will maintain and supplement a high quality and diverse selection of library books and online e-books for students to read a minimum of thirty minutes daily in self-selected materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student literacy</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Campus Content Specialists, Administrators</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Library Books, E-Books, Resources and Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,700, Library Books, E-Books, Resources and Materials - State Compensatory Funds - 199.11.6329.000.142.30.000000 - \$3,300</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 reduce the gap between special education students and all students by an average of 5% at the approaches level on the STAAR assessments across all subjects, by May.

**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:** STAAR Report; Personalized Learning Summit Platform reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide appropriate accommodations and materials for students in the Resource/SF, SUCCESS, ABLE, and BSS Special Education program classrooms. <b>Strategy's Expected Result/Impact:</b> Support(s) will be provided for our Special Education students depending on their individual needs. <b>Staff Responsible for Monitoring:</b> District Special Education support personnel; Administrators; Special Education Program Teachers; Case Managers; Support Facilitation Teachers; Instructional Aides; Regular Education teachers; ARD Committee members; <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Supplies, Resources, and Materials for Teachers and/or Students including transportation and specialized field trips - 199 - General Fund - \$500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, Guidance Center, and/or DAEP. <b>Strategy's Expected Result/Impact:</b> Monitor Special Education students' disciplinary removals and provide proactive approaches to reduce these numbers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, District Special Education specialists and support personnel	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Specific staff will be in compliance with TBSI requirements. <b>Staff Responsible for Monitoring:</b> District Special Education personnel	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 reduce the average achievement gap of EB students from the Approaches level to Meets level across ALL STAAR content areas from 35% to 30% by May.

**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:** STAAR State Reports; TELPAS State Reports; TAPR Report;

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide instructional resources for all EL students to supplement instruction with needed supplies and materials. <b>Strategy's Expected Result/Impact:</b> Increased English language acquisition for EL students <b>Staff Responsible for Monitoring:</b> Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Resources - 263 - Title III A - Bilingual Education, Language - 263.11.142.011.142.6399 - \$3,854.69	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide practice and English language support classes for EL learners depending on their level of acquisition such as: System 44, Reading 180, English 3D, Summit K-12, and LLI programs. <b>Strategy's Expected Result/Impact:</b> Increased English language acquisition for EL students <b>Staff Responsible for Monitoring:</b> Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide TELPAS, SIOP, and research-based SIOP instructional strategies and trainings for teachers to aid students in their continued English language acquisition. <b>Strategy's Expected Result/Impact:</b> Increased English language acquisition for EL students <b>Staff Responsible for Monitoring:</b> Campus Content Specialists; Administrators; District Compliance staff and Instructional Specialists  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Bilingual Dictionaries for TELPAS testing - State Compensatory Funds - 199.11.6112.000.142.30.000000 - \$472	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> In order to meet Federal guidelines for students being served in the Bilingual Program, we will 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. Our campus will also continue to send teachers to the district's ESL Institute and have teachers take the ESL Certification exam. <b>Strategy's Expected Result/Impact:</b> Increased number of Bilingual certified teachers and fewer exemptions/waivers needed <b>Staff Responsible for Monitoring:</b> Teachers; District Bilingual Instruction Specialists; LPAC Administrator; Administrators	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 4:** Gifted and Talented students will show academic progress and growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction by May.

**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 Summary Reports; GT Projects;

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide students opportunities to participate in the GT Performance Standards project. <b>Strategy's Expected Result/Impact:</b> Students will be enriched through the standards project. <b>Staff Responsible for Monitoring:</b> GT Certified Teachers; Librarian; Support Personnel  <b>Title I:</b> 2.5 -	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></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:** Students with Dyslexia will show academic progress and growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction by May.





**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

**HB3 Goal**

**Evaluation Data Sources:** STAAR Summary Report; IAT Data and Reports; 504 Counselor Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Title I Dyslexia and Intervention Teacher (DAIT) and Intervention Team will meet regularly in order to identify students in need of intervention, to follow-up on students currently in the Tier III Intervention program, and to consider students for Special Education, Dyslexia, or Section 504 services if previous intervention strategies were unsuccessful. The Title I DAIT teacher salary is linked to this strategy. <b>Strategy's Expected Result/Impact:</b> Students will receive needed academic supports depending on their individual needs. <b>Staff Responsible for Monitoring:</b> IAT Chairperson; IAT Administrator; Campus Coaches; Counselors; Classroom Teachers;  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Salary for Title I Dyslexia/Intervention Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.000.142.6119 - \$81,827.76	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:** Students will have the opportunity to explore College and Career Pathways and develop the skills needed for success in Intermediate, High School, and beyond during the school year.

**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:** College Week activities, Campus Planning Calendar

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students and parents will be provided activities and events to attend in order to learn more about college and career opportunities. <b>Strategy's Expected Result/Impact:</b> Greater understanding of district programs such as ECHS, CTE, and CTHS <b>Staff Responsible for Monitoring:</b> Counselors, Administrators, Parent Coordinator  <b>Title I:</b> 4.2	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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>			

**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:** We will increase teacher retention from 75% to 85% by May.





**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:** Staff surveys; Mentor program documentation and assignments; Human Resources reports;

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Host the new teacher luncheon and invite new teachers, mentors, buddy teachers, teacher leaders, and administrative team in order to orient, train and support our new teachers prior to the first day back on duty. <b>Strategy's Expected Result/Impact:</b> Greater integration and comfort level/support of our new staff <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Campus Coaches; Mentor Teachers; GLT Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide instructional coaching, modelling, and support to new teachers and staff assisting them in their professional growth <b>Strategy's Expected Result/Impact:</b> well adjusted, life-long, supported staff members for retention purposes <b>Staff Responsible for Monitoring:</b> Administrators; Campus Coaches; Campus Content Specialists; I&D Support Staff;  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide mentor training and support throughout the school year in order to maximize the support for mentors who are supporting new teachers and their mentees. <b>Strategy's Expected Result/Impact:</b> Provide the support that new teachers need in order to be successful in their first year of teaching which transfers to greater student instruction and learning. <b>Staff Responsible for Monitoring:</b> Administrators; Master Mentor; Mentor Teachers; Mentee Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> 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:** Provide Professional Development throughout the school year based on the Comprehensive Needs Assessment goals and priority focus areas developed by the RSMS staff in August.

**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:** Professional Development Portfolio; Sign-In Sheets; SBDM logs and agendas; Staff Surveys and Input

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will participate in PLT meetings for the purposes of aligning curriculum, answering the four questions of the PLC model, comparing and discussing Personalized Learning platform data, preparing for tutorials and enrichment, and sharing instructional resources and ideas.  <b>Strategy's Expected Result/Impact:</b> strong, aligned instructional practices <b>Staff Responsible for Monitoring:</b> Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff will participate in campus Professional Development sessions, faculty meetings, and other training sessions for the purposes of continuous learning, assessing schoolwide data, and addressing school organizational needs  <b>Strategy's Expected Result/Impact:</b> strong, aligned instructional practices and campus communication <b>Staff Responsible for Monitoring:</b> Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide GLT leadership training and support to teacher leaders to support and develop teacher leadership skills and to assist in teacher satisfaction, growth, and retention <b>Strategy's Expected Result/Impact:</b> Teacher leader growth and development <b>Staff Responsible for Monitoring:</b> Administrators; Campus Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus Improvement Team will utilize the Campus Improvement Plan for funding and purchases. This strategy includes the cost of the Plan 4 Learning CIP Software. <b>Strategy's Expected Result/Impact:</b> Utilization of the CIP to make all campus-based decisions and purchases <b>Staff Responsible for Monitoring:</b> Administrators; Campus Improvement Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6325 - \$550	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The School Counselors will participate in continued Professional Development <b>Strategy's Expected Result/Impact:</b> continuous growth and development of Counseling skills to meet student needs <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Counselor Training Costs and Travel Expenses - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The Administrative Team will participate in continued Professional Development <b>Strategy's Expected Result/Impact:</b> continuous growth and development of skills to meet student and staff needs <b>Staff Responsible for Monitoring:</b> Administrators; ASCD  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	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 1:** We will provide parents and guardians the opportunity to participate in a variety of training sessions and activities throughout the school year and increase parent feedback on surveys to a 50% response rate by all enrolled families by the end of May.

**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; Agendas; Parent Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer planned events, activities, and/or workshops for parents and guardians every nine weeks. <b>Strategy's Expected Result/Impact:</b> Bridge the gap between home and schools and partner with parents/guardians to ensure that their child is academically, physically, and emotionally successful. This strategy includes the Title I Parent Coordinator Salary and Benefits. <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> Title 1 Parent Coordinator Salary with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$23,960.81, Training Supplies, Food Costs and Materials for Parenting Sessions, Training, and Parenting Center - 211 - Title 1 A - Economically Disadvantaged Study - \$3,680.37	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:** Provide parents and guardians access to parenting resources, electronic resources, social services support, and campus communications

**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:** CIS State reports; Parent Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase and vary communication, positive campus spotlights, and parental resources through the use of social media sources such as: the school website, Facebook page, Instagram page, School Messenger system, Skyward parent messaging system; the Summit Learning platform, and Remind messaging services. <b>Strategy's Expected Result/Impact:</b> Increased connection between Schneider Middle School and parents/guardians and community <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Parent Coordinator; Technology Liaison; Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communities in Schools will provide social services and supportive guidance for parents and families in need. <b>Strategy's Expected Result/Impact:</b> support for our families' basic needs so students' attendance rates and learning will improve <b>Staff Responsible for Monitoring:</b> Communities in Schools Case Worker; Counselors; Administrators; Parent Coordinator	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 focus on the whole child including the improvement of our students' social and emotional health, safety and well being throughout the school year.

**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

**High Priority**

**Evaluation Data Sources:** Student, staff and parent surveys; Fitnessgram reports; School Clinic records; campus events and activity participation; CHAC/SHAC events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide students, staff, and parents drug prevention and anti-bullying information and activities during Red Ribbon Week and Anti-Bullying week. <b>Strategy's Expected Result/Impact:</b> Increased awareness of drug prevention and anti-bullying strategies <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Red Ribbon Week/Above the Influence Instructional Materials and Student Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> W.A.V.E. School-Based Health Clinic will provide health-related services to students, parents, and families <b>Strategy's Expected Result/Impact:</b> attention and care will be administered to students as needed <b>Staff Responsible for Monitoring:</b> Administrators; School Nurse; Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The PBIS Team will participate in ongoing trainings and will provide training sessions to the campus staff <b>Strategy's Expected Result/Impact:</b> a safe and orderly school environment <b>Staff Responsible for Monitoring:</b> Administrators; PBIS Team Leader; PBIS Team Members; Counselors; Campus Coaches; District Safety Supervisor; BRT District Team;  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Participate in fire drills and other crisis drills and trainings in order to ensure student and staff safety and a proactive response to potential crisis situations <b>Strategy's Expected Result/Impact:</b> Increased awareness to ensure student and staff safety <b>Staff Responsible for Monitoring:</b> Administrators; District Safety Director; Counselors; Staff; Campus Coaches  <b>ESF Levers:</b> 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:** Monitor and Improve student Attendance Rates to 95% by May.

**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:** District Attendance Reports and State TAPR Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor daily attendance reporting during the ADA period to ensure accuracy in state reporting and provide incentives for increased student attendance throughout the school year. <b>Strategy's Expected Result/Impact:</b> increased student attendance fosters increased student learning <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Communities in School Case Worker; Parent Coordinator; Campus Attendance Clerk;  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Student Incentives for Attendance, i.e. transportation, field trips, or materials cost - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	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:** The Communities in Schools (CIS) Program will provide academic enrichment for identified At-Risk students and continued social needs and support for identified families throughout the school year.

**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:** CIS logs; CIS Campus Plan; Student Attendance Reports;

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CIS will provide social services and supportive guidance for students and families in need <b>Strategy's Expected Result/Impact:</b> increased support for students and families in need <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Parent Coordinator; CIS Case Worker;  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Communities In School Budget (BFU At-Risk) - 199 - General Fund - \$3,740	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>			



**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:** Identified students will receive intervention services and strategies through the use of Tier 3 behavior program supports throughout the 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

**High Priority**

**Evaluation Data Sources:** increased strategies for students, staff, and families for students with behavioral needs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Behavior Response Team (BRT), District Social Worker, and all other District support staff and resources will be utilized to work with our students, staff, parents, and families as appropriate and needed. <b>Strategy's Expected Result/Impact:</b> increased strategies and behavioral interventions for students in need <b>Staff Responsible for Monitoring:</b> Administrators; Counselors; Parent Coordinator; CIS Case Worker; IAT Coordinator; BRT Representatives  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	We will assist students in academic growth and increased performance on the Reading, Math, and Science portion of the STAAR state assessment through tutorials and targeted enrichment during our Base Camp PIE time and before/after school tutorial sessions. We will engage in focused monitoring of the academic progress of our Hispanic subpopulation of students on formative assessments and respond with targeted supports to ensure we meet their academic needs.

# State Compensatory

## Budget for Schneider Middle School

**Total SCE Funds:** \$85,517.00

**Total FTEs Funded by SCE:** 21

**Brief Description of SCE Services and/or Programs**

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## Personnel for Schneider Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Burch, Lucy	Campus Coach - All Levels	1
Calderon, Karen	Teacher - Middle School	1
Carter-Malveaux, Lakesha	Teacher - Middle School	1
Doxtader, Breanna	Teacher - Middle School	1
Gadison, Amanda	Teacher - Middle School	1
Garcia, Marilyn	Teacher - Middle School	1
Guerra, Martha	Campus Coach - All Levels	1
Jamal, Loretta	Teacher - Middle School	1
Lopez, Osvaldo	Teacher - Middle School	1
Mitchell, Angela	Teacher - Middle School	1
Moncrief, Brittany	Teacher - Middle School	1
Mora, Yesenia	Teacher - Middle School	1
Pina, Angel	Teacher - Middle School	1
Quintanilla, Giselda		1
Ray, Sheri	Paraprofessional - Instructional	1
Rogers, Kenneth		1
Salas, Adriana	Paraprofessional - Instructional	1
Serna, Jessica	Teacher - Middle School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Thornal-Wade, Kathleen	Teacher - Middle School	1
Trent, Cristina	Teacher - Middle School	1
Umana, Jennifer	Teacher - Middle School	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Salas	Middle School Aides		1
Jennifer Umana	Dyslexia Teacher Elementary & Middle		1
Lucy Burch	Peer Facilitator (Campus Coach)		1
Martha Guerra	Peer Facilitator (Campus Coach)		1
Sheri Ray	Middle School Aides		1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Purchases for Basic Expenditures		\$56,686.00
1	2	1	Supplies, Resources, and Materials for Teachers and/or Students including transportation and specialized field trips		\$500.00
3	2	5	Counselor Training Costs and Travel Expenses		\$1,500.00
5	3	1	Communities In School Budget (BFU At-Risk)		\$3,740.00
Sub-Total					\$62,426.00
Budgeted Fund Source Amount					\$62,426.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials and Resources for ELAR, MATH, SCIENCE, & SS	211.11.142.011.142.6399	\$11,800.00
1	1	1	Salary for Title I Instructional Aides with Benefits	211.11.142.024.000.6119	\$61,788.83
1	1	1	Salary for Peer Facilitator Teachers with Benefits	211.11.142.024.000.6119	\$177,219.70
1	1	2	Instructional and Consumable Materials for Visual Arts	211.11.142.011.142.6399	\$1,155.00
1	1	3	Technology Resources for Students and Staff to support instruction	211.11.142.011.142.6399	\$4,000.42
1	1	5	Library Books, E-Books, Resources and Materials	211.11.142.011.142.6399	\$1,700.00
1	5	1	Salary for Title I Dyslexia/Intervention Teacher with Benefits	211.11.142.000.142.6119	\$81,827.76
3	2	4	Plan 4 Learning Software	211.23.142.011.142.6325	\$550.00
4	1	1	Title 1 Parent Coordinator Salary with Benefits	211.11.142.024.000.6119	\$23,960.81
4	1	1	Training Supplies, Food Costs and Materials for Parenting Sessions, Training, and Parenting Center		\$3,680.37
5	1	1	Red Ribbon Week/Above the Influence Instructional Materials and Student Materials	211.11.142.011.142.6399	\$200.00
5	2	1	Student Incentives for Attendance, i.e. transportation, field trips, or materials cost		\$2,000.00
Sub-Total					\$369,882.89
Budgeted Fund Source Amount					\$369,882.89
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Resources	263.11.142.011.142.6399	\$3,854.69
Sub-Total					\$3,854.69
Budgeted Fund Source Amount					\$3,854.69
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Technology Resources (headphones, devices, chargers, etc.)	199.11.6398.000.142.30.000000	\$5,004.00
1	1	4	Comp Ed Personnel Medicare Costs	199.11.6141.000.142.30.000000	\$950.00
1	1	4	Comp Ed Personnel	199.11.6149.000.142.30.000000	\$11.00
1	1	4	Comp Ed Personnel payroll costs	199.11.6144.000.142.30.000000	\$10,311.00
1	1	4	Comp Ed Personnel Teacher Retirement	199.11.6146.000.142.30.000000	\$2,722.00
1	1	4	Comp Ed Personnel payroll costs	199.11.6119.000.142.30.000000	\$61,937.00
1	1	4	Comp Ed Personnel Health and Life Insurance	199.11.6142.000.142.30.000000	\$3,548.00
1	1	5	Library Books, E-Books, Resources and Materials	199.11.6329.000.142.30.000000	\$3,300.00
1	3	3	Bilingual Dictionaries for TELPAS testing	199.11.6112.000.142.30.000000	\$472.00
Sub-Total					\$88,255.00
Budgeted Fund Source Amount					\$88,255.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Extended Day Funds	199.11.6399.000.142.30.00EXTD	\$5,100.00
Sub-Total					\$5,100.00
Budgeted Fund Source Amount					\$5,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$529,518.58
Grand Total Spent					\$529,518.58
+/- Difference					\$0.00



# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources   Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Shaw Middle School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

The Bobby Shaw Middle School community is dedicated to providing opportunities for academic, social, and emotional development of our students through innovative curriculum based on best practices enabling them to achieve their greatest potential in a global society.

## **Vision**

At Shaw Middle School, every student receives excellent instruction in every class every day.

## **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

Bobby Shaw Middle School is a 5th and 6th grade campus. Current enrollment is 675. Shaw Middle School is made up of the following ethnic groups: 95% Hispanic, 3% White, and 2% other. The percentage of students who are Economically Disadvantaged is 97%. The percentage of students identified as LEP is 66%. Home Language Surveys indicate that 62% of homes speak Spanish and 38% speak English. Four elementary schools feed into Shaw Middle School.

Attendance Rate is on average 94%.

95% Hispanic

3% White

2% Other or two or more

66% ELL

22% SPED

97% Free or Reduced lunch

### Demographics Strengths

The demographics of Shaw Middle School have remained relatively stable for 5 years. This helps in meeting the needs of subpopulations.

While the overall demographics have remained stable the percent of SPED students has risen from 12% of total student population to more than 22% in the past 5 years.

We have also seen growth in the number of students considered ELL from 33% to 66% over the past 5 years.

# Student Achievement

## Student Achievement Summary

test - 22/23	Approaches	meets	masters
5th reading	71	37	13
5th math	76	37	9
5th science	58	23	6
6th reading	70	37	10
6th math	56	9	1

	2013	2014	2015	2016	2017	2018	2021	2022
5th reading	59	56	60	66	73	66	60	71
6th reading	53	69	60	64	52	57	43	54
5th math	67	67	n/a	80	75	75	58	67
6th math	64	69	n/a	67	50	58	48	52
5th science	64	57	62	68	62	58	37	61

## Student Achievement Strengths

\*Focused on Essential Student Expectations (SEs) and selecting Power Standards

\*Shaw Middle School teachers understand Readiness Standards, Supporting Standards, and in science Processing Standards.

\*Meet as PLC to determine which students need more help and the best way to support students.

\*RTI team identifies and serves students both academically and behaviorally.

# School Culture and Climate

## School Culture and Climate Summary

SMS has a tight culture and climate. The campus has been intentional in working on SEL lessons for the past several years. Students are on teams that collaborate to encourage one another. Each student on campus has an adult mentor they meet with on a weekly basis.

Bobby Shaw Middle School is a safe, civil, and productive school. The PBIS team along with input from faculty and staff, has created procedures and expectations in all settings during the school day. These procedures and expectations are taught to all students during Flight Week at the beginning of the school year. We also do a Mid-Year Flight Check at the start of the 2nd semester. This school wide plan helps teachers implement procedures and expectations in their classrooms using the CHAMPs discipline management system from Safe and Civil Schools.

## School Culture and Climate Strengths

Bobby Shaw Middle School has created a positive culture and climate. We believe that school should be a happy place for students and the grown ups who work with them. The implementation of our Guidelines for Success has helped teach students the characteristics of being good citizens. Our Guidelines for Success help our students SOAR: Be Safe, Organized, Accountable, and Respectful. Students who exhibit any of the Guidelines for Success are issued a "Way to SOAR!" certificate. Students are able to redeem these certificates with their grade level AP and get a prize as well as a positive phone call home. We have SEL lessons every Monday in their Homeroom classes and have implemented Restorative Circles as well.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

SMS is intentionally working on recruiting employees able to more effectively meet the linguistic needs of Emergent Language Learners.

New teachers are provided mentors. All members of the campus participate on both GLT and PLC teams in order to work and grow together.

The staff at Bobby Shaw Middle School are considered highly qualified based on state certification requirements and mandates. There are many leadership opportunities at Shaw Middle School. We have department chairs who lead their weekly meetings and who attend Focus Trainings. We have committee chairs that get the opportunity to lead meetings.

Teachers receive recognition on a regular basis for positive contributions in their classes and for attendance. The administrative team writes letters to 8 staff members weekly to thank them for their work.

### **Staff Quality, Recruitment, and Retention Strengths**

New teachers at Shaw Middle School feel supported by the PLC and also GLT meetings where teachers collaborate to discuss quality lesson plans and student learning. The resources available to new teachers and all teachers at Shaw Middle School more than meet their needs. Any new teachers at Shaw Middle School participate in New Teacher Academy which is held every other week in August and then once a month for the remainder of the year. The leadership team at Shaw Middle School knows the importance of building leadership capacity on campus. We consistently send teachers to professional conferences. We host a leadership retreat with team leaders and department chairs each summer to give them the tools necessary to lead their teams and/or departments. Instructional coaches provide continuous opportunities for modeling lessons and coaching in classrooms. With the addition of PLCs, Shaw teachers are able to target their instruction and feel successful with their students' success.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

SMS works as PLC teams to implement high quality instruction every day to every student.

The focus for the staff is on SIOP strategies, small group, and SEL.

The goal for curriculum, instruction, and assessment at Shaw Middle School is that every student receives excellent instruction in every class every day. Teachers at Shaw Middle School meet at least once weekly with departments for planning purposes with the goal in mind. They follow the district timelines and curriculum. Teachers utilize the common assessments, check for understanding, quick checks, and the regular CBAs. Departments utilize the data to make instructional decisions. They have been given expectations for department planning. Teachers are SE focused in their planning and in their instruction. They utilize the standard clarifications and the STAAR Field Guide from lead4ward to plan instruction that addresses low SEs and data heat sheets. They consistently use the data to identify students who need remediation. We are working to implement the PLC model on our campus by creating common assessments and doing the work that addresses the idea of every student, by SE, to mastery.

## Curriculum, Instruction, and Assessment Strengths

Shaw Middle school is committed to the PLC process. Shaw is also growing the pre-ap program by purposefully utilizing data to determine students with the capacity to excel and then supporting them through the classes. The Tier 1 intervention platform is strongly supported through quality lessons. The Tier 2 intervention process has also been strengthened by utilizing data to appropriately place students in tutoring situations to improve critical areas. We utilize our special education instructional specialist for instructional support. Tier 3 instruction is supported through our Reading and Math intervention teachers. Shaw teachers receive training on a monthly basis in best instructional strategies.

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Shaw Middle School faculty, staff, parents, and community will continue to work together to help make the learning environment safe, civil, and productive.

Shaw has been much more consistent in delivering messages to the school family through a variety of mediums. Shaw has been able to hire a part-time Parent Engagement Specialist. We are working to give more opportunities to have parents learn as adults at the campus as well as serve the campus.

Surveys are used to best determine area of need and service.

Several events are held throughout the year to help the school meet the needs of parents and grow in the community.

## **Parent and Community Engagement Strengths**

\*Provide many opportunities for parents to visit the school and showcase student learning: fine arts performances, Family Academic Night and Enrichment Showcase, Advanced Academic Night, STAAR Parent Informational Meeting, Family Health and Fitness Night, Volunteer Program, and Parent Coffee Talks. Shaw is hosting parent learning events throughout the year and Family Fun night (Reindeer Games) in early December.

# School Context and Organization

## School Context and Organization Summary

Bobby Shaw Middle school is a 5th and 6th grade campus. We run a blue day/white day schedule. Most students have electives every day. Teachers are departmentalized. Teachers are off by department every other day. All departments meet for planning. Shaw Middle School offers band, choir, orchestra, and art as elective courses. Classes are 75 minutes.

Built into the schedule is an in school tutorial time, Anchor Time. During Anchor time we do pull students for intervention, allow fine arts to pull students to prepare for concerts, conduct the district Planned Experiences for GT, provide extra math practice, and pull students into small groups for remediation. Students in special education are served in resource, co-teach, support facilitation, speech therapy, SUCCESS, and ABLE. A dyslexia and intervention teacher provides support to students needing dyslexia services as well as support for Tier III intervention students. The school librarian maintains the learning resource center, which is the hub of learning at Shaw Middle School. She provides instructional support to teachers and a flexible schedule to meet the needs of students and teachers. Our ELAR/Social Studies Peer Facilitator and Math/Science Peer Facilitators provide instructional support to departments, individual teachers, instructional materials, PLC common assessments, and coaching. Tier 3 interventions are provided throughout the school day by the Peer Facilitators. Our DAIT coordinator is responsible for quarterly meetings with teachers to monitor student learning and tutor students.

## School Context and Organization Strengths

\*Flight Week in August teachers all students the procedures and expectations for all aspects of their school day.

\*CHAMP procedures/expectations are implemented and monitored in all areas: hallways, cafeteria, arrival, dismissal, tardy sweeps, restrooms, Rise and Shine, Anchor Time.

\*Anchor Time provides time in the schedule for flexible grouping, extra math practice, small group instruction, tutorials, fine arts practice, student council meetings, GT Planned Experiences, announcements.

# Technology

## Technology Summary

Shaw Middle School is a 1 to 1 campus. Each classroom has a Promethean board, projector, and a document camera. The library and the gym have a portable system. The school announcements are done via a broadcast system. Students write scripts, prepare any graphics, and present announcements. Each teacher received a netbook to be used for planning.

## Technology Strengths

- \*Teachers use Promethean Boards/Projectors/Document Cameras on a daily basis.

- \*Campus Technology Liaison provides staff development throughout the year.

- \*continuing the process of Blended Learning using netbooks, Schoology, Google Classroom and a variety of other web-based tools.

- \*Shaw is a 1 to 1 campus.

# 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
- Student Achievement Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- 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
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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





# Goals

**Goal 1: 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:** SMS will implement and ensure rigorous and meaningful curriculum is utilized and effectively presented to students by staff that are involved in a cycle of continuous improvement through the PLC process.

**Evaluation Data Sources:** Monthly check-ins with Innovation and Development and the Summit personnel.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SMS will work to hire and develop teachers through PLC to grow in the art and science of teaching through collaborative measures and trainings. <b>Strategy's Expected Result/Impact:</b> Teachers will become more effective and student performance will increase. <b>Staff Responsible for Monitoring:</b> Administrative team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 211 - Title 1 A - Economically Disadvantaged Study - \$355,973.47	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 2:** SMS will develop intervention reading and math classes to better meet the needs of struggling students.

**HB3 Goal**

**Evaluation Data Sources:** SMS will use growth measures such as MAP, Literably, and STAAR to track growth.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SMS has intervention teachers specializing in both math and reading for each grade level. <b>Strategy's Expected Result/Impact:</b> student growth <b>Staff Responsible for Monitoring:</b> teachers and admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> salaries and tutoring stipends - State Compensatory Funds - \$246,860	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>			

**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:** SMS will institute a Tier 2 tutoring program (Anchor Time) to provide timely intervention for Essential Outcomes during the school day.

**HB3 Goal**

**Evaluation Data Sources:** Teachers will assess growth through exit tickets and common assessments to determine growth and areas of concern.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SMS will hold tier 2 level tutoring during the school day. <b>Strategy's Expected Result/Impact:</b> Students will grow in the content knowledge. <b>Staff Responsible for Monitoring:</b> Teachers and administration	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>			

**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:** Students will engage in at least 16 projects during the year to work as teams and integrate content areas.

**Evaluation Data Sources:** Students will be assessed by rubrics in regards to understanding the rigor of the TEKS.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will teach students how to assess their work as well as others and how to improve the quality of work through the use of rubrics. <b>Strategy's Expected Result/Impact:</b> Students will gain a better understanding of requirements and how to improve as scholars. <b>Staff Responsible for Monitoring:</b> Teachers and 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 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:** SMS will focus on small group instruction and training for the staff throughout the year in order to improve student performance.

**HB3 Goal**





**Evaluation Data Sources:** Trainings to be conducted by district and campus personnel during PLC. Observations will be used to determine effectiveness. A variety of student assessment tools will be used to track growth.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will be given opportunity during their conference period to participate in relevant trainings regarding small groups. <b>Strategy's Expected Result/Impact:</b> Teachers will better meet the needs of individual students. <b>Staff Responsible for Monitoring:</b> Teachers and 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 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:** SMS will train teachers and staff on SIOP strategies.





**Evaluation Data Sources:** Trainings to be conducted by district and campus personnel during PLC. Observations will be used to determine effectiveness. A variety of student assessment tools will be used to track growth.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will be trained on implementing SIOP strategies in the classroom. <b>Strategy's Expected Result/Impact:</b> Students will increase in literacy through experiences in writing, reading, speaking and listening. <b>Staff Responsible for Monitoring:</b> Administrative team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$5,047.14	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SMS will train teachers on effective use of vocabulary development. <b>Strategy's Expected Result/Impact:</b> Students will better understand brick and mortar words as well as content specific words. <b>Staff Responsible for Monitoring:</b> teachers and administrators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Engage in focused monitoring of the academic progress of our Hispanic subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs. <b>Strategy's Expected Result/Impact:</b> Students will grow and make progress on MAP as well as state sponsored assessments. <b>Staff Responsible for Monitoring:</b> administrative team	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 7:** SMS will hold school tutorials for students at risk of failing STAAR or who did not pass STAAR the year prior.

**Evaluation Data Sources:** prior STAAR data and current data measures

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SMS will utilize the afterschool programing for tutoring supports <b>Strategy's Expected Result/Impact:</b> Students will grow in their understanding as evidenced by a variety of assessment tools. <b>Staff Responsible for Monitoring:</b> administrative team  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - Extended Day/Tutorial - \$7,200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SMS will utilize Anchor Time to tutor students in TEKS centered around low performance from a variety of assessment vehicles. <b>Strategy's Expected Result/Impact:</b> Students will grow in their understanding and capacity as evidenced by assessment tools. <b>Staff Responsible for Monitoring:</b> administrative team  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	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:** SMS students will each be mentored by one of their teachers every week throughout the course of the school year.

**Evaluation Data Sources:** The Summit platform logs the meetings and basic conversation pieces over the course of the year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will mentor students on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Students will form a better relationship with their teachers and a deeper bond with the school. <b>Staff Responsible for Monitoring:</b> teachers and administration.	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>			

**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:** SMS students will learn how to and be expected to create and complete learning goals and targets independently by the end of the year.

**Evaluation Data Sources:** Students will be able to read and reflect on rubrics in regards to learning goals as well as participation.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students are how to set SMART goals at the beginning of the week and at each class period. <b>Strategy's Expected Result/Impact:</b> Students will be better able to verbalize what they are working on and how best to achieve growth. <b>Staff Responsible for Monitoring:</b> teachers and administration.	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>			



**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:** SMS students will be taught how to take and create notes through a variety of available resources in order to become college-ready.

**Evaluation Data Sources:** Student notes will be kept in ISNs and available for review by teacher and student.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Students will be taught a variety of ways to take notes. <b>Strategy's Expected Result/Impact:</b> Students will become stronger in their ability to work and learn on their own by being taught a variety of ways to process their work.		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>				

**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:** SMS will use surveys and Professional Learning Communities to best determine teacher needs

**Evaluation Data Sources:** Campus created surveys and feedback from teams.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers meet in like content area teams to learn and grow together. <b>Strategy's Expected Result/Impact:</b> Teachers will grow as professionals and students will make progress. <b>Staff Responsible for Monitoring:</b> teachers and administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 199 - General Fund - \$76,066	Formative		
	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**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:** SMS will work as a PLC campus to develop as professional through continuous collaborative cycles

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers meet in similar content area teams to discuss student growth and how best to serve students throughout the grade level.	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>			

**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:** SMS will make effort to hire individuals able to communicate effectively with ELL and Emergent Bilingual Students.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> SMS will attend district sponsored hiring events and work to interview highly qualified candidates with the necessary language skills. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to better assist students with academic language issues. <b>Staff Responsible for Monitoring:</b> administration		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>				

**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:** Reduce by 15% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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
<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:** Four times a year , counselors will conduct a "Coffee with the Counselors" meeting to inform parents and encourage parent engagement at Shaw.

**Evaluation Data Sources:** Invitations through social media and printed copies and then sign-in sheets at the event.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> counselors will invite students through a variety of methods to ensure as many persons are available to meet as possible. <b>Strategy's Expected Result/Impact:</b> Students and parents will be able to better partner with the school in learning how to grow as students and citizens. <b>Staff Responsible for Monitoring:</b> 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 2:** Once a year, SMS will host a "Giving Tree Event" where staff will sponsor students where the family is in need for the holiday season.

**Evaluation Data Sources:** SMS will keep a list of students that receive supports.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> The counselors will send information to staff members to gain volunteers in order to help the needs of our most struggling students. <b>Strategy's Expected Result/Impact:</b> Students and parents will feel supported and cared for. <b>Staff Responsible for Monitoring:</b> 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 3:** Throughout the year, SMS will host family events at school (College Night, Grandparent's Day, Muffins with Mom, Academic Night, Report Card Night, etc.) to help build bridges between the families, faculty and community.

**Evaluation Data Sources:** SMS will utilize social media and student flyers to announce the events and sign-in sheets to demonstrate participation levels.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> The parent liaison will help spread the word to the community. <b>Strategy's Expected Result/Impact:</b> The community will have a greater connection with the school and better know how to support the work. <b>Staff Responsible for Monitoring:</b> 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 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:** The PBIS team will meet a minimum of three times a year to review and collaborate on the social, emotional, and physical needs of students and staff at Shaw.

**Evaluation Data Sources:** Surveys will be conducted, attendance tracked and disciplined monitored to make adjustments as necessary.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The PBIS team will meet to look at data and how best to support the staff and students by implementing necessary change. <b>Strategy's Expected Result/Impact:</b> Students will feel more safe and will grow academically and socially. <b>Staff Responsible for Monitoring:</b> PBIS team and administration	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>			

**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:** Every Monday, Homeroom Teachers will deliver an SEL lesson as well as conduct Restorative Circles to help students in their social and emotional growth.



**Evaluation Data Sources:** Surveys are conducted and the Second Step program is utilized.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will feel more connected to the school and each other. <b>Strategy's Expected Result/Impact:</b> Students will feel more safe and able to learn more effectively. <b>Staff Responsible for Monitoring:</b> 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>Continue/Modify</div></div><div><div></div><div>Discontinue</div></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:** Staff will receive SEL training throughout the school year in order to effectively provide social and emotional support as well as to effectively conduct Tier 1 interventions for students.





**Evaluation Data Sources:** Trainings will be conducted through district personnel and sign-in sheets to track attendance. Surveys will be utilized. Observations will be conducted to measure overall growth at the individual level.

Strategy 1 Details		Formative Reviews				
<b>Strategy 1:</b> Staff is receiving training in regards to CHAMPS and the Second Step program. <b>Strategy's Expected Result/Impact:</b> The students will feel more safe and better able to learn academically and socially as a result. <b>Staff Responsible for Monitoring:</b> teachers and administration		Formative				
		Jan	Apr	June		
		<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> 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:** SMS will train all teachers in CHAMPS, Restorative Circles and the Habits of Success in order to maximize student/teacher relationships and improve overall safety and time in class.

**Evaluation Data Sources:** surveys and discipline data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SMS will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Increase time in classroom for all learners. <b>Staff Responsible for Monitoring:</b> Administrative team	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SMS will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative requirements. <b>Strategy's Expected Result/Impact:</b> Ensure student safety during upset. <b>Staff Responsible for Monitoring:</b> Administrative 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.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	2	SMS will utilize Anchor Time to tutor students in TEKS centered around low performance from a variety of assessment vehicles.

# State Compensatory

## Budget for Shaw Middle School

**Total SCE Funds:** \$246,860.00

**Total FTEs Funded by SCE:** 20

**Brief Description of SCE Services and/or Programs**

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## Personnel for Shaw Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aguilar, Itzaira		1
Aleman, Brittany	Teacher - Middle School	1
Alvarez, Celeste	Teacher - Elementary School	1
Brocato, Rachel		1
Castillo, Nayeli		1
Cox, Charlett	Campus Coach - All Levels	1
Esquivel, Andrea	Classroom Facilitator	1
Fanti, Rachel	Teacher - Middle School	1
Gomez Gonzalez, Sandra		1
Gonzalez, Gloria	Teacher - Middle School	1
Hamnett, Juanita	Teacher - Middle School	1
Lara, Valerie		1
Lopez, Felipe	Teacher - Middle School	1
Mata, Christian	Teacher - Middle School	1
Montes, Alyssa		1
O'conor, Juana	Teacher - Middle School	1
Smith, Quincy	Teacher - Middle School	1
Spaulding, Joel	Campus Coach - All Levels	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Thomas, Becca-Lee	Coordinator - ACE	1
Zapata Hernandez, Celina	Teacher - Middle School	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlett Cox	Peer Facilitator (Campus Coach)		1
Joel Spaulding	Peer Facilitator (Campus Coach)		1
Lina Padron	District Parent Coordinator		0.5
Natalie Veronie	Middle School Aides		1
OPEN PCN 12767	Middle School Aides		1
Rachel Fanti	Middle School Teacher		1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$76,066.00
Sub-Total					\$76,066.00
Budgeted Fund Source Amount					\$76,066.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$355,973.47
Sub-Total					\$355,973.47
Budgeted Fund Source Amount					\$355,973.47
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$5,047.14
Sub-Total					\$5,047.14
Budgeted Fund Source Amount					\$5,047.14
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	salaries and tutoring stipends		\$246,860.00
Sub-Total					\$246,860.00
Budgeted Fund Source Amount					\$246,860.00
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$7,200.00
Sub-Total					\$7,200.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$7,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$691,146.61
Grand Total Spent					\$691,146.61
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsga?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsga?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

# **Pasadena Independent School District**

## **Sullivan Middle School**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

# Mission Statement

Nelda Sullivan Middle School is dedicated to ENGAGE, EDUCATE, and EMPOWER all stakeholders.

## Vision

To maximize student engagement by using a mentor-driven, learner-centered approach to develop students' cognitive skills and content knowledge, equipping students with the vital habits needed to be successful in high school, college, and in life.

## 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

Revised/Approved: October 23, 2023

## Demographics

### Demographics Summary

Sullivan Middle School is a fifth and sixth grade campus in the Pasadena Independent District, located outside of the nation's fourth largest city of Houston. The district ranks approximately sixteenth, in size, in the state of Texas. Sullivan Middle School is the newest middle school in the district and serves approximately 600 students. As a Title I campus, approximately 93% of our students meet the criteria for being economically disadvantaged. With a 51% ELL population, we strive to provide culturally rich learning environments by building background knowledge on experiences we tend to take for granted. Additionally, 96% of our students are Hispanic, 2% white; non-Hispanic, and 2% African American. 20% of our student population qualifies for special education services which includes services for ABE II (Autistic students that are mainstreamed) and Success (Intellectually Disabled) students.

At Nelda Sullivan Middle School, we strive to provide a technologically rich learning environment with the implementation of personalized learning frameworks in every single classroom. Many of our teachers contribute to the development of district core area curriculum and attend workshops highlighting current educational trends. This ensures that the rigor level of daily lessons across the campus is consistently challenging in order to better prepare students for the next level. Through these experiences students make relevant connections to the real world preparing and empowering them to become productive citizens.

### Demographics Strengths

- Consistent student population

# Student Achievement

## Student Achievement Summary

Academic excellence is the standard which everyone at Nelda Sullivan Middle School aspires to every day. The faculty and staff make personalized learning environments a priority for all students, no matter what their label is. This goal is accomplished by creating a school environment that challenges, engages, and encourages students on a daily basis.

## Student Achievement Strengths

### 2022 T.E.A. Distinctions Earned. Reading/ELA Achievement, Student Growth, and Closing the Gaps.

Nelda Sullivan Middle School has improved student achievement results consistently every year by expanding personalized learning environments to every classroom on campus, including special education classrooms and from strengthening the PLC process.

Sullivan Middle School Historical Data			
5 READING	APPROACH	MEETS	MASTERS
2016-2017	50	23	9
2017-2018	62	29	8
2018-2019	66	36	17
2020-2021	58	25	12
2021-2022	75	48	30
<b>2022-2023</b>	<b>73</b>	<b>42</b>	<b>15</b>
5 MATH	APPROACH	MEETS	MASTERS
2016-2017	62	21	5
2017-2018	72	37	14
2018-2019	72	38	18
2020-2021	47	17	5
2021-2022	63	19	3
<b>2022-2023</b>	<b>60</b>	<b>17</b>	<b>1</b>
6 READING	APPROACH	MEETS	MASTERS
2016-2017	52	20	7

Sullivan Middle School Historical Data			
2017-2018	54	20	7
2018-2019	55	24	6
2020-2021	46	18	7
2021-2022	71	41	18
<b>2022-2023</b>	<b>71</b>	<b>44</b>	<b>12</b>
<b>6 MATH</b>	<b>APPROACH</b>	<b>MEETS</b>	<b>MASTERS</b>
2016-2017	55	9	0
2017-2018	58	11	1
2018-2019	55	24	6
2020-2021	54	18	2
2021-2022	72	30	4
<b>2022-2023</b>	<b>71</b>	<b>21</b>	<b>5</b>
<b>7 MATH</b>	<b>APPROACH</b>	<b>MEETS</b>	<b>MASTERS</b>
2016-2017	90	50	12
2017-2018	96	44	13
2018-2019	100	68	13
2020-2021	86	45	0
2021-2022	100	81	45
<b>2022-2023</b>	<b>94</b>	<b>94</b>	<b>18</b>
<b>5 SCIENCE</b>	<b>APPROACH</b>	<b>MEETS</b>	<b>MASTERS</b>
2016-2017	37	12	2
2017-2018	72	31	7
2018-2019	70	43	20
2020-2021	54	20	3
2021-2022	69	33	9
<b>2022-2023</b>	<b>57</b>	<b>20</b>	<b>5</b>

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. **Root Cause:** Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.

**Problem Statement 2 (Prioritized):** Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR. **Root Cause:** Teachers failed  
 Sullivan Middle School  
 Generated by Plan4Learning.com

to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.

**Problem Statement 3 (Prioritized):** Student attendance rates decreased to 95.4%. **Root Cause:** Majority of the students with excessive, habitual absences continue to be related to COVID fears.

**Problem Statement 4:** Based on 2023 Science STAAR, 20% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. **Root Cause:** Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.

**Problem Statement 5:** Based on 2023 Math STAAR, 21% of 6th grade students demonstrated proficiency at the "Meets Grade Level" standard. **Root Cause:** Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.

# School Culture and Climate

## School Culture and Climate Summary

As a newly established campus, building a positive school culture with high expectations has been top priority. Teachers serve as leaders of the campus on the Site-Based Decision Making Committee, as team leaders, department heads, and mentor teachers. When decisions are made, teacher input is sought and valued; creating teacher buy-in is an essential component to the success of our school.

- Through data analysis, the Safe and Civil Schools Committee set goals for the upcoming school year.
- Stakeholders are engaged in creating and continually refining the campus' mission, vision, and collective commitment statements. Practices and policies are captured in writing and consistently implemented with fidelity.
- Artifacts in the classrooms and hallways reference practices and policies.
- Staff can articulate the school's mission, vision, and values without prompting and share how daily classroom and school-wide routines, procedures, and policies are directly aligned to the mission and vision of the campus.

## School Culture and Climate Strengths

- Students are being exposed to negative media more than ever due to the accessibility of technology. We believe that we can do better. That we can help create a world filled with greater amounts of purpose, love, joy, empathy, compassion, connection, and humility. The powerful framework known as "Every Monday Matters" is shaped around the premise that every child possesses unique strengths and has the ability to be a leader. What we witnessed this past school year was that most of our students that are leaders exhibit negative attention-seeking behaviors. In an attempt to change that mindset, our campus will be using an 'inside-out approach' by teaching in a personalized learning environment and incorporating EMM to successfully create positive change. EMM is based on paradigms, content, and practices that transform how a school community approaches education and is represented by leadership, culture, and academics which focus on the whole child. The philosophy of the principles are perfectly aligned to the facets of personalized learning, and there is research to support:
  - the effectiveness and growth from schools where the principles have been embedded into academics,
  - how it positively improves the school culture,
  - how the principles engage students, encourage them to think, express ideas, show initiative, collaborate with their peers, teach other students, become active agents in their learning, and equip students with the powerful and enduring skills needed for success in college, career, and life.
- Effective programs in place for building relationships with students and staff such as mentoring.
- The Sullivan Spotlight is a digital recognition board that highlights students and faculty members every week. Recipients are recognized for working hard, lending a helping hand to someone, demonstrating a positive attitude, and even for being a peer tutor. The recognition board changes every single week and gets sent to all NSMS stakeholders.
- Stallions of the Month are nominated by teams and invited to an off-campus luncheon.
- Quarterly pep-rallies take place to celebrate student success. Awards are given to students for Honor Roll, Merit Roll, All As in Conduct, and Perfect Attendance. Teachers are also recognized for having Perfect Attendance.
- Regular campus climate surveys assess and measure progress on student and staff experiences. Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators.
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Student attendance rates decreased to 95.4%. **Root Cause:** Majority of the students with excessive, habitual absences continue to be related to COVID fears.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

There are multiple layers of support provided to teachers. All new hires have a team leader for personalized learning support and a mentor for content area support. Rookie personalized learning teachers attend a week of training to build background knowledge on the different facets of PL. Mentors are assigned to all new teachers in an effort to better prepare and retain them. New teachers and their mentors participate in our New Teacher Academy. These training sessions are used to acclimate new teachers to our school and district and provide additional training and support for our campus instructional goals. To continually support second year teachers, and teachers new to the campus, a buddy system has been established. These groups of teachers are provided a partner teacher for the school year. This teacher is often the mentor, with whom a relationship is already established. This serves to strengthen the bond between teachers and create a more cohesive faculty and staff. Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills.

## Staff Quality, Recruitment, and Retention Strengths

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates and includes using referrals from current high-performing teachers in the recruitment and selection of staff. Administrators meet with teachers on a weekly basis to provide on-going, job-embedded coaching and support (1:1 Check-ins). Campus leaders (Team Leaders and Campus Coaches) are provided templates and protocols to follow when leading and facilitating team meetings and/or department planning meetings. Teams are outfitted with one core content area teacher and share the same students among the team. Teams meet one day per week to discuss student academic and behavior progress. Team Leaders are provided a meeting agenda utilized as a common protocol to follow and content teachers update their data every week to be discussed at the meeting. Re-teach plans/schedules are created and teachers craft weekly SMART goals. The master schedule has built in time for departments to meet during the traditional school day on a bi-weekly basis. During department planning time, content area teachers unpack the standards, create exemplars, identify gaps/misconceptions, make plans for the reteach, calendar assessments, and write corrective instruction action plans with follow-up to analyze data. Team Leaders attend monthly meetings with the Instructional Leadership team in order to be a united front. Instructional Leadership team meets every week to review data in order to make data informed decisions and to make suggestions if possible adjustments are needed for instruction.

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

**Problem Statement 1:** To date, there is no clear selection criteria or protocol established to hire high-quality bilingual certified candidates. **Root Cause:** There has been a decrease in the amount of interested applicants to apply at the Middle School level with quality experience.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

In addition to multiple-choice answers and open-responses when assessing, teachers also use rubrics to communicate the specific qualities necessary for work to be considered excellent. Student worksheet-based performance is no longer acceptable as proof of mastery. All students participate in project-based learning so that content is taken deeper by creating projects, using technology, and hands-on lessons to demonstrate proficiency of standards in different ways and to make connections to real life scenarios. These types of assessments reach learners of all levels and styles, allowing teachers to accurately assess each individual student.

Data is the driving force behind all decisions at Nelda Sullivan Middle School. When teams meet on a weekly basis and departments meet bi-weekly, data is reviewed. This data disaggregation gives teachers an overall view of the strengths and weaknesses of the students they serve. As a team, teachers often decide to incorporate specific strategies and skills across the content areas. For example, reading strategies are emphasized in social studies, math, and science content. The goal is for all teachers to work together to meet the needs of all students. Curriculum departments use planning time to review student performance. When student performance does not meet the required expectations, decisions are made to address the academic gaps. As a department, teachers decide upon the appropriate course of action for re-teaching during "workshops." Workshops are re-teach opportunities for students, however teachers use a different approaches such as a smaller groups of students (no more than 8) and hands-on manipulatives. In addition, students might be assigned tutorial sessions during the school day, known as 'FLEx', asked to attend a morning or afternoon tutorial session, or take part in small group or individual instruction during class time. During the spring semester, students are given the opportunity to attend after school and Saturday Academies, providing additional instructional time for students in need. No matter the venue, the goal is to meet the diverse needs of the individual student.

The schedule on our campus allows for Professional Learning Communities (PLC's) to exist naturally. During department meetings, teachers freely share instructional practices learned during district staff development. Discussions focus on making the most of each and every instructional minute. Teachers ask each other for tips on delivering the content in the most efficient manner and how to address students' needs. Teams discuss each student's successes and concerns along with ways to motivate individual students to meet their potential.

## Curriculum, Instruction, and Assessment Strengths

- Use of research based practices to impact instruction
- Use of data to drive the decision making process
- AVID Strategies
- Personalized Learning
- The MAP assessment is administered three times a year (August, January, and May) to measure student academic progress.
- Literably: A digital reading fluency and comprehension assessment is administered to students three times a year and used as progress monitoring.
- Intervention efforts

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

**Problem Statement 1 (Prioritized):** Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR. **Root Cause:** Teachers failed to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.

**Problem Statement 2 (Prioritized):** Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. **Root Cause:** Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.



**Problem Statement 3:** Based on 2023 Science STAAR, 20% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. **Root Cause:** Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

NSMS added a new Parent Coordinator position this year that is responsible for planning and executing events to bring families and community members to our school house. Parent nights focus on curriculum which gives teachers an opportunity to share academic tips and strategies that can be used at home. We host many family social events throughout the year building a sense of camaraderie with the community. In turn, our families are supportive as volunteers, mentors, and chaperones. We believe that parent involvement is vital to student success, as well as the overall success of our school. Nelda Sullivan continually encourages parents to fully participate in their student's life by hosting informational meetings, and having fun events for families to attend.

## Parent and Community Engagement Strengths

- High turnout of parents for family nights.
- Parent and family turnouts for Fine Arts events.
- Delegation of planning such events with the use of committees.
- Parent volunteers during school dances.
- Parent volunteers on a library rotation schedule to assist with the re-shelving of books and library circulation.
- Parent volunteers during field trips.
- Monthly Community Chat takes place the last Friday of every month.
- Student-led Conferences 2 times per year.
- Parenting Classes will be offered to parents and facilitated by Depelchin.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Based on results from the 2022-2023 School-Wide Family Engagement survey, parents requested for events to take place on Fridays. **Root Cause:** Parent attendance has remained stagnant with little to no parent involvement, despite our continued efforts.

# School Context and Organization

## School Context and Organization Summary

At Nelda Sullivan Middle School, academic excellence begins with our daily master schedule. Each teacher receives forty-five minutes a day for planning and conferencing. Teachers meet with grade level instructional teams and administrators on a weekly basis. Teachers also meet with curriculum teams on a weekly basis for planning purposes. Both planning sessions are student-focused and data-driven. The schedule is flexible enough to allow for changes based on data analysis of academic needs and to individualize instruction. Yet, it is structured in a way that all students receive rigorous, relevant, and authentic learning experiences in all academic areas. Students receive personalized learning time (PLT) for two hours each day. Students also receive two project-based learning blocks in all four content areas two times a day for a total of 90 minutes per content area. Students attend their Fine Art elective every single day for 45 minutes and attend Physical Education every other day as it alternates with FLEEx. Students that are at-risk or Tier 2/ Tier 3 are scheduled in an intervention class and receive 45 minutes of intensive instruction three times per week.

When meeting as a curriculum department, teachers collaborate to plan common lessons that will be taught in all like content classrooms. These planning sessions enable teachers to prepare a variety of challenging and engaging activities to be presented during each class period. As a department, teachers create daily learning objectives. These learning objectives incorporate the language of the student expectations, an English Language Proficiency Standard (ELPS), and at least one of the high-payoff, research-based, higher level instructional strategies. The lessons that emerge from these sessions provide differentiated experiences for all children. Every day, children are challenged with lessons that make purposeful connections with prior knowledge and include time for student dialogue. Additionally, teachers seamlessly incorporate technology and allow students to make choices when demonstrating mastery. This collaboration in planning has consistently increased the level of instruction in all areas of the campus. All students, regardless of the experience of their teacher, receive lessons that are data-driven, content-focused, and highly engaging.

During instructional team meetings, teachers from each content area discuss the needs of the students on their team. These team meetings allow for teachers to discuss individual student performance in all aspects of school life. During the planning time, adjustments are made across the content areas to help service individual children when student needs are not being met. Through RTI, early interventions are made, allowing for immediate solutions to be implemented.

## School Context and Organization Strengths

- Common department and team planning periods are available to all teachers on a rotating basis.
- Students are given a variety of elective choices (band, art, orchestra, choir, computer science) as well as receiving PE every other day.
- Built in FLEEx time allows for flexible grouping of students to receive tutoring during the traditional school day.
- Pyramid of interventions allow for Tier 1, Tier 2, and Tier 3 interventions to take place every period of the traditional school day.
- Students are teamed with 4 core content area teachers.
- Resource is delivered in a traditional, blended learning model.
- Support Facilitation is offered during PLT and project time.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** To date, there is no clear selection criteria or protocol established to hire high-quality bilingual certified candidates. **Root Cause:** There has been a decrease in the amount of interested applicants to apply at the Middle School level with quality experience.

# Technology

## Technology Summary

Another campus spotlight is student use of technology. Lessons across all content areas provide integrated access to technology for students who might not otherwise have the opportunity to gain proficiency. We have trained our teachers to understand the relationship between literacy and technology and how it can be a powerful tool for assisting those with reading difficulties to improve student's decoding, fluency, and comprehension skills. In addition, the use of technology makes differentiation easier for teachers by providing students with access to content-area texts at many different reading levels. At NSMS, every student is equipped with a personal device that is used as a tool for learning, empowering students to easily adapt in an increasingly high-tech world. Daily announcements are shown campus-wide via the live student run broadcast system. Students present these announcements featuring 'Say What TV Productions' for upcoming student events, news, content vocabulary (Words of the Week), book trailers, and other reminders.

NSMS created a Personalized Learning Campus Coach position with emphasis on instructional technology develops and offers campus-wide instructional technology and digital learning education with the essential support needed to complete technology-based instructional management and productivity functions. In addition, this position serves as a liaison between family and school technology initiatives and school-based implementation such as:

- Designs, develops, and delivers workshops and/or online training to teachers/staff/administrators in the use of technologies and multimedia hardware to support virtual teaching and learning.
- Provides training for teachers/staff/administrators in composing technology-infused, content-based lessons as videos in preparation of asynchronous learning.
- Supports teachers/staff/administrators in the development, implementation, administration, and monitoring of virtual/blended learning environments.
- Works with administrators to ensure implementation of established digital instructional programs, processes, and action plans.
- Facilitates the implementation/coordination of the process for online testing.
- Collaborates to create digital on-boarding lessons for students, parents, and all stakeholders.
- To increase active participation/engagement with parents in the use of the SLP through a variety of methods such as in the creation of digital media presentations, by offering training, and/or other innovative emerging technologies.
- Participates in professional development to stay abreast of new trends, best practices, and emerging technologies as a: 1) learner and 2) as a teacher in at least 4 of these ways: social media, virtual, regional, local, state, and/or national conferences.

## Technology Strengths

- Teacher use of available technology resources
- 1 to 1 student laptops
- Create a learning environment that promotes individualization, differentiation, and personalization.
- Use of the SLP: students and parents have 24/7 access via the web.
- Use of myOn, Overdrive, and Google Apps for Education.
- Students and staff use Outlook to share campus calendars and to keep open lines of communication.
- Outlook calendar invites are used for all team, department, Administrator 1:1 check-ins with teachers, ISC assignments, and workshop invitations for students by teachers. Weekly Outlook calendars show scheduled time for T-TESS observations, peer observations, PLC meetings, team meetings, and key data meetings.
- Email communication is used on a daily basis for all students and staff.
- Dismissal is coordinated via a technology application (CurbSmart). Whether students go home at the end of the school day or stay for after-school activities and programs, CurbSmart efficiently manages the entire process to ensure every student gets safely on their way home. It also allows for NSMS to improve communication because staff members access student rosters through synchronized interface. Minimizes last minute dismissal modes by sending teachers instant updates when parents or administrators make ride changes. The after-school activity feature allows students to be tracked by knowing who is staying after-school, what room location, and why. In addition, we track and report child absences, tardiness and early check-outs in a more timely manner making dismissal less chaotic, structured, and more efficient. After-school activity logs are

also exported from CurbSmart and student information is then input to the PISD Student Tutoring Tracker as an effort to accumulate the 30 hour requirement of HB 4545 if applicable.

# Priority Problem Statements

**Problem Statement 1:** Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard.

**Root Cause 1:** Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.

**Problem Statement 1 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 2:** Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR.

**Root Cause 2:** Teachers failed to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.

**Problem Statement 2 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 3:** Student attendance rates decreased to 95.4%.

**Root Cause 3:** Majority of the students with excessive, habitual absences continue to be related to COVID fears.

**Problem Statement 3 Areas:** Student Achievement - School Culture and Climate

**Problem Statement 4:** Based on results from the 2022-2023 School-Wide Family Engagement survey, parents requested for events to take place on Fridays.

**Root Cause 4:** Parent attendance has remained stagnant with little to no parent involvement, despite our continued efforts.

**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

## 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

## Student Data: Assessments

- STAAR 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- 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

- Attendance data
- Discipline records

- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Action research results



# Goals

**Revised/Approved: October 23, 2023**

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

**Performance Objective 1:** Customize and systematically implement rigorous curriculum and integrated learning experiences to support development of critical thinking, collaboration, creativity, and communication.

**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:** Lesson Plans, Lesson Plan Protocol, Outlook Meeting requests, Power Planning Agendas and Minutes, SLP platform data, Cognitive Skill data, Campus-created Common Assessment data, STAAR released tests, and STAAR interim assessment data.

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

**Performance Objective 2:** Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs with emphasis on literacy and numeracy development and growth.





**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:** The learning environment operates within a policy context that is conducive to both learning and demonstration of masters that happen flexibly in a variety of times, places, and customized conditions. Common assessment results.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1. Students are scheduled into FLEX classes (Tier 2 and Tier 3) during the traditional school day to provide intensive instruction in a smaller group setting. 2. Tutorials will take place during and after school in reading, math, science, and social studies focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2024 STAAR. 2. After-school tutoring support is offered to students who have not yet mastered the essential standards in math, reading, and science, as well as, students that are reading below-grade level. All sub-populations of students are included.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Academic Achievement performance at the "meets grade level" and "masters grade level" standard on math, reading, and science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Math, Reading, Science teachers, intervention teachers, campus coaches, and administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p><b>Funding Sources:</b> Extended Day Supplies - Extended Day/Tutorial - \$900, Extended Day Tutorials - Extended Day/Tutorial - \$4,500, Accelerated Instruction - State Compensatory Funds - \$10,418</p>	Formative		
	Jan	Apr	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. <b>Root Cause:</b> Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.</p> <p><b>Problem Statement 2:</b> Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR. <b>Root Cause:</b> Teachers failed to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR. <b>Root Cause:</b> Teachers failed to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.</p> <p><b>Problem Statement 2:</b> Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. <b>Root Cause:</b> Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.</p>

**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:** Create foundational knowledge for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future.

**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:** Campus practices demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and postsecondary success. Artifacts of student goal-setting and the selection of a college/career pathway are shared with parents, captured in writing, and stored in the SLP.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will receive information and guidance necessary to facilitate successful entry in post-secondary education by completing a series of college, career, and/or military readiness activities.  <b>Strategy's Expected Result/Impact:</b> Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including informing them of their child's college and career preparation. Students will be provided real-world experiences that explore a wide range of careers via project-based learning leading to stronger relationships, academic success, and future employment. Student engagement will increase as evidenced by an increase in daily attendance rates.  <b>Staff Responsible for Monitoring:</b> Counselors, Librarian, G/T Sponsors.  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 3 - School Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 3:</b> Student attendance rates decreased to 95.4%. <b>Root Cause:</b> Majority of the students with excessive, habitual absences continue to be related to COVID fears.
School Culture and Climate
<b>Problem Statement 1:</b> Student attendance rates decreased to 95.4%. <b>Root Cause:</b> Majority of the students with excessive, habitual absences continue to be related to COVID fears.





## Parent and Community Engagement

**Problem Statement 1:** Based on results from the 2022-2023 School-Wide Family Engagement survey, parents requested for events to take place on Fridays. **Root Cause:** Parent attendance has remained stagnant with little to no parent involvement, despite our continued efforts.

**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: Special Education Restraint-**

**Evaluation Data Sources:** STAAR Reports, AEIS Reports, AYP Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will work collaboratively with the District Special Education Department to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Frontline reports will be reviewed to ensure the campus is in compliance with federal and state guidelines. <b>Staff Responsible for Monitoring:</b> Administrative team, Special Education Diagnostician, Dyslexia/Intervention Chairperson.  <b>Problem Statements:</b> Student Achievement 3 - School Culture and Climate 1	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Special Education Disciplinary Removals <b>Strategy's Expected Result/Impact:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, Guidance Center and/or DAEP. Number of removals will decrease. Ensure students with disabilities continue to receive instruction by finding alternatives to disciplinary removal. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 3 - School Culture and Climate 1	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 3:</b> Student attendance rates decreased to 95.4%. <b>Root Cause:</b> Majority of the students with excessive, habitual absences continue to be related to COVID fears.

## School Culture and Climate

**Problem Statement 1:** Student attendance rates decreased to 95.4%. **Root Cause:** Majority of the students with excessive, habitual absences continue to be related to COVID fears.

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

**Performance Objective 1:** Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students.

**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:** Certification and training reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Content area teams have protected time built into the master schedule for in-depth conversations as a PLC to analyze data, to create and plan common assessments, to align resources to Essential Standards, share resources, backwards plan project-based learning, create lesson plans, and discuss how to utilize available resources on campus so that integrated learning experiences are designed to develop critical thinking, collaboration, creativity, and communication among teachers and to improve student academic achievement.  <b>Strategy's Expected Result/Impact:</b> To improve our current Instructional Coaching practice to be more collaborative and to build capacity among teacher leaders whom demonstrate leadership potential. Student academic performance will increase across all content areas.  <b>Staff Responsible for Monitoring:</b> Campus Coaches and Administrators  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 <b>Funding Sources:</b> IXL, Lead4ward, Technology equipment - 199 - General Fund - \$60,081, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Language Live - 263 - Title III A - Bilingual Education, Language - \$3,258.46	Formative		
	Jan	Apr	June



Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> To reduce the number of Bilingual waivers submitted by having more teachers attend the training provided by the district so that teachers are successful in taking the bilingual certification. To increase the amount of bilingual certified teachers. To improve instruction tailored to Emergent Bilingual (EB) students. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2		Formative		
		Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. <b>Root Cause:</b> Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.
<b>Problem Statement 2:</b> Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR. <b>Root Cause:</b> Teachers failed to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Based on 2023 Accountability, 15% of students scored "Masters Grade Level" on the 5th grade Reading STAAR. <b>Root Cause:</b> Teachers failed to discuss how to differentiate instruction during the planning process, both individually and in PLCs, in order to identify students that needed lesson extensions and include it in daily lesson plans.
<b>Problem Statement 2:</b> Based on 2023 Math STAAR, 17% of 5th grade students demonstrated proficiency at the "Meets Grade Level" standard. <b>Root Cause:</b> Campus instructional leaders and administrators didn't observe and provide feedback to teachers on a weekly basis to ensure effective delivery of instruction.





**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. Parent education and family events will be held monthly.

**High Priority**

**Evaluation Data Sources:** Parent involvement reports, digital invitations, parent surveys and feedback. Increase family and community engagement.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A Parent Coordinator position will be added to assist with providing more opportunities for families to engage and interact with campus events. <b>Strategy's Expected Result/Impact:</b> Parent Survey will be sent to families as well as a Parent Needs Assessment to determine what is needed in order to engage all families in critical aspects of student learning. An increase in parent volunteers providing assistance at the campus level. <b>Staff Responsible for Monitoring:</b> Counselors, Parent Coordinator  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Salary Title I Parent Coordinator w/ Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$22,985.22, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,552.06, Salary Title I Instructional Aide w/ Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$28,940.59, Salary Title I Counselor w/ Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$52,915.29, Title I Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$20,128.35	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Based on results from the 2022-2023 School-Wide Family Engagement survey, parents requested for events to take place on Fridays. <b>Root Cause:</b> Parent attendance has remained stagnant with little to no parent involvement, despite our continued efforts.

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

**Performance Objective 1:** During the 2023-2024 school year, 100% of students and staff will promote positive choices through the Campus Coordinated School Health program, social and emotional curriculum, teaching and modeling digital citizenship to help students become significant contributors to society.





**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

**High Priority**

**Evaluation Data Sources:** SBDM Committee agendas, meeting minutes, and survey results, weekly social/emotional lesson plans. 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 objectives (including PE minutes, lunch schedules and recess).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and man-made.  <b>Strategy's Expected Result/Impact:</b> Students engage in CODE WE3K which breaks down the pillars of personalized learning, school specifics such as arrival, dismissal, behavior expectations, school policies and rules. In addition, students are taught digital citizenship, internet safety, and cyber bullying. Teach and train students and families on the Anonymous Alerts app. To reduce the amount of cyber bullying incidents. Implement the use of a dismissal app (CurbSmart) in order to safely dismiss students and to document and track students when attending after-school activities. Implement the use of E-Hall Pass so that students are accounted for when leaving the regularly scheduled classroom. Increased student attendance.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and MERT Team.  <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Achievement 3 - School Culture and Climate 1	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The continuation of Special Olympics Unified Champions, a club created to unite students with disabilities with non-disabled peers. <b>Strategy's Expected Result/Impact:</b> Students with disabilities will be paired with a non-disabled peer to participate in weekly activities for students to engage with one another. Activities will vary and will align to the Special Olympics requirements for a Unified School. Increased student attendance rates. <b>Staff Responsible for Monitoring:</b> Principal, Special Education teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 3 - School Culture and Climate 1	Formative		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> Student attendance rates decreased to 95.4%. <b>Root Cause:</b> Majority of the students with excessive, habitual absences continue to be related to COVID fears.
School Culture and Climate
<b>Problem Statement 1:</b> Student attendance rates decreased to 95.4%. <b>Root Cause:</b> Majority of the students with excessive, habitual absences continue to be related to COVID fears.

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

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	1. Students are scheduled into FLEX classes (Tier 2 and Tier 3) during the traditional school day to provide intensive instruction in a smaller group setting. 2. Tutorials will take place during and after school in reading, math, science, and social studies focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2024 STAAR. 2. After-school tutoring support is offered to students who have not yet mastered the essential standards in math, reading, and science, as well as, students that are reading below-grade level. All sub-populations of students are included.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	1. Students are scheduled into FLEX classes (Tier 2 and Tier 3) during the traditional school day to provide intensive instruction in a smaller group setting. 2. Tutorials will take place during and after school in reading, math, science, and social studies focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2024 STAAR. 2. After-school tutoring support is offered to students who have not yet mastered the essential standards in math, reading, and science, as well as, students that are reading below-grade level. All sub-populations of students are included.
3	1	1	Content area teams have protected time built into the master schedule for in-depth conversations as a PLC to analyze data, to create and plan common assessments, to align resources to Essential Standards, share resources, backwards plan project-based learning, create lesson plans, and discuss how to utilize available resources on campus so that integrated learning experiences are designed to develop critical thinking, collaboration, creativity, and communication among teachers and to improve student academic achievement.

# State Compensatory

## Budget for Sullivan Middle School

**Total SCE Funds:** \$10,523.00

**Total FTEs Funded by SCE:** 11

### Brief Description of SCE Services and/or Programs

At-risk students will be provided additional support during and after the traditional school day as a supplemental service as an attempt to close the gap between all students and special population categories.

## Personnel for Sullivan Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Currier, Mandy	Teacher - Middle School	1
Hamilton, Nicole	Teacher - Middle School	1
Jenkins, Laraunda	Teacher - Middle School	1
Lewis, Jordan	Counselor - Middle School	1
Luevano, Gloria	Teacher - Middle School	1
Rivas, Nancy	Paraprofessional - Instructional	1
Sanchez, Gabriel	Teacher - Middle School	1
Sifuentes, Leticia	Teacher - Middle School	1
Torres, Elsie	Teacher - Middle School	1
Velasquez, Christy	Teacher - Middle School	1
West, Susan	Teacher - Middle School	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jordan Lewis	Middle School Counselor		0.5
Liliana Rios	District Parent Coordinator		0.5
Nancy Rivas	Middle School Aides		1

# Plan Notes

October 23, 2023

1:30 pm

NSMS Library

## Members Present:

1. Kelly Cook- Principal
2. Tina Smith- Assistant Principal
3. Jason Fossati- Assistant Principal
4. Jordan Lewis- Counselor and Note-taker
5. Guillermo Acuna- Counselor
6. Paige Mayo- Math Campus Coach
7. Stephanie Mesa- Science Campus Coach
8. Laura Stamy- RLA Campus Coach
9. Rachel McClure-Rocha- Physical Education Teacher

## Agenda:

1. Review all components of the Campus Improvement Plan, including Goals and Strategies.
2. Evaluate the progress made for each Goal and Strategy (Formative and Summative Evaluation Status)
3. Make recommendations for any revisions and/or improvements needed for the 2023-2024 school year:
  - School Safety needs a Priority Problem Statement
  - Consolidate College and Career Readiness Strategies

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	IXL, Lead4ward, Technology equipment		\$60,081.00
Sub-Total					\$60,081.00
Budgeted Fund Source Amount					\$60,081.00
+/- Difference					\$0.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Plan4Learning		\$550.00
4	1	1	Title 1 Parent Component		\$3,552.06
4	1	1	Salary Title I Instructional Aide w/ Benefits		\$28,940.59
4	1	1	Salary Title I Parent Coordinator w/ Benefits		\$22,985.22
4	1	1	Title I Campus Instructional Funds		\$20,128.35
4	1	1	Salary Title I Counselor w/ Benefits		\$52,915.29
Sub-Total					\$129,071.51
Budgeted Fund Source Amount					\$129,071.51
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Language Live		\$3,258.46
Sub-Total					\$3,258.46
Budgeted Fund Source Amount					\$3,258.46
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Accelerated Instruction		\$10,418.00
Sub-Total					\$10,418.00
Budgeted Fund Source Amount					\$10,418.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extended Day Tutorials		\$4,500.00
1	2	1	Extended Day Supplies		\$900.00
Sub-Total					\$5,400.00
Budgeted Fund Source Amount					\$5,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$208,228.97
Grand Total Spent					\$208,228.97
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>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</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>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</li> </ul>	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"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>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"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsga?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsga?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

# Special Population Statistics by Grade 2023-2024 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

## 146 - NELDA SULLIVAN MIDDLE

Code	Grd	Ethnicity Code								Sex		Special Program																	Cont Enr
		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	CT-7	
All Stdnts	05	0	6	217	1	0	0	1	0	107	118	18	41	118	1	0	3	1	1	0	99	225	205	177	13	13	0	0	167
	06	1	3	275	0	0	0	9	0	158	130	24	62	142	2	0	1	5	1	1	121	288	272	238	23	25	0	0	216
	Total	1	9	492	1	0	0	10	0	265	248	42	103	260	3	0	4	6	2	1	220	513	477	415	36	38	0	0	383
	%	0.2%	1.8%	95.9%	0.2%	0.0%	0.0%	1.9%	0.0%	51.7%	48.3%	8.2%	20.1%	50.7%	0.6%	0.0%	0.8%	1.2%	0.4%	0.2%	42.9%	100.0%	93.0%	80.9%	7.0%	7.4%	0.0%	0.0%	74.7%

<b>Total</b>
225
288
513
100.0%



Student #	Student Name	Birthdate	HR	Retain	Failed Found Curr.	Unsat. Asmt. Inst.	Unsat. Readiness Test	Preg/ Parent	Placed in AEP	Expld.	Parole Prob.	Drop Out	Lep	Protect. Serv.	Home-less	Res. Place	Incar-cerated
0371311	AGUILERA, JUAN JOSE	04/01/2013	05-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0380539	ALFARO, NAYELI	12/27/2012	05-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364518	ALVAREZ, DULCE MARIA	11/03/2012	05-CN14	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364814	AMEZQUITA, NATALY	04/11/2013	05-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364756	ARAUJO SANCHEZ, ANGEL IVAN	12/17/2012	05-CN02	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366896	AVILA, JAQUELINE DANNAY	10/13/2012	05-CN14	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363377	AZUARA CARCAMO, JONATHAN ISAAC	03/14/2013	05-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0364100	BAEZ, EVANN	07/01/2013	05-CN02	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0396579	BAKER, JAYDEN ANTHONY	04/29/2013	05-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365227	BARRERA, JONATHAN	09/26/2012	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0323636	BERROSPES, ELIJAH MIGUEL	08/30/2012	05-CN09	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366376	BRAVO, VIANEY AILIN	07/16/2013	05-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364690	BUTANDA, ISABELLA NICOLE	11/16/2012	05-CN06	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0371833	CALDERON MARTINEZ, ANGEL NOEL	12/21/2011	05-CN02	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N
0389180	CALDERON, EMILY AYLEN	08/28/2013	05-CN07	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0360003	CAMACHO-NAJERA, ALEXIS	01/20/2012	05-CN07	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366752	CANDANOZA, RUPERTO	11/21/2012	05-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355750	CANTU, MERCADES LEXANI	08/17/2012	05-CN03	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0376013	CAPETILLO SANCHEZ, IAN ALBERTO	11/17/2012	05-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354396	CARACHURE, MELANIE	03/05/2012	05-CN12	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0372663	CARRERA PEREZ, BRIANA CAMILA	11/08/2012	05-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366217	CASTILLO MENDEZ, BRYAN BERNABE	05/26/2013	05-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0371994	CASTILLO, BRITTANY AZENETH	07/29/2013	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0383163	CASTILLO, MELISSA GISSELE	09/22/2011	05-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366365	CASTILLO, YOSUEL DE JESUS	12/18/2012	05-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0394817	CASTRO, NICOLE ISABEL	02/25/2013	05-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0351722	CASTRO, ROBERTO CARLOS	11/08/2012	05-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N

Student #	Student Name	Birthdate	HR	Retain	Failed Found Curr.	Unsat. Asmt. Inst.	Unsat. Readiness Test	Preg/ Parent	Placed in AEP	Expld.	Parole Prob.	Drop Out	Lep	Protect. Serv.	Home-less	Res. Place	Incar-cerated
0366309	CEDILLO, EMMA RENEE	02/19/2013	05-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366146	CERDA, DAMIAN	02/04/2013	05-CN13	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0371431	COBLE, CALLIE MAE	01/23/2013	05-SU16	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363801	COLLAZO, ANTHONY LUCIANO	12/26/2012	05-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0411960	CONTRERAS NAVARRO, PEDRO EMILIO	01/04/2013	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0371724	CORTEZ, ARIANNA MARIE	10/25/2012	05-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0371780	DAVID, ALFRED DESHAUN-POWER	03/21/2013	05-CN05	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365864	DELGADO, JESSE RENE	02/14/2012	05-CN01	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0363220	DIAZ, ALIANA NICOLE	08/21/2013	05-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364203	DIAZ-SANCHEZ, GUSTAVO	09/20/2012	05-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0372304	DOLORES, CRISTHOPER EMMANUEL	10/05/2011	05-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0376283	DOMINGUEZ MADRID, MILEYDI ALTAIR	05/03/2013	05-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0368776	DOMINGUEZ, CESAR	01/30/2013	05-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357743	ELIZARRARAS, EMETALY CELEST	08/24/2012	05-CN06	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0403319	EMMONS-GUIZAR, KAILEY CATALEYA	02/04/2013	05-CN09	N	N	N	N	N	N	N	N	N	Y	N	Y	N	N
0373931	ESCOBEDO, MIGUEL GEORGE	07/01/2012	05-CN01	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364745	ESPERICUETA RODRIGUEZ, PERLA DIANEY	11/29/2012	05-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0405835	EVERSLEY, LILIANNA GRACE	05/17/2013	05-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363785	FERNANDEZ, PEDRO ALEXANDER	10/06/2012	05-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366395	FIGUEROA, DANIELA	06/01/2013	05-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0370531	GALLEGOS GOMEZ, YARETZY GUADALUPE	07/17/2013	05-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358144	GAMEZ, GENESIS JANET	08/28/2012	05-CN06	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0367815	GAMEZ, LEYLAH ZAREILY	10/24/2012	05-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366392	GARCIA LUNA, ELIZABETH	02/08/2013	05-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0369679	GARCIA, ANTONIO EMMANUEL	02/11/2013	05-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0389046	GARCIA, FERNANDO GAEL	11/15/2012	05-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355960	GARCIA, GREGORIO	07/24/2012	05-CN07	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N

Student #	Student Name	Birthdate	HR	Retain	Failed Found Curr.	Unsat. Asmt. Inst.	Unsat. Readiness Test	Preg/ Parent	Placed in AEP	Expld.	Parole Prob.	Drop Out	Lep	Protect. Serv.	Home-less	Res. Place	Incar-cerated
0365219	GARCIA, HENDRUIS YADIR	12/28/2012	05-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0369457	GARCIA, NEVAEH MARIE	02/01/2013	05-CN06	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
0364191	GARCIA-GALVAN, EMILIO	03/19/2013	05-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364491	GARZA, ARIELY	06/04/2013	05-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366018	GARZA, GAELO JOAQUIN	04/09/2013	05-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0371135	GARZA, OLIVIA GRACE	08/02/2013	05-CN13	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366603	GARZA, WENDY NOEMI	11/05/2012	05-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364616	GAUNA, NATALIE	03/25/2013	05-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366403	GOMEZ, HAILEY GISELLE	04/15/2013	05-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0382426	GONZALEZ VELASQUEZ, YENIFER CRISTAL	02/03/2013	05-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0406094	GONZALEZ, ELENA JATHZIRY	06/11/2013	05-CN13	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0368124	GONZALEZ, PATRICIA ITZAMARA	06/03/2013	05-CN04	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0363841	GRANADOS, MELANIE MARIE	04/05/2013	05-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365407	GUADIANA, NAOMI ISABELLA	04/23/2013	05-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0001500	GUERRA, CAMILA MIRANDA	09/16/2012	05-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364860	GUERRA, HALEIGH JADE	08/21/2013	05-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364189	GUEVARA, OCTAVIO GAELO	10/16/2012	05-CN05	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366051	GUTIERREZ, SHERLYN	12/07/2012	05-CN09	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0364246	GUZMAN REYES, JEFFREY	07/10/2013	05-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0002147	GUZMAN, NICOLE ANGELIQUE	04/24/2013	05-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0397333	HENRRIQUEZ, CARLOS JEREMIAH	08/10/2013	05-CN03	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0363857	HERNANDEZ, DANIA	12/10/2012	05-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366105	HERNANDEZ, KIMBERLY MARITZA	01/29/2013	05-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0397824	HERNANDEZ, LUNA	07/31/2012	05-SU16	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0400799	HUERTA, JEREMIAH ALFREDO	02/13/2013	05-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366446	HUERTA, STELLA	08/07/2013	05-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0367224	ITURBE, FAITH ARIANA	11/28/2011	05-CN13	Y	N	N	N	N	N	N	N	N	N	N	N	N	N

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0372380	JARAMILLO, ANAHLY	12/24/2012	05-CN14	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0376224	JONES, ARMANI MARIA DENISE	12/17/2011	05-CN10	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364522	LANDEROS ESPINOZA, NAHEIBY	11/06/2012	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0368479	LANDEROS, AARON	03/03/2013	05-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0382825	LARA CABRERA, PATRICIA	02/08/2013	05-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0380997	LIRA, SEBASTIAN	02/24/2012	05-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0383735	LONGORIA, ZANE XAVIER	07/25/2013	05-CN06	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357570	LOPEZ, GUADALUPE	04/18/2012	05-CN10	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366462	LOPEZ, SALVADOR	07/02/2013	05-SU16	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0411309	LOZANO, LUKAS	07/12/2013	05-CN14	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0369718	MALDONADO, HECTOR MANUEL TADEO	10/25/2012	05-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0368662	MALDONADO, MATTHEW OCTAVIO	04/17/2012	05-CN06	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0372311	MALDONADO-GALVAN, YULISSA ARIANA	09/01/2013	05-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355985	MARISCAL, FABIAN	03/13/2012	05-CN05	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N
0363212	MARTINEZ, CARLOS ALFREDO	02/14/2013	05-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366389	MARTINEZ, DEILANY MARIE	07/31/2013	05-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357378	MARTINEZ, ETHAN OMAR	08/06/2013	05-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364161	MARTINEZ, GIOVANNI RAZAELE	12/12/2012	05-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0372983	MARTINEZ, ISAAC	06/14/2013	05-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363904	MARTINEZ, JULIETTE ABIGAIL	04/07/2013	05-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366351	MARTINEZ, LIARA	05/21/2013	05-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0365187	MARTINEZ, LIZET	09/24/2012	05-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366134	MARTINEZ, RODOLFO URIEL	12/31/2012	05-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0365962	MARTINEZ-JUAREZ, LEO ANGELO	01/21/2013	05-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355850	MEDELLIN, MELANIE CITLALLI	08/08/2012	05-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0372989	MEJIA MUNOZ, VALERY NICOLE	10/15/2012	05-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0359878	MELECIO, EDUARDO YAHIEL	08/13/2012	05-CN08	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N

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0353126	MELENDEZ LAZO, IVAN XANDER	03/05/2013	05-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366368	MELENDEZ, ISABELLA	05/17/2013	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0365291	MENDEZ, VICTORIA	05/24/2013	05-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0389203	MENDOZA, NAILAH	11/22/2012	05-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363932	MERCADO, MELANIE	10/30/2012	05-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0394582	MOBLEY DEWITT, TA'NIYA LYNEZ	02/04/2013	05-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0386779	MOLINA, JAYLINN ARLETTE	03/05/2013	05-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366321	MONTALVO, AILEEN	06/28/2013	05-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0367654	MONTALVO, ANGELYN	08/10/2013	05-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356618	MORENO, KIMBERLY	11/23/2011	05-CN13	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0368976	MOYA, KAYLA MARIE	03/11/2012	05-CN10	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365295	MURILLO, OMAR ADRIEL	09/08/2012	05-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0383561	MURPHY, ISABELLA ROSE	04/09/2012	05-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0370129	NAVARRO AGUILAR, LESLY	07/31/2013	05-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0373507	NAVARRO, JAYLIE RUBY	06/02/2013	05-CN14	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0411837	NERI, ABIGAIL	07/09/2013	05-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0367304	OBREGON, JAYLEEN MARIE	02/17/2013	05-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0410995	OCHOA MARADIAGA, ACZEL BLADIMIR	01/01/2013	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0369811	OLIVARES, MELYNIA JOY	05/17/2012	05-CN14	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0411733	OREM, SKYLAR ELIZABETH	04/08/2013	05-CN06	N	N	N	N	N	N	N	N	N	N	N	Y	N	N
0363770	ORTEGA, KEVIN ALEXIS	09/12/2012	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0364212	ORTIZ, LEYLANIE VIANETH	10/11/2012	05-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0363996	OVIDEO, ALFREDO	01/08/2013	05-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366336	PAZ, DAYANA SARAI	08/11/2013	05-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0391617	PEREZNEGRON-ARROYO, VIOLETA NOEMI	10/11/2012	05-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366315	PETERSON, BENTLEY SCOTT	06/04/2013	05-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366424	PINO, MADISON ELIZABETH	07/19/2013	05-CN13	N	N	N	N	N	N	N	N	N	Y	N	N	N	N

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0372540	POBLANO, JOHNNY	01/03/2013	05-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355936	PRUNEDA, ALEXA GUADALUPE	12/16/2011	05-CN08	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N
0381594	QUIJAS, LINDA SOFIA ESMERALDA	11/06/2012	05-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0387811	RAMIREZ, ALYSSA	06/13/2012	05-CN01	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366232	RAMIREZ, IVAN	08/09/2013	05-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366882	RAMOS TICAS, ACZEL IZAHÍ	08/01/2013	05-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0369671	RAMOS-DEL ANGEL, ALEXANDER	04/03/2013	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0359547	REYES, REYNALDO	03/01/2012	05-CN03	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0357200	REYNAGA, JUAN HERIBERTO	10/14/2011	05-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0372718	REYNOSO, BRITTANY	12/16/2012	05-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0411248	RIVAS FLORES, JOSE ANGEL	12/14/2012	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355893	RIVAS, MIGUEL	11/10/2011	05-CN11	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0365179	ROCHA, EVELYN	10/06/2012	05-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0344394	RODILES, BRANDON	03/06/2013	05-CN02	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0363787	RODRIGUEZ, AIMEE GUADALUPE	08/23/2013	05-CN03	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0365508	RODRIGUEZ, ARIANNA ALEXIS	12/20/2012	05-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366382	RODRIGUEZ, KIMBERLY NATASHA	02/04/2013	05-CN12	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0367895	RODRIGUEZ, LUIS EDUARDO	05/16/2013	05-CN12	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0363150	ROMERO, ANTHONY ALONZO	11/02/2012	05-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0383786	ROMERO, JOEL CARLOS	03/25/2013	05-CN06	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364705	RUIZ, MARCO ANTONIO	03/26/2013	05-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363285	RUIZ, MARLYN	11/17/2012	05-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355537	SALAS, X'ZAVIAN	11/25/2011	05-CN09	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0364002	SALAZAR SALDIVAR, PAULINA	11/08/2012	05-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0373712	SALAZAR, CARISMA NICOLE	01/06/2012	05-CN09	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365437	SALAZAR, MIGUEL TEXAN	06/20/2012	05-CN06	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365706	SALDANA, ABIGAIL ANALY	09/03/2012	05-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

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0364248	SERNA, MILLA NEVAEH	04/05/2013	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0388189	TANGUMA, CARLOS ANDRES	01/12/2013	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366420	TORRES ALVAREZ, SAMIRA MARIE	04/30/2013	05-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0395025	TORRES PENA, SEBASTIAN ANDRES	05/27/2012	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0363821	TZINTZUN, JOHNATHAN	08/29/2013	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0365319	VARGAS, LESLIE MICHELLE	03/22/2013	05-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0389442	VASQUEZ GUTIERREZ, ENIL GONZALO	02/14/2013	05-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0365540	VEGA, JOSIAH NOEL	01/04/2013	05-CN14	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0406129	VENTURA, MIA	02/20/2013	05-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0362969	VIERA ARROYO, IKER ISAAC	09/05/2012	05-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358253	VILLA, ALEXIA	12/13/2012	05-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366419	VILLA-PANTOJA, LEONARDO	10/24/2012	05-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366408	VILLALOBOS LOPEZ, JORGE MIGUEL	09/03/2012	05-CN04	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0363780	ZUBIA, JAYLYNN MARIE	06/06/2013	05-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366628	ZUNIGA GARZA, ADRIAN YANDEL	12/17/2012	05-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N

Grade Total: 177

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0371726	ACUNA HERNANDEZ, ABEL	09/01/2012	06-CN05	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358210	AGUILAR, LEAH GRACE	09/17/2011	06-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0366499	AGUILAR, LEAHNIE	06/05/2012	06-CN01	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0411860	AGUILERA ARANA, LUIS ANGEL	04/14/2012	06-CN02	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0388301	AGUIRRE, BRYAN	08/27/2011	06-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0353791	AGUIRRE, EDUARDO DEL ANGEL	06/22/2012	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0383330	AJANEL, ALEYDA ROSICELA	07/10/2012	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0346437	ALANIS, RUBEN	07/20/2011	06-CN02	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0365507	ALANIZ, SORAYA YELITZA	04/10/2012	06-CN05	N	N	Y	N	N	N	N	N	N	N	N	Y	N	N
0355881	ALBARRAN, NATHAN MAURO	03/19/2012	06-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0354486	ALBRETSSEN, BELLA SOPHIA	12/23/2011	06-CN06	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0408654	ALCOCER, CIARA SHARLYNE	08/11/2012	06-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0394565	ALVAREZ PEREZ, EMILI ELIBETH	01/02/2011	06-SU17	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356060	ANDRADE, ALEXANDER DAVID	11/26/2011	06-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355582	ANDRADE, EVOLET	10/19/2011	06-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357605	APARICIO, JUAN AGUSTIN	12/07/2011	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0389130	ARDOIN, DEMARI NICHOLE	08/30/2012	06-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0404164	ARMENTA MORENO, RAKENELL	07/12/2012	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0367225	ARMSTRONG, CHRISTIAN JADEN	06/28/2012	06-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0380566	ARREDONDO ROBLEDO, AILEM ESTEFANIA	10/08/2011	06-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0379483	ARREDONDO, ADRIAN	09/06/2011	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354663	ARRIAGA, SIERRA RAYNE	06/22/2012	06-CN15	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0353874	ARTEAGA, RENE	07/28/2012	06-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357578	AVALOS, KASSANDRA JANETH	07/12/2012	06-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357577	BAEZ, ISMAEL	08/02/2012	06-CN01	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0405058	BALDERAS, HUGO JAVIER	07/16/2012	06-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0370593	BALLESTEROS, JOSE HUMBERTO	05/10/2012	06-SU16	N	N	Y	N	N	N	N	N	N	N	N	N	N	N



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0357015	BANDA, ISAAC	01/18/2012	06-CN01	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355838	BARRIENTOS LOERA, DANIEL	11/21/2011	06-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0371845	BERRELES RAMIREZ, BENJAMIN ALEJANDRO	01/08/2012	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0347393	BOSQUEZ, ARLENE LIZBETH	07/20/2011	06-CN13	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358691	BOTELLO, JORDAN ANGEL	07/20/2012	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0354196	CABRERA, ISAAC EMANUEL	01/02/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0403534	CAGLE, RICHARD EUGENE	02/07/2012	06-SU17	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0354138	CALDERON, KAYTIE	09/25/2011	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0379126	CAMPOS, EVAN LEE	09/15/2011	06-CN07	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356571	CAMPOS, ROGELIO	03/15/2012	06-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355313	CANTU MEDRANO, JUAN CARLOS	08/07/2012	06-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0346727	CARDENAS, MAKHI BRANDON	01/05/2011	06-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0361493	CARDOZA EGUREN, JUAN RUBEN	10/07/2010	06-CN01	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356128	CARO, JAYLLIN MARIE	12/07/2011	06-CN01	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355111	CARRASCO, GUSTAVO DANIEL	07/13/2012	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0368285	CARRILLO HUERTA, JAYDEN JEREMIAH	12/22/2011	06-CN07	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0403413	CASTANEDA, FERNANDA	11/13/2011	06-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354442	CASTILLEJA, HERIBERTO	01/14/2011	06-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0397593	CASTILLO, CAMILA VALENTINA	03/27/2012	06-CN04	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0371705	CASTILLO, SAMUEL VENTO	06/08/2012	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0393764	CASTILLO-ROMERO, ASHLY VALERIA	03/29/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0354137	CASTRELLON, HUMBERTO MIGUEL	12/20/2011	06-CN04	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0343592	CASTRO, REBEKA GUADALUPE	09/28/2011	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357344	CHAVEZ, DAVID GLENN	09/27/2011	06-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0400750	CHAVEZ, ESTEFANYA GLADYS	02/13/2012	06-SU17	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0411835	CHAVEZ, OSMAR	03/21/2012	06-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0358733	CISNEROS, JESUS ELIAS	01/12/2011	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N

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0397042	CONTRERAS REYES, MIGUEL AXEL	05/08/2012	06-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0389243	CONTRERAS, ZOE FERNANDA	08/20/2012	06-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356681	CORDOVA, BRANDON	02/21/2012	06-CN04	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0349882	CRUZ, EMANUEL	01/08/2012	06-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358574	DAVILA, JACIEL ISAAC	01/05/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0394275	DE LA GARZA, CARISSA INEZ	10/29/2011	06-SU17	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0382206	DE LA ROSA CASTANEDA, CLAIRE JULIETTE	08/11/2011	06-CN07	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0362182	DE LA TORRE, EMILY ALEXIS	12/21/2010	06-CN08	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0367640	DELAROSA, ISMAEL JOAQUIN	06/04/2012	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355476	DELGADO, ERIK FELICIANO	12/27/2011	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0408647	DIAZ, BAILEY MELE	03/19/2011	06-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357960	DIAZ, LITZY GERALDINE	03/10/2012	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0361555	DIAZ, NOAH ALEXANDER	11/23/2010	06-CN06	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0354216	DINO AMADOR, OSCAR DAVID	10/02/2011	06-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0365759	DURON, ARMANDO	08/09/2012	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0403346	EMMONS-GUIZAR, SOPHIA YANETT	12/17/2011	06-CN11	N	N	N	N	N	N	N	N	N	Y	N	Y	N	N
0357539	ESCARENO, KRYSTAL MARIE	08/09/2012	06-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357646	ESCARENO, MARYJANE LUCINDA	07/26/2011	06-CN02	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357335	ESCOBAR, AIDAN FERNANDO	09/11/2011	06-CN06	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358046	ESPINOZA, NATHAN	02/15/2012	06-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355824	ESQUIVEL, HATZIRY IDALAY	09/11/2011	06-CN09	N	N	Y	N	N	Y	N	N	N	Y	N	N	N	N
0366951	ESTRADA HERREJON, AXEL	06/07/2012	06-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0359201	ESTRADA, XAVIER ALEXANDER	09/24/2011	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358005	FIGUEROA, ELY	01/27/2012	06-CN03	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0367915	FLORES, ALEXANDRA ASHLEY	07/26/2012	06-CN13	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0384830	FLORES, DESIREE	08/21/2012	06-CN13	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0384890	FLORES, ELIZABETH	09/23/2011	06-CN05	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

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0347501	FLORES, EVELYN CAROLINA	02/23/2011	06-CN07	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354848	FLORES, ZAMARA	03/23/2012	06-CN07	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355136	FRESNILLO, YAMILETH YARELI	02/25/2012	06-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0343038	GALVAN, FABIAN	12/23/2011	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0404530	GARCIA RODRIGUEZ, BETSABE	12/24/2011	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0380802	GARCIA VELASQUEZ, ANTHONY JOSE	07/08/2012	06-CN12	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0393149	GARCIA, ARTURO NOE	06/02/2012	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0387401	GARCIA, DAVID RICHARD	01/19/2012	06-CN05	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0403937	GARCIA, ERIC ROLANDO	12/31/2011	06-SU16	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0394320	GARCIA, KAYLA MARIE	04/20/2012	06-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0347443	GARZA DELGADO, LIZARELI	06/14/2011	06-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0403577	GARZA, CALEB URIEL	05/20/2011	06-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0403576	GARZA, DATHAN SERGIO	05/20/2011	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356118	GARZA, DERRICK GAEL	06/09/2012	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356609	GARZA, DIEGO AARON	01/05/2012	06-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0353878	GOMEZ CAMERO, FERNANDO	08/22/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0354234	GOMEZ, BRIANNA NEVAEH	03/01/2012	06-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0364458	GONZALES, FERNANDO RICCO	09/13/2011	06-CN15	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0365569	GONZALEZ ROMAN, BRIANA VALENTINA	05/08/2012	06-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0356105	GONZALEZ, AYLEEN MARIE	04/17/2012	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0353598	GONZALEZ, ISABELA	09/01/2012	06-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0406086	GONZALEZ, JORGE GAEL	03/20/2012	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0353597	GONZALEZ, JOSELYN	09/01/2012	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0395856	GONZALEZ, SEBASTIAN URIEL	12/07/2011	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0355973	GUADIANA, ANAIRA	10/13/2011	06-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0343660	GUDINO, ROLANDO	02/12/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0344243	GUERRERO, DELILAH ANN	11/08/2011	06-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

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0350522	GUZMAN, CALEB ANGEL	07/08/2011	06-CN03	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0345903	HAGERTY, JACE RYAN	05/12/2011	06-CN11	Y	N	N	N	N	Y	N	N	N	N	N	N	N	N
0368651	HALE, AUTUMN MARIE	11/30/2010	06-CN06	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356156	HERNANDEZ QUINTANILLA, GRACE MELANY	10/13/2011	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0363926	HERNANDEZ, ALEXANDER AQUILEO	09/22/2011	06-CN07	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357555	HERNANDEZ, ANGIE ELIZABETH	08/18/2012	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0371904	HERNANDEZ, GENESIS MICHELE	01/27/2012	06-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0373437	HERNANDEZ, PEDRO ALDAHIR	08/30/2012	06-CN14	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0359637	HERNANDEZ-DONAS, EDWARD ANTHONY	02/02/2012	06-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0352960	HERRERA, NATHANIEL JAYLON	09/08/2010	06-CN02	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355764	HUERTA, ANGELINA	03/13/2012	06-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358040	JACOBO, YANELLY	02/04/2012	06-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354169	JARAMILLO, JOEL	06/04/2012	06-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356000	JIMENEZ CABRERA, WESLI GABRIEL	12/01/2011	06-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0358344	JUAREZ, ESTEBAN	05/11/2011	06-CN14	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358217	JUAREZ, JULIAN ADAN	06/08/2012	06-CN02	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0347513	LEYVA, JACOB	06/10/2011	06-CN08	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N
0383064	LI, YU-CHI	12/06/2011	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0354956	LINARES HERNANDEZ, LIZETH ARLYN	05/29/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0403886	LOPEZ, AMAIRANY	10/20/2011	06-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0349834	LOPEZ, ARTURO	07/09/2012	06-CN15	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357583	LOPEZ, CRYSTAL LINDAELLA	04/04/2012	06-CN02	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357586	LOPEZ, HECTOR GAEI	02/01/2012	06-CN02	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0360763	LOPEZ, JIMENA	05/05/2012	06-CN13	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358361	LOPEZ, JORDAN ISAAHA	01/30/2011	06-CN04	Y	N	Y	N	N	N	N	N	N	N	Y	N	N	N
0355261	LOPEZ, LEAH LUPITA	10/24/2011	06-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355859	LOPEZ, YARIXA	12/30/2011	06-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N

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0365715	LUNA, DAMIAN OSIEL	05/31/2012	06-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355969	MALDONADO, ADIAN ARMANDO	06/13/2012	06-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0361785	MALDONADO, LEXIE YENELLE	10/31/2011	06-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0345068	MARIN, JUAN JOSE	06/11/2011	06-CN08	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0353881	MARQUEZ ORTIZ, DANIELLA JASMIN	11/18/2011	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0384936	MARQUEZ, ALFREDO	01/13/2012	06-CN14	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0370304	MARTINEZ, AARON	09/08/2011	06-CN01	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356086	MARTINEZ, ISAAC EMANUEL	08/16/2012	06-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356852	MARTINEZ, JOCELYN	05/03/2012	06-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0346487	MARTINEZ, SERENA ANGELIQUE	03/07/2011	06-CN07	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357622	MARTINEZ, SOPHIA NICOLE	08/02/2011	06-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357544	MENDOZA, ERICK ALEXANDER	02/21/2012	06-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0371867	MEZTA, IZABELLA NEVAEH	04/10/2012	06-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0351706	MONTES, JAYDEN JORDAN	04/23/2012	06-SU17	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0352314	MONTOYA, ALLEN ANTHONY	04/19/2011	06-CN01	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357625	MONTOYA, ANDREA INEZ	12/20/2011	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0354006	MORALES, EDGAR ORLANDO	12/29/2011	06-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0369668	MORENO DEL ANGEL, ANGEL EDUARDO	07/02/2011	06-CN14	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355872	MORFIN, YOCELYN	04/17/2012	06-CN14	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0344813	MOYA, LAYLA NICOLE	05/09/2011	06-CN05	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358452	NAJERA, NICOLE	08/24/2012	06-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354704	NAVA, ALLISON	08/26/2012	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0375031	NUNEZ, BENTLEY DARIO	03/14/2011	06-CN09	Y	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0375023	NUNEZ, SAMANTHA NADINE	07/18/2012	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0347092	ORTIZ GOMEZ, SURELYS ERUBITH	01/25/2011	06-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0354604	ORTIZ, JIMENA	04/08/2012	06-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355660	ORTIZ, MARIELI MONTSERRAT	11/11/2011	06-CN12	N	N	N	N	N	N	N	N	N	Y	N	N	N	N

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0357283	PACHECO, ROSALINDA YAMILEX	12/27/2011	06-CN04	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0385577	PADILLA CASTILLO, JUAN MANUEL	10/14/2011	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0347111	PARADA, ARIEL ENRIQUE	05/02/2011	06-CN12	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355836	PAREDONES, SAMANTHA	09/03/2011	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0353886	PERALES, LETMARY	07/03/2012	06-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0409297	PERALTA MARIN, GAEIL EMILIANO	05/22/2012	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0397890	PEREA-DORANTES, ALEX RAPHAEL	08/28/2012	06-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355557	PIEDRA, ZANDER NATHANIEL	04/02/2012	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357600	PONCE ALFARO, GAEIL ALEXANDER	03/01/2012	06-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356022	PUENTE, DAYANARA	09/23/2011	06-CN05	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357585	PUENTE, MELISSA	08/13/2012	06-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0359269	RAHAMAN, ZADRIAN ELIJAH	09/07/2011	06-CN04	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358014	RAMIREZ, AIDAN RICARDO	02/03/2012	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355919	RAMOS, BRANDON	03/17/2012	06-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0356293	RAMOS, JAYDEN DANIEL	09/19/2011	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0346334	RAMOS, JULIAN	06/24/2011	06-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356082	RAMOS, MOISES AARON	08/17/2012	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0353977	REBOLLOSO, JIMENA GUADALUPE	12/12/2011	06-CN11	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0386875	RECINOS, JADIS TERESA	12/30/2010	06-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0380555	RESENDEZ, ALISSANDRA NATALIA	06/07/2011	06-CN07	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0345050	REYES, DANIELLA BLANCA	04/08/2011	06-CN01	Y	N	Y	N	N	N	N	N	N	N	N	N	N	Y
0356557	REYES, EVA ELIZABETH	02/04/2012	06-CN12	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0366631	REYES, KYRIA NAYELI	04/09/2012	06-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0356625	REYES, LORENZO IZAYAH	08/01/2012	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0363807	RIOS, MELVIN JOSUE	10/24/2011	06-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355923	RIVAS DIAZ, EDUARDO RAFAEL	04/17/2012	06-CN03	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357326	RIVAS DIAZ, ROSE MARIE	01/12/2012	06-CN05	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

Student #	Student Name	Birthdate	HR	Retain	Failed Found Curr.	Unsat. Asmt. Inst.	Unsat. Readiness Test	Preg/ Parent	Placed in AEP	Expld.	Parole Prob.	Drop Out	Lep	Protect. Serv.	Home-less	Res. Place	Incar-cerated
0354236	RIVERA, ADAMARI YORLEI	03/19/2012	06-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0350074	RIVERA, JOSEPH DWAINÉ	04/04/2011	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0348133	RODAZ, JUAN WILLIAM	05/04/2011	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0394824	RODRIGUEZ, ABDEL ALEJANDRO PERFECTO	07/11/2011	06-CN01	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0343879	RODRIGUEZ, EDGAR FRANCISCO	03/08/2012	06-CN01	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0358041	RODRIGUEZ, IVAN	11/22/2011	06-CN08	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366979	RODRIGUEZ, YATZIRI ITZAMAR	08/26/2012	06-CN03	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0349404	ROSAS, GENESIS MICHELLE	02/10/2011	06-CN01	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
0354168	RUIZ HERNANDEZ, MAXIMILIANO	08/10/2012	06-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357713	SALAZAR, CRUZ ANGEL	04/23/2012	06-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355978	SALAZAR, IVANNA	01/11/2012	06-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0401528	SALINAS, JUAN FRANCISCO	11/29/2011	06-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0376014	SANCHEZ, AUBREE MARIE	01/25/2012	06-CN14	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0359975	SANCHEZ, KIMBERLY ZERIAHYA	03/19/2012	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0360171	SANTOS, ALEXIS	12/11/2011	06-CN14	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0375535	SAVOY, RUBY MARIAH	12/02/2010	06-CN07	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355353	SEPULVEDA, SERVANDO	07/23/2012	06-CN09	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0360646	SERNA, DIEGO EMILIO	02/23/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357783	SERRANO, CHRISTIAN	08/02/2012	06-CN13	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0367302	SILVA, ISABELLA RAE	06/11/2012	06-CN11	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0389330	SILVA, JOSEMIGUEL	07/03/2012	06-CN07	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357592	SILVESTRE, JOHNATHAN	12/27/2011	06-CN04	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356383	SOLIS, ERICK	07/19/2012	06-CN08	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0374581	SOLIS-MIRANDA, ASHLEY BRIDGET	03/27/2011	06-CN13	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357528	SOLIZ, CAMILA NICOLE	12/31/2011	06-CN10	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0355955	SORTO RUIZ, ROMEL STEVEN	10/18/2011	06-CN03	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0357361	SOTO, ISAAC ELIJAH	01/13/2012	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

Student #	Student Name	Birthdate	HR	Retain	Failed Found Curr.	Unsat. Asmt. Inst.	Unsat. Readiness Test	Preg/ Parent	Placed in AEP	Expld.	Parole Prob.	Drop Out	Lep	Protect. Serv.	Home-less	Res. Place	Incar-cerated
0357301	TAMEZ, EMILY SUSANA	01/24/2012	06-CN13	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0406456	THOMAS, JAMES CURTIS	10/10/2011	06-SU17	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0382965	TORRES, DANIEL	11/15/2011	06-CN05	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0400414	TORRES, DANIEL	12/02/2011	06-SU16	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0405947	TORRES, LYSSANDRA ALEAH	04/01/2012	06-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0380183	TREVINO-GOMEZ, SOFIA ISABELLA	07/05/2011	06-CN09	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0392295	TRINIDAD ZAVALA, SILVIA DAMARIS	08/25/2011	06-CN10	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0364869	UBIAS-DAMIANO, AMELIA GRACE	06/30/2012	06-CN15	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0357308	VALADEZ, VALERIE	01/14/2012	06-CN10	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0346613	VALDEZ, MIRANDA NATALIE	04/06/2011	06-CN06	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0356370	VALIENTE HERNANDEZ, ALBERTO JOSE	05/05/2012	06-CN06	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0404852	VAZQUEZ TREJO, DILAN ISAIAS	10/03/2011	06-CN11	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0346225	VEGA, REYNALDO JUNIOR	10/29/2010	06-CN13	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N
0395969	VELASQUEZ, ALEYAH IVON	11/09/2011	06-CN02	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366520	VELASQUEZ, JUANA MARIA	10/06/2011	06-SU17	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0341522	VILLAFRANCA CAZARES, CHRISTOPHER	09/08/2011	06-CN15	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0366626	VILLALOBOS LOPEZ, JESUS ALBERTO	09/17/2011	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0357700	VILLARREAL, GEOVAUN	09/27/2011	06-CN03	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0355367	VILLARREAL, LILIANA ROSE	09/24/2011	06-CN06	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0358055	YEPEZ, KAYLA ELIANA	03/19/2012	06-CN09	N	N	Y	N	N	N	N	N	N	Y	N	N	N	N
0361091	ZAMARRIPA, IVAN ISAAH	07/15/2011	06-CN12	N	N	Y	N	N	N	N	N	N	N	N	N	N	N
0410271	ZAMORA, MARCOS	12/29/2010	06-CN09	N	N	N	N	N	N	N	N	N	Y	N	N	N	N
0359769	ZUBIA, JAYZIAH MANUEL	03/23/2012	06-CN08	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

Grade Total: 239

School Total: 239





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STAAR 3-8																															
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Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1	504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci	SS
0371726	ACUNA HERNANDEZ, ABEL		06-CN05	08/14/2023	09/01/12	M	H	10				AR	B	LEP			IMG	FR	T1												
0358210	AGUILAR, LEAH G		06-CN04	08/14/2023	09/17/11	F	H	11				AR							FR	T1											
0366499	AGUILAR, LEAHNIE		06-CN01	08/14/2023	06/05/12	F	H	11		SPD		AR							FR	T1											
0371311	AGUILERA, JUAN J		05-CN05	08/14/2023	04/01/13	M	H	10				AR		LEP					FR	T1											
0411860	AGUILERA ARANA, LUIS A		06-CN02	10/13/2023	04/14/12	M	H	11				AR	B	LEP			IMG	FR	T1												
0388301	AGUIRRE, BRYAN		06-CN02	08/14/2023	08/27/11	M	H	12	504			AR	B	LEP					FR	T1		DYS									
0353791	AGUIRRE, EDUARDO D		06-CN10	08/14/2023	06/22/12	M	H	11				AR	B	LEP					FR	T1											
0409839	AGUIRRE, JOSHUA J		05-CN02	08/14/2023	12/09/12	M	H	10											FR	T1											
0383330	AJANEL, ALEYDA R		06-CN09	08/14/2023	07/10/12	F	H	11				AR	B	LEP					FR	T1											
0346437	ALANIS, RUBEN		06-CN02	08/14/2023	07/20/11	M	H	12	504			AR								T1		DYS									
0365507	ALANIZ, SORAYA Y		06-CN05	08/14/2023	04/10/12	F	H	11		SPD		AR							FR	T1		DYS									
0355881	ALBARRAN, NATHAN M		06-CN07	08/14/2023	03/19/12	M	H	11				AR	B	LEP					FR	T1											
0354486	ALBRETSSEN, BELLA S		06-CN06	08/14/2023	12/23/11	F	W	11				AR							FR	T1											
0408654	ALCOCER, CIARA S		06-CN04	08/14/2023	08/11/12	F	H	11				AR	B	LEP					FR	T1											
0380539	ALFARO, NAYELI		05-CN03	08/14/2023	12/27/12	F	H	10				AR	B	LEP					FR	T1											
0364518	ALVAREZ, DULCE M		05-CN14	08/14/2023	11/03/12	F	H	10				AR	B	LEP					RE	T1											
0394565	ALVAREZ PEREZ, EMILI E		06-SU17	08/14/2023	01/02/11	F	H	12		SPD		AR	B	LEP			IMG	FR	T1												
0356461	AMADOR, GIOVANI I		06-CN02	08/14/2023	03/21/12	M	H	11			SPC								RE	T1											
0364814	AMEZQUITA, NATALY		05-CN05	08/14/2023	04/11/13	F	H	10				AR	B	LEP					RE	T1											
0356060	ANDRADE, ALEXANDER D		06-CN07	08/14/2023	11/26/11	M	H	11	504			AR		LEP					FR	T1		DYS									
0355582	ANDRADE, EVOLET		06-CN04	08/14/2023	10/19/11	F	H	11				AR	B	LEP					FR	T1											
0357605	APARICIO, JUAN A		06-CN05	08/14/2023	12/07/11	M	H	11		SPD		AR	B	LEP					FR	T1		DYS									
0364756	ARAUJO SANCHEZ, ANGEL I		05-CN02	08/14/2023	12/17/12	M	H	10				AR	B	LEP			IMG	FR	T1	GT											
0389130	ARDOIN, DEMARI N		06-CN12	08/14/2023	08/30/12	F	B	11				AR							FR	T1											
0357979	ARMENTA, ANTONIO I		06-CN06	08/14/2023	08/31/12	M	H	11											RE	T1	GT										
0404164	ARMENTA MORENO, RAKENELL		06-CN14	08/14/2023	07/12/12	F	H	11				AR	B	LEP					FR	T1											

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STAAR 3-8																															
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Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1	504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci	SS
0367225	ARMSTRONG, CHRISTIAN J		06-CN01	08/14/2023	06/28/12	M	H	11		SPD		AR		LEP				FR	T1												
0379483	ARREDONDO, ADRIAN		06-CN14	08/14/2023	09/06/11	M	H	11		SPD		AR	B	LEP			IMG	RE	T1												
0380566	ARREDONDO ROBLEDO, AILEM E		06-CN04	08/14/2023	10/08/11	F	H	11				AR	B	LEP			IMG	FR	T1												
0354663	ARRIAGA, SIERRA R		06-CN15	08/14/2023	06/22/12	F	H	11		SPD		AR						RE	T1												
0353874	ARTEAGA, RENE		06-CN06	08/14/2023	07/28/12	M	H	11				AR	B	LEP				FR	T1												
0357578	AVALOS, KASSANDRA J		06-CN01	08/14/2023	07/12/12	F	H	11				AR	B	LEP				FR	T1												
0366896	AVILA, JAQUELINE D		05-CN14	08/15/2023	10/13/12	F	H	10				AR						FR	T1												
0367282	AYALA, SAMUEL O		05-CN05	08/14/2023	02/27/13	M	H	10										FR	T1												
0363377	AZUARA CARCAMO, JONATHAN I		05-CN08	08/14/2023	03/14/13	M	H	10				AR	B	LEP				FR	T1												
0364100	BAEZ, EVANN		05-CN02	08/14/2023	07/01/13	M	H	10				AR	B	LEP				FR	T1												
0357577	BAEZ, ISMAEL		06-CN01	08/14/2023	08/02/12	M	H	11				AR	B	LEP				FR	T1												
0396579	BAKER, JAYDEN A		05-CN04	08/14/2023	04/29/13	M	B	10				AR						FR	T1												
0405058	BALDERAS, HUGO J		06-CN03	08/14/2023	07/16/12	M	H	11				AR		LEP				FR	T1												
0370593	BALLESTEROS, JOSE H		06-SU16	08/14/2023	05/10/12	M	H	11		SPD		AR						FR	T1												
0357015	BANDA, ISAAC		06-CN01	08/14/2023	01/18/12	M	H	11	504			AR						FR	T1												
0383568	BARRERA, HUGO A		06-CN06	08/14/2023	06/29/12	M	H	11										FR	T1	GT					3						
0383570	BARRERA, JONAH M		06-CN01	08/14/2023	04/19/11	M	H	12	504									FR	T1												
0365227	BARRERA, JONATHAN		05-CN11	08/14/2023	09/26/12	M	H	10				AR	B	LEP				FR	T1												
0355838	BARRIENTOS LOERA, DANIEL		06-CN06	08/14/2023	11/21/11	M	H	11				AR			M1			FR	T1	GT											
0366517	BERMEA, NESTOR N		05-CN02	08/14/2023	01/22/13	M	H	10										FR	T1	GT											
0371845	BERRELES RAMIREZ, BENJAMIN A		06-CN09	08/14/2023	01/08/12	M	H	11				AR	B	LEP			IMG	FR	T1	GT											
0323636	BERROSPES, ELIJAH M		05-CN09	08/14/2023	08/30/12	M	H	11		SPD		AR	B	LEP				FR	T1												
0347393	BOSQUEZ, ARLENE L		06-CN13	08/14/2023	07/20/11	F	H	12		SPD		AR	B	LEP				FR	T1												
0358691	BOTELLO, JORDAN A		06-CN10	08/14/2023	07/20/12	F	H	11	504			AR						FR	T1		DYS										
0366376	BRAVO, VIANEY A		05-CN04	08/14/2023	07/16/13	F	H	10				AR	B	LEP					T1												
0364690	BUTANDA, ISABELLA N		05-CN06	08/14/2023	11/16/12	F	H	10				AR						FR	T1												

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STAAR 3-8																													
Student Information									Special Programs															Test					
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1																					
0354196	CABRERA, ISAAC E		06-CN08	08/14/2023	01/02/12	M	H	11				AR	B	LEP				RE	T1	GT									
0403534	CAGLE, RICHARD E		06-SU17	08/14/2023	02/07/12	M	W	11		SPD		AR						FR	T1										
0389180	CALDERON, EMILY A		05-CN07	08/14/2023	08/28/13	F	H	10				AR						FR	T1										
0354138	CALDERON, KAYTIE		06-CN03	08/14/2023	09/25/11	F	H	11				AR						FR	T1										
0371833	CALDERON MARTINEZ, ANGEL N		05-CN02	08/14/2023	12/21/11	M	H	11				AR	B	LEP			IMG		T1										
0360003	CAMACHO-NAJERA, ALEXIS		05-CN07	08/14/2023	01/20/12	M	H	11		SPD		AR	B	LEP				RE	T1		DYS								
0379126	CAMPOS, EVAN L		06-CN07	08/14/2023	09/15/11	M	H	11				AR						FR	T1										
0356571	CAMPOS, ROGELIO		06-CN06	08/14/2023	03/15/12	M	H	11				AR	B	LEP				FR	T1										
0366294	CANALES, JONATHAN A		05-CN09	08/14/2023	12/23/12	M	H	10										FR	T1										
0366752	CANDANOZA, RUPERTO		05-CN12	08/14/2023	11/21/12	M	H	10				AR	B	LEP				FR	T1										
0405862	CANTU, ANGELIQUE I		05-CN08	08/14/2023	09/28/12	F	H	10										FR	T1										
0355750	CANTU, MERCADES L		05-CN03	08/14/2023	08/17/12	F	H	11				AR						FR	T1										
0366672	CANTU GUERRERO, AARON F		06-CN08	08/14/2023	01/28/12	M	H	11										FR	T1										
0355313	CANTU MEDRANO, JUAN C		06-CN11	08/14/2023	08/07/12	M	H	11				AR						FR	T1		DYS			3					
0376013	CAPETILLO SANCHEZ, IAN A		05-CN05	08/14/2023	11/17/12	M	H	10	504			AR	B	LEP			IMG	FR	T1		DYS								
0354396	CARACHURE, MELANIE		05-CN12	08/14/2023	03/05/12	F	H	11	504			AR						FR	T1										
0346727	CARDENAS, MAKHI B		06-CN02	08/14/2023	01/05/11	M	H	12		SPD		AR						FR	T1										
0361493	CARDOZA EGUREN, JUAN R		06-CN01	08/14/2023	10/07/10	M	H	12				AR	B	LEP			IMG		T1										
0356128	CARO, JAYLLIN M		06-CN01	10/03/2023	12/07/11	F	H	11				AR						FR	T1										
0355111	CARRASCO, GUSTAVO D		06-CN05	08/14/2023	07/13/12	M	H	11				AR	B	LEP				FR	T1										
0365708	CARRERA, JAIDEN J		05-CN02	08/14/2023	10/25/12	M	H	10										FR	T1	GT									
0372663	CARRERA PEREZ, BRIANA C		05-CN08	08/14/2023	11/08/12	F	H	10				AR	B	LEP			IMG	RE	T1										
0368285	CARRILLO HUERTA, JAYDEN J		06-CN07	08/15/2023	12/22/11	M	H	11	504			AR						FR	T1										
0403413	CASTANEDA, FERNANDA		06-CN10	08/14/2023	11/13/11	F	H	11				AR	B	LEP			IMG	FR	T1										
0354442	CASTILLEJA, HERIBERTO		06-CN09	08/14/2023	01/14/11	M	H	12		SPD		AR						RE	T1										
0371994	CASTILLO, BRITTANY A		05-CN08	08/14/2023	07/29/13	F	H	10				AR	B	LEP				FR	T1										

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STAAR 3-8																													
Student Number   Student Name   SSN   HR   Entry Date   DOB   Sex   Eth   Age 9/1									Special Programs														Test						
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
0397593	CASTILLO, CAMILA V		06-CN04	08/14/2023	03/27/12	F	H	11				AR	B	LEP			IMG	FR	T1					2					
0354146	CASTILLO, CECILIA		05-CN02	09/06/2023	05/25/12	F	H	11		SPD								FR	T1		DYS								
0411196	CASTILLO, DOMINGO		06-CN05	08/31/2023	02/22/12	M	H	11										FR	T1										
0357324	CASTILLO, JOEL A		06-CN12	08/14/2023	04/11/12	M	H	11										FR	T1										
0383163	CASTILLO, MELISSA G		05-CN12	08/14/2023	09/22/11	F	H	11				AR	B	LEP					T1										
0355392	CASTILLO, MIAH I		06-CN03	08/14/2023	10/25/11	F	H	11										FR	T1										
0371705	CASTILLO, SAMUEL V		06-CN10	08/14/2023	06/08/12	M	H	11				AR						FR	T1										
0366365	CASTILLO, YOSUEL D		05-CN03	08/14/2023	12/18/12	M	H	10				AR						FR	T1										
0366217	CASTILLO MENDEZ, BRYAN B		05-CN07	08/14/2023	05/26/13	M	H	10				AR	B	LEP				FR	T1										
0393764	CASTILLO-ROMERO, ASHLY V		06-CN08	08/14/2023	03/29/12	F	H	11				AR	B	LEP				FR	T1										
0354137	CASTRELLON, HUMBERTO M		06-CN04	08/14/2023	12/20/11	M	H	11				AR	B	LEP					T1				3						
0367051	CASTRO, ARIAN D		05-CN09	08/14/2023	05/30/13	M	H	10										FR	T1										
0394817	CASTRO, NICOLE I		05-CN09	08/14/2023	02/25/13	F	H	10				AR						FR	T1										
0343592	CASTRO, REBEKA G		06-CN03	08/14/2023	09/28/11	F	H	11			SPC	AR						FR	T1										
0351722	CASTRO, ROBERTO C		05-CN05	08/14/2023	11/08/12	M	H	10		SPD		AR		LEP				FR	T1										
0366309	CEDILLO, EMMA R		05-CN08	08/14/2023	02/19/13	F	H	10		SPD		AR						FR	T1										
0366146	CERDA, DAMIAN		05-CN13	08/14/2023	02/04/13	M	H	10	504			AR		LEP				FR	T1		DYS								
0358626	CERVANTES, JOSIAH J		06-CN05	08/29/2023	11/24/11	M	H	11		SPD								RE	T1										
0357344	CHAVEZ, DAVID G		06-CN09	08/14/2023	09/27/11	M	H	11				AR						FR	T1										
0400750	CHAVEZ, ESTEFANYA G		06-SU17	08/14/2023	02/13/12	F	H	11		SPD		AR		LEP				FR	T1										
0411835	CHAVEZ, OSMAR		06-CN04	10/12/2023	03/21/12	M	H	11				AR	B	LEP				FR	T1										
0400452	CISNEROS, CECILIA I		05-CN05	08/14/2023	06/30/13	F	H	10											T1										
0358733	CISNEROS, JESUS E		06-CN14	08/14/2023	01/12/11	M	H	12		SPD		AR	B	LEP				FR	T1			MIG							
0371431	COBLE, CALLIE M		05-SU16	08/14/2023	01/23/13	F	H	10		SPD		AR						FR	T1										
0363801	COLLAZO, ANTHONY L		05-CN12	08/14/2023	12/26/12	M	H	10				AR						FR	T1										
0389243	CONTRERAS, ZOE F		06-CN07	08/14/2023	08/20/12	F	H	11	504			AR		LEP			IMG	FR	T1										

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									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math
0411960	CONTRERAS NAVARRO, PEDRO E		05-CN08	10/19/2023	01/04/13	M	H	10				AR	B	LEP			IMG		T1									
0397042	CONTRERAS REYES, MIGUEL A		06-CN11	08/14/2023	05/08/12	M	H	11				AR	B	LEP			IMG	FR	T1									
0356681	CORDOVA, BRANDON		06-CN04	08/14/2023	02/21/12	M	H	11				AR	B	LEP				FR	T1									
0369609	CORONADO, JORDAN N		05-CN04	08/14/2023	03/13/12	F	H	11										FR	T1									
0371724	CORTEZ, ARIANNA M		05-CN12	08/14/2023	10/25/12	F	H	10				AR						FR	T1									
0367395	COTTON, JAZLYN S		06-CN12	08/14/2023	02/29/12	F	H	11										RE	T1	GT								
0349882	CRUZ, EMANUEL		06-CN02	08/14/2023	01/08/12	M	H	11				AR	B	LEP				FR	T1									
0371780	DAVID, ALFRED D		05-CN05	08/14/2023	03/21/13	M	B	10				AR						FR	T1									
0358574	DAVILA, JACIEL I		06-CN08	08/14/2023	01/05/12	M	H	11				AR	B	LEP				FR	T1									
0394275	DE LA GARZA, CARISSA I		06-SU17	08/14/2023	10/29/11	F	H	11		SPD		AR							T1									
0382206	DE LA ROSA CASTANEDA, CLAIRE J		06-CN07	08/21/2023	08/11/11	F	H	12				AR	B	LEP				FR	T1									
0362182	DE LA TORRE, EMILY A		06-CN08	08/14/2023	12/21/10	F	H	12				AR						FR	T1									
0367640	DELAROSA, ISMAEL J		06-CN03	08/14/2023	06/04/12	M	H	11				AR							T1									
0355476	DELGADO, ERIK F		06-CN10	08/14/2023	12/27/11	M	H	11				AR	B	LEP				FR	T1									
0365864	DELGADO, JESSE R		05-CN01	08/14/2023	02/14/12	M	H	11		SPD		AR						FR	T1		DYS							
0363220	DIAZ, ALIANA N		05-CN02	08/14/2023	08/21/13	F	H	10				AR						RE	T1									
0408647	DIAZ, BAILEY M		06-CN02	08/14/2023	03/19/11	F	H	12				AR						RE	T1									
0357960	DIAZ, LITZY G		06-CN05	08/14/2023	03/10/12	F	H	11				AR	B	LEP				FR	T1									
0361555	DIAZ, NOAH A		06-CN06	08/14/2023	11/23/10	M	H	12				AR						FR	T1									
0364203	DIAZ-SANCHEZ, GUSTAVO		05-CN13	08/14/2023	09/20/12	M	H	10		SPD		AR	B	LEP				FR	T1						3			
0366167	DIEGO, JADE R		05-CN03	08/14/2023	05/01/13	F	H	10										FR	T1									
0354216	DINO AMADOR, OSCAR D		06-CN04	08/14/2023	10/02/11	M	H	11				AR	B	LEP			IMG	FR	T1									
0372304	DOLORES, CRISTHOPER E		05-CN12	08/14/2023	10/05/11	M	H	11				AR	B	LEP			IMG		T1									
0368776	DOMINGUEZ, CESAR		05-CN11	08/14/2023	01/30/13	M	H	10				AR						FR	T1									
0376283	DOMINGUEZ MADRID, MILEYDI A		05-CN12	08/14/2023	05/03/13	F	H	10		SPD		AR	B	LEP			IMG	FR	T1		DYS				3			
0365759	DURON, ARMANDO		06-CN03	08/14/2023	08/09/12	M	H	11		SPD		AR						FR	T1		DYS							

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									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1																					
0357743	ELIZARRARAS, EMETALY C		05-CN06	08/14/2023	08/24/12	F	H	11				AR						FR	T1										
0403319	EMMONS-GUIZAR, KAILEY C		05-CN09	08/15/2023	02/04/13	F	H	10				AR	B	LEP			IMG	FR	T1										
0403346	EMMONS-GUIZAR, SOPHIA Y		06-CN11	08/15/2023	12/17/11	F	H	11				AR		LEP				FR	T1										
0357539	ESCARENO, KRYSTAL M		06-CN11	08/15/2023	08/09/12	F	H	11		SPD		AR						FR	T1										
0357646	ESCARENO, MARYJANE L		06-CN02	08/15/2023	07/26/11	F	H	12		SPD		AR						FR	T1										
0357335	ESCOBAR, AIDAN F		06-CN06	08/14/2023	09/11/11	M	H	11				AR						RE	T1										
0355395	ESCOBAR, GIOVANNI O		06-CN12	08/14/2023	09/16/11	M	H	11										FR	T1										
0373931	ESCOBEDO, MIGUEL G		05-CN01	08/14/2023	07/01/12	M	H	11		SPD		AR						FR	T1		DYS								
0364745	ESPERICUETA RODRIGUEZ, PERLA D		05-CN13	08/14/2023	11/29/12	F	H	10				AR	B	LEP				FR	T1										
0371138	ESPINOZA, EMILY R		05-CN05	08/14/2023	07/21/13	F	H	10										FR	T1	GT									
0358046	ESPINOZA, NATHAN		06-CN11	08/14/2023	02/15/12	M	H	11	504			AR		LEP				FR	T1		DYS								
0355824	ESQUIVEL, HATZIRY I		06-CN09	08/14/2023	09/11/11	F	H	11				AR	B	LEP				FR	T1										
0362997	ESQUIVEL, JUAN C		05-CN09	08/14/2023	02/14/13	M	H	10	504									RE	T1		DYS								
0359201	ESTRADA, XAVIER A		06-CN10	08/14/2023	09/24/11	M	H	11				AR						RE	T1										
0366951	ESTRADA HERREJON, AXEL		06-CN01	08/14/2023	06/07/12	M	H	11				AR	B	LEP				FR	T1										
0405835	EVERSLEY, LILIANNA G		05-CN11	08/14/2023	05/17/13	F	H	10				AR						FR	T1										
0411137	FELIX, BELEN G		06-CN03	08/30/2023	01/04/12	F	H	11		SPD								FR	T1										
0363785	FERNANDEZ, PEDRO A		05-CN01	08/14/2023	10/06/12	M	H	10				AR	B	LEP				FR	T1										
0366395	FIGUEROA, DANIELA		05-CN06	08/14/2023	06/01/13	F	H	10				AR	B	LEP				FR	T1	GT									
0358005	FIGUEROA, ELY		06-CN03	08/14/2023	01/27/12	F	H	11				AR	B	LEP				FR	T1										
0389445	FLORES, ACHILLES D		05-CN06	08/14/2023	10/30/12	M	H	10										FR	T1										
0367915	FLORES, ALEXANDRA A		06-CN13	08/15/2023	07/26/12	F	H	11				AR						FR	T1										
0384830	FLORES, DESIREE		06-CN13	10/24/2023	08/21/12	F	H	11		SPD		AR						FR	T1		DYS								
0384890	FLORES, ELIZABETH		06-CN05	10/24/2023	09/23/11	F	H	11		SPD		AR						FR	T1		DYS								
0347501	FLORES, EVELYN C		06-CN07	08/14/2023	02/23/11	F	H	12				AR	B	LEP				FR	T1										
0354848	FLORES, ZAMARA		06-CN07	08/14/2023	03/23/12	F	H	11				AR	B	LEP				FR	T1										

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									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci	SS					
Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1																	FR	T1										
0365270	FLORES CASTANEDA, SALVADOR		06-CN07	08/14/2023	10/05/11	M	H	11																	FR	T1										
0367906	FORD, DA'MORRIAN T		05-CN01	08/17/2023	12/12/12	M	B	10																	FR	T1										
0389796	FREEMAN, JUPITER J		06-CN07	08/14/2023	04/12/12	M	H	11																	FR	T1										
0355136	FRESNILLO, YAMILETH Y		06-CN08	08/14/2023	02/25/12	F	H	11																	FR	T1										
0370043	GALINDO, GLAFIRO C		05-CN12	09/22/2023	02/09/13	M	H	10																	FR	T1										
0370531	GALLEGOS GOMEZ, YARETZY G		05-CN08	08/14/2023	07/17/13	F	H	10																	FR	T1										
0371729	GALVAN, CHRISTOPHER O		05-CN02	08/14/2023	05/25/13	M	H	10																	FR	T1										
0343038	GALVAN, FABIAN		06-CN14	08/14/2023	12/23/11	M	H	11																	FR	T1										
0365494	GALVAN, MELANIE J		06-CN07	08/14/2023	11/14/11	F	H	11																	FR	T1										
0358144	GAMEZ, GENESIS J		05-CN06	08/14/2023	08/28/12	F	H	11																	FR	T1										
0367815	GAMEZ, LEYLAH Z		05-CN02	08/14/2023	10/24/12	F	H	10																	FR	T1										
0369679	GARCIA, ANTONIO E		05-CN13	08/22/2023	02/11/13	M	H	10																	FR	T1										
0393149	GARCIA, ARTURO N		06-CN03	08/14/2023	06/02/12	M	H	11																	FR	T1										
0387401	GARCIA, DAVID R		06-CN05	09/13/2023	01/19/12	M	H	11																	FR	T1	DYS									
0403937	GARCIA, ERIC R		06-SU16	08/14/2023	12/31/11	M	H	11																	FR	T1										
0389046	GARCIA, FERNANDO G		05-CN05	08/14/2023	11/15/12	M	H	10																	FR	T1										
0355960	GARCIA, GREGORIO		05-CN07	08/14/2023	07/24/12	M	H	11																	FR	T1										
0365219	GARCIA, HENDRUIS Y		05-CN10	08/14/2023	12/28/12	M	H	10																	FR	T1										
0394320	GARCIA, KAYLA M		06-CN11	08/14/2023	04/20/12	F	H	11																	FR	T1										
0369457	GARCIA, NEVAEH M		05-CN06	08/14/2023	02/01/13	F	H	10																	FR	T1										
0393829	GARCIA, SATINE C		05-CN07	08/14/2023	11/07/12	F	H	10																	FR	T1										
0366392	GARCIA LUNA, ELIZABETH		05-CN07	08/14/2023	02/08/13	F	H	10																	FR	T1										
0404530	GARCIA RODRIGUEZ, BETSABE		06-CN10	08/14/2023	12/24/11	F	H	11																	FR	T1										
0380802	GARCIA VELASQUEZ, ANTHONY JOSE		06-CN12	08/14/2023	07/08/12	M	H	11																	FR	T1										
0364191	GARCIA-GALVAN, EMILIO		05-CN01	08/15/2023	03/19/13	M	H	10																	FR	T1										
0364491	GARZA, ARIELY		05-CN05	08/14/2023	06/04/13	F	H	10																	FR	T1										



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0403577	GARZA, CALEB U		06-CN08	08/14/2023	05/20/11	M	W	12		SPD		AR							FR	T1												
0403576	GARZA, DATHAN S		06-CN10	08/14/2023	05/20/11	M	W	12			SPC	AR							FR	T1												
0356118	GARZA, DERRICK G		06-CN03	08/14/2023	06/09/12	M	H	11				AR							RE	T1												
0356609	GARZA, DIEGO A		06-CN02	08/14/2023	01/05/12	M	H	11	504			AR							FR	T1												
0366018	GARZA, GAEL J		05-CN03	08/14/2023	04/09/13	M	H	10				AR	B	LEP					FR	T1	GT											
0410927	GARZA, JONATHAN J		06-CN13	10/11/2023	01/14/11	M	H	12			SPC								FR	T1												
0410928	GARZA, JUAN		05-CN05	10/11/2023	04/17/12	M	H	11		SPD									FR	T1												
0398155	GARZA, JULIANNA F		05-CN03	08/14/2023	05/30/13	F	H	10											FR	T1												
0371135	GARZA, OLIVIA G		05-CN13	08/14/2023	08/02/13	F	H	10		SPD		AR							FR	T1					3							
0366603	GARZA, WENDY N		05-CN02	08/14/2023	11/05/12	F	H	10				AR							RE	T1												
0394247	GARZA, ZAIYA I		05-CN01	08/14/2023	04/03/13	F	H	10											RE	T1												
0347443	GARZA DELGADO, LIZARELI		06-CN11	08/14/2023	06/14/11	F	H	12				AR	B	LEP					FR	T1												
0364616	GAUNA, NATALIE		05-CN10	08/14/2023	03/25/13	F	H	10				AR	B	LEP					FR	T1												
0357620	GILBERTSON, CHRISTOPHER R		06-CN07	08/14/2023	02/20/12	M	W	11											FR	T1												
0354234	GOMEZ, BRIANNA N		06-CN04	08/14/2023	03/01/12	F	H	11				AR							FR	T1												
0366403	GOMEZ, HAILEY G		05-CN03	08/14/2023	04/15/13	F	H	10				AR	B	LEP					FR	T1	GT											
0366233	GOMEZ, MAXIMUS E		05-CN10	08/14/2023	07/05/13	M	H	10	504											T1		DYS										
0353878	GOMEZ CAMERO, FERNANDO		06-CN08	08/14/2023	08/22/12	M	H	11				AR	B	LEP			IMG		FR	T1	GT											
0364458	GONZALES, FERNANDO R		06-CN15	08/14/2023	09/13/11	M	H	11		SPD		AR							FR	T1		DYS										
0366618	GONZALES, JULIUS J		06-CN06	08/14/2023	10/05/11	M	H	11											RE	T1												
0355212	GONZALES, SARAH N		06-CN11	08/14/2023	10/15/11	F	H	11											FR	T1	GT											
0356105	GONZALEZ, AYLEEN M		06-CN14	08/14/2023	04/17/12	F	H	11				AR	B	LEP					FR	T1												
0406094	GONZALEZ, ELENA J		05-CN13	08/14/2023	06/11/13	F	H	10				AR	B	LEP					FR	T1												
0394627	GONZALEZ, ELIAS S		06-CN01	08/14/2023	02/16/11	M	H	12											FR	T1												
0353598	GONZALEZ, ISABELA		06-CN01	08/14/2023	09/01/12	F	H	10		SPD		AR		LEP					FR	T1		DYS										
0406086	GONZALEZ, JORGE G		06-CN10	08/14/2023	03/20/12	M	W	11		SPD		AR	B	LEP					FR	T1		DYS										

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STAAR 3-8																													
Student Number   Student Name   SSN   HR   Entry Date   DOB   Sex   Eth   Age 9/1									Special Programs														Test						
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
0353597	GONZALEZ, JOSELYN		06-CN14	08/14/2023	09/01/12	F	H	10				AR		LEP				FR	T1				3						
0411048	GONZALEZ, LEO		06-CN13	08/28/2023	06/04/11	M	H	12										FR	T1										
0400264	GONZALEZ, MARCO J		06-CN09	08/14/2023	02/28/12	M	H	11										FR	T1										
0366641	GONZALEZ, MICHELLE A		06-CN11	08/14/2023	12/22/11	F	H	11										FR	T1										
0368124	GONZALEZ, PATRICIA I		05-CN04	08/14/2023	06/03/13	F	H	10				AR	B	LEP				FR	T1										
0395856	GONZALEZ, SEBASTIAN U		06-CN10	08/14/2023	12/07/11	M	H	11				AR	B	LEP					T1										
0365569	GONZALEZ ROMAN, BRIANA V		06-CN05	08/14/2023	05/08/12	F	H	11				AR	B	LEP			IMG	FR	T1										
0382426	GONZALEZ VELASQUEZ, YENIFER C		05-CN03	08/14/2023	02/03/13	F	H	10				AR	B	LEP			IMG	FR	T1	GT									
0363841	GRANADOS, MELANIE M		05-CN03	08/14/2023	04/05/13	F	H	10				AR						RE	T1										
0355973	GUADIANA, ANAIRA		06-CN07	08/14/2023	10/13/11	F	H	11				AR	B	LEP				FR	T1										
0365407	GUADIANA, NAOMI I		05-CN07	08/14/2023	04/23/13	F	H	10				AR	B	LEP				FR	T1										
0343660	GUDINO, ROLANDO		06-CN08	08/14/2023	02/12/12	M	H	11				AR	B	LEP				FR	T1										
0001500	GUERRA, CAMILA M		05-CN04	08/14/2023	09/16/12	F	H	10				AR							T1										
0358031	GUERRA, DENNIS		06-CN14	08/14/2023	03/07/12	M	H	11	504										T1		DYS								
0364860	GUERRA, HALEIGH J		05-CN09	08/14/2023	08/21/13	F	H	10		SPD		AR							T1										
0358110	GUERRA, RYAN A		06-CN06	08/14/2023	07/03/12	M	H	11											T1	GT									
0344243	GUERRERO, DELILAH A		06-CN12	08/15/2023	11/08/11	F	H	11		SPD		AR						FR	T1		DYS								
0364189	GUEVARA, OCTAVIO G		05-CN05	08/14/2023	10/16/12	M	H	10			SPC	AR						FR	T1										
0355815	GUTIERREZ, ELI A		06-SU16	08/14/2023	04/09/12	M	H	11		SPD								FR	T1										
0366051	GUTIERREZ, SHERLYN		05-CN09	08/14/2023	12/07/12	F	H	10		SPD		AR		LEP					T1		DYS								
0364985	GUTIERREZ, SOLARA R		05-CN09	08/14/2023	03/28/13	F	H	10										FR	T1										
0350522	GUZMAN, CALEB A		06-CN03	08/14/2023	07/08/11	M	H	12				AR						FR	T1										
0002147	GUZMAN, NICOLE A		05-CN05	08/14/2023	04/24/13	F	H	10				AR	B	LEP				FR	T1										
0364246	GUZMAN REYES, JEFFREY		05-CN11	08/14/2023	07/10/13	M	H	10				AR	B	LEP				FR	T1										
0345903	HAGERTY, JACE R		06-CN11	08/14/2023	05/12/11	M	H	12	504			AR						FR	T1		DYS								
0368651	HALE, AUTUMN M		06-CN06	08/14/2023	11/30/10	F	H	12		SPD		AR						FR	T1										

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Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1	504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci	SS		
0411148	HARRISON, JULIAN J		05-CN04	08/30/2023	06/18/13	M	H	10										FR	T1														
0397333	HENRRRIQUEZ, CARLOS J		05-CN03	08/14/2023	08/10/13	M	H	10				AR		LEP				FR	T1														
0363926	HERNANDEZ, ALEXANDER A		06-CN07	08/14/2023	09/22/11	M	H	11				AR						FR	T1														
0357555	HERNANDEZ, ANGIE E		06-CN10	08/14/2023	08/18/12	F	H	11				AR	B	LEP				RE	T1	GT													
0363857	HERNANDEZ, DANIA		05-CN07	08/14/2023	12/10/12	F	H	10			SPC	AR	B	LEP				FR	T1														
0371904	HERNANDEZ, GENESIS M		06-CN01	08/14/2023	01/27/12	F	H	11		SPD		AR		LEP				FR	T1														
0366105	HERNANDEZ, KIMBERLY M		05-CN06	08/14/2023	01/29/13	F	H	10				AR	B	LEP				FR	T1	GT													
0357319	HERNANDEZ, LOGAN A		06-CN06	08/14/2023	11/30/11	M	H	11										FR	T1														
0397824	HERNANDEZ, LUNA		05-SU16	10/11/2023	07/31/12	F	H	11		SPD		AR						FR	T1														
0363936	HERNANDEZ, NICKALIE A		05-CN07	08/14/2023	09/07/12	M	H	10										FR	T1														
0373437	HERNANDEZ, PEDRO A		06-CN14	08/14/2023	08/30/12	M	H	11				AR	B	LEP				FR	T1														
0356156	HERNANDEZ QUINTANILLA, GRACE M		06-CN10	08/14/2023	10/13/11	F	H	11				AR	B	LEP				FR	T1	GT													
0359637	HERNANDEZ-DONAS, EDWARD A		06-CN11	08/14/2023	02/02/12	M	H	11		SPD		AR	B	LEP				FR	T1						3								
0352960	HERRERA, NATHANIEL J		06-CN02	08/14/2023	09/08/10	M	H	12	504			AR		LEP				FR	T1														
0355764	HUERTA, ANGELINA		06-CN01	08/14/2023	03/13/12	F	H	11				AR	B	LEP				FR	T1														
0400799	HUERTA, JEREMIAH A		05-CN08	08/14/2023	02/13/13	M	H	10				AR						FR	T1														
0366446	HUERTA, STELLA		05-CN14	08/14/2023	08/07/13	F	H	10				AR	B	LEP				FR	T1														
0396515	ISAAC, A'MYA A		06-CN06	08/14/2023	01/06/12	F	B	11	504									FR	T1		DYS												
0396518	ISAAC, TATE A		05-CN07	08/14/2023	06/18/13	M	B	10	504									FR	T1														
0367224	ITURBE, FAITH A		05-CN13	08/14/2023	11/28/11	F	H	11	504			AR						FR	T1														
0358040	JACOBO, YANELLY		06-CN08	08/14/2023	02/04/12	F	H	11		SPD		AR	B	LEP				FR	T1														
0372380	JARAMILLO, ANAHLY		05-CN14	08/14/2023	12/24/12	F	H	10		SPD		AR						FR	T1														
0354169	JARAMILLO, JOEL		06-CN02	08/14/2023	06/04/12	M	H	11				AR						FR	T1		DYS				3								
0356154	JASSO, SARAHI		06-CN09	08/14/2023	09/29/11	F	H	11										FR	T1														
0356000	JIMENEZ CABRERA, WESLI G		06-CN05	08/14/2023	12/01/11	M	H	11				AR	B	LEP		IMG		RE	T1	GT													
0376224	JONES, ARMANI M		05-CN10	08/14/2023	12/17/11	F	H	11				AR		LEP				FR	T1														

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										504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
0358344	JUAREZ, ESTEBAN		06-CN14	08/14/2023	05/11/11	M	H	12		SPD		AR							FR	T1										
0358217	JUAREZ, JULIAN A		06-CN02	08/14/2023	06/08/12	M	H	11		SPD		AR							FR	T1										
0410435	KING, BRONX I		05-CN04	08/16/2023	07/30/12	M	B	11											FR	T1										
0368479	LANDEROS, AARON		05-CN09	08/14/2023	03/03/13	M	H	10				AR	B	LEP					FR	T1										
0364017	LANDEROS, JULIAN I		05-CN01	08/14/2023	03/25/13	M	H	10											RE	T1										
0364522	LANDEROS ESPINOZA, NAHEIBY		05-CN11	08/14/2023	11/06/12	F	H	10				AR	B	LEP					FR	T1										
0382825	LARA CABRERA, PATRICIA		05-CN06	08/14/2023	02/08/13	F	H	10				AR	B	LEP			IMG			T1										
0366269	LEIJA, NOAH J		05-CN07	08/14/2023	09/27/12	M	H	10											FR	T1	GT									
0347513	LEYVA, JACOB		06-CN08	08/14/2023	06/10/11	M	H	12				AR	B	LEP					FR	T1										
0383064	LI, YU-CHI		06-CN09	08/14/2023	12/06/11	F	A	11				AR			M1		IMG	FR	T1											
0354956	LINARES HERNANDEZ, LIZETH A		06-CN08	08/14/2023	05/29/12	F	H	11				AR	B	LEP					FR	T1										
0380997	LIRA, SEBASTIAN		05-CN10	08/14/2023	02/24/12	M	H	11				AR	B	LEP						T1										
0383735	LONGORIA, ZANE X		05-CN06	08/14/2023	07/25/13	M	H	10				AR							FR	T1										
0403886	LOPEZ, AMAIRANY		06-CN05	08/14/2023	10/20/11	F	H	11				AR	B	LEP					FR	T1										
0357398	LOPEZ, ANGEL G		06-CN13	08/14/2023	05/04/12	M	H	11											FR	T1										
0349834	LOPEZ, ARTURO		06-CN15	08/14/2023	07/09/12	M	H	11		SPD		AR							FR	T1										
0357583	LOPEZ, CRYSTAL L		06-CN02	08/14/2023	04/04/12	F	H	11		SPD		AR	B	LEP					FR	T1										
0357570	LOPEZ, GUADALUPE		05-CN10	08/14/2023	04/18/12	F	H	11	504			AR	B	LEP					FR	T1		DYS								
0357586	LOPEZ, HECTOR G		06-CN02	08/14/2023	02/01/12	M	H	11				AR	B	LEP					FR	T1										
0360763	LOPEZ, JIMENA		06-CN13	08/14/2023	05/05/12	F	H	11		SPD		AR							FR	T1										
0358361	LOPEZ, JORDAN I		06-CN04	08/14/2023	01/30/11	M	H	12	504			AR							FR	T1										
0355261	LOPEZ, LEAH L		06-CN11	08/14/2023	10/24/11	F	H	11				AR	B	LEP					FR	T1				3						
0365724	LOPEZ, MARIO A		05-CN07	08/14/2023	03/07/13	M	H	10											FR	T1	GT									
0366462	LOPEZ, SALVADOR		05-SU16	08/14/2023	07/02/13	M	H	10		SPD		AR	B	LEP					FR	T1										
0355859	LOPEZ, YARIXA		06-CN07	08/14/2023	12/30/11	F	H	11				AR	B	LEP					FR	T1										
0404821	LOZADA, ZOEY		05-CN04	08/14/2023	11/01/12	F	H	10											FR	T1	GT									

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Student Information									Special Programs																Test					
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci
Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1																						
0411310	LOZANO, ISRAEL		05-CN09	09/06/2023	01/03/12	M	I	11	SPD												RE	T1								
0411309	LOZANO, LUKAS		05-CN14	09/06/2023	07/12/13	M	H	10			AR		LEP												RE	T1				
0355006	LUGO, EMILEE N		06-CN06	08/14/2023	04/25/12	F	H	11													FR	T1	GT							
0365715	LUNA, DAMIAN O		06-CN12	08/14/2023	05/31/12	M	H	11			AR												FR	T1						
0355969	MALDONADO, ADIAN A		06-CN13	08/14/2023	06/13/12	M	H	11	SPD		AR		B	LEP											FR	T1				
0369718	MALDONADO, HECTOR M		05-CN04	10/12/2023	10/25/12	M	H	10			AR		B	LEP											FR	T1				
0361785	MALDONADO, LEXIE Y		06-CN08	08/14/2023	10/31/11	F	H	11			AR												FR	T1						
0344944	MALDONADO, MARYJANE G		06-CN02	08/14/2023	12/27/10	F	H	12													FR	T1								
0368662	MALDONADO, MATTHEW O		05-CN06	08/14/2023	04/17/12	M	H	11			AR												FR	T1						
0372311	MALDONADO-GALVAN, YULISSA A		05-CN01	08/14/2023	09/01/13	F	H	9			AR		B	LEP											FR	T1				
0345068	MARIN, JUAN J		06-CN08	08/14/2023	06/11/11	M	H	12			AR												FR	T1						
0355985	MARISCAL, FABIAN		05-CN05	08/14/2023	03/13/12	M	H	11	SPD		AR		B	LEP											RE	T1				
0384936	MARQUEZ, ALFREDO		06-CN14	08/14/2023	01/13/12	M	H	11	SPD		AR		LEP												FR	T1				
0353881	MARQUEZ ORTIZ, DANIELLA J		06-CN09	08/14/2023	11/18/11	F	H	11			AR		B	LEP											FR	T1				
0370304	MARTINEZ, AARON		06-CN01	08/14/2023	09/08/11	M	H	11			AR												FR	T1						
0368526	MARTINEZ, ABIGAIL L		06-CN04	08/14/2023	10/05/11	F	H	11													FR	T1								
0359900	MARTINEZ, CALEB Z		06-CN12	08/14/2023	07/27/12	M	H	11													RE	T1	GT							
0363212	MARTINEZ, CARLOS A		05-CN10	08/14/2023	02/14/13	M	H	10			SPC		AR	B	LEP											FR	T1			
0366389	MARTINEZ, DEILANY M		05-CN08	08/14/2023	07/31/13	F	H	10	504			AR		B	LEP											FR	T1			
0357378	MARTINEZ, ETHAN O		05-CN11	08/14/2023	08/06/13	M	H	10			AR		B	LEP											FR	T1				
0364161	MARTINEZ, GIOVANNI R		05-CN12	08/14/2023	12/12/12	M	H	10	SPD		AR		B	LEP												T1				
0372983	MARTINEZ, ISAAC		05-CN04	08/14/2023	06/14/13	M	H	10			AR												FR	T1						
0356086	MARTINEZ, ISAAC E		06-CN06	08/14/2023	08/16/12	M	H	11			AR		B	LEP											FR	T1				
0356852	MARTINEZ, JOCELYN		06-CN11	08/14/2023	05/03/12	F	H	11			AR		B	LEP											FR	T1				
0363904	MARTINEZ, JULIETTE A		05-CN07	08/14/2023	04/07/13	F	H	10			AR		B	LEP											FR	T1				
0366351	MARTINEZ, LIARA		05-CN06	08/14/2023	05/21/13	F	H	10			AR		B	LEP											FR	T1				

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0365187	MARTINEZ, LIZET		05-CN07	08/14/2023	09/24/12	F	H	10				AR	B	LEP					T1												
0366134	MARTINEZ, RODOLFO U		05-CN14	08/14/2023	12/31/12	M	H	10		SPD		AR		LEP				FR	T1												
0346487	MARTINEZ, SERENA A		06-CN07	08/14/2023	03/07/11	F	H	12	504			AR						FR	T1		DYS										
0357622	MARTINEZ, SOPHIA N		06-CN09	08/14/2023	08/02/11	F	H	12		SPD		AR						RE	T1												
0365962	MARTINEZ-JUAREZ, LEO A		05-CN10	08/14/2023	01/21/13	M	H	10				AR						FR	T1												
0409390	MEDELLIN, KEVIN J		05-CN11	08/14/2023	09/13/12	M	H	10										FR	T1												
0355850	MEDELLIN, MELANIE C		05-CN10	08/14/2023	08/08/12	F	H	11				AR	B	LEP				FR	T1												
0372989	MEJIA MUNOZ, VALERY N		05-CN06	08/14/2023	10/15/12	F	H	10				AR	B	LEP			IMG	FR	T1												
0359878	MELECIO, EDUARDO Y		05-CN08	08/14/2023	08/13/12	M	H	11		SPD		AR		LEP				FR	T1												
0366368	MELENDEZ, ISABELLA		05-CN08	08/14/2023	05/17/13	F	H	10				AR	B	LEP					T1												
0353126	MELENDEZ LAZO, IVAN X		05-CN01	08/14/2023	03/05/13	M	H	10	504			AR	B	LEP				FR	T1												
0365291	MENDEZ, VICTORIA		05-CN06	08/14/2023	05/24/13	F	H	10	504			AR	B	LEP				FR	T1												
0357544	MENDOZA, ERICK A		06-CN06	08/14/2023	02/21/12	M	H	11				AR	B	LEP				FR	T1												
0365595	MENDOZA, ISAAC M		05-CN11	08/14/2023	02/05/13	M	H	10										FR	T1												
0389203	MENDOZA, NAILAH		05-CN10	08/14/2023	11/22/12	F	H	10				AR						RE	T1												
0363932	MERCADO, MELANIE		05-CN14	08/14/2023	10/30/12	F	H	10				AR	B	LEP					T1												
0407296	MERINO, JUAN A		06-CN04	08/14/2023	03/07/12	M	H	11										FR	T1												
0371867	MEZTA, IZABELLA N		06-CN04	08/14/2023	04/10/12	F	H	11	504			AR						RE	T1												
0394582	MOBLEY DEWITT, TA'NIYA L		05-CN08	08/14/2023	02/04/13	F	B	10				AR						FR	T1						3						
0386779	MOLINA, JAYLINN A		05-CN12	08/14/2023	03/05/13	F	H	10				AR		LEP				FR	T1												
0366321	MONTALVO, AILEEN		05-CN07	08/14/2023	06/28/13	F	H	10				AR	B	LEP				FR	T1												
0367654	MONTALVO, ANGELYN		05-CN04	08/14/2023	08/10/13	F	H	10				AR							T1	GT					2						
0351706	MONTES, JAYDEN J		06-SU17	08/14/2023	04/23/12	M	H	11		SPD		AR						FR	T1												
0352314	MONTOYA, ALLEN A		06-CN01	08/14/2023	04/19/11	M	H	12				AR	B	LEP					T1												
0357625	MONTOYA, ANDREA I		06-CN09	08/14/2023	12/20/11	F	H	11				AR	B	LEP				RE	T1	GT											
0354006	MORALES, EDGAR O		06-CN02	08/14/2023	12/29/11	M	H	11				AR	B	LEP				FR	T1												

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Special Programs																															
Test																															
Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1	504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci	SS
0356618	MORENO, KIMBERLY		05-CN13	08/14/2023	11/23/11	F	H	11				AR	B	LEP				FR	T1												
0369668	MORENO DEL ANGEL, ANGEL E		06-CN14	08/14/2023	07/02/11	M	H	12		SPD		AR	B	LEP				FR	T1												
0355872	MORFIN, YOCELYN		06-CN14	08/14/2023	04/17/12	F	H	11				AR	B	LEP				FR	T1												
0368976	MOYA, KAYLA M		05-CN10	10/17/2023	03/11/12	F	H	11				AR						FR	T1												
0344813	MOYA, LAYLA N		06-CN05	10/17/2023	05/09/11	F	H	12		SPD		AR						FR	T1		DYS										
0371844	MULLEN, KAYLEE M		06-CN03	08/14/2023	01/05/12	F	H	11										RE	T1												
0365295	MURILLO, OMAR A		05-CN03	08/14/2023	09/08/12	M	H	10				AR	B	LEP				FR	T1												
0383561	MURPHY, ISABELLA R		05-CN02	08/14/2023	04/09/12	F	H	11	504			AR						FR	T1												
0358452	NAJERA, NICOLE		06-CN06	08/14/2023	08/24/12	F	H	11				AR	B	LEP				FR	T1												
0354704	NAVA, ALLISON		06-CN05	08/14/2023	08/26/12	F	H	11				AR	B	LEP				FR	T1												
0373507	NAVARRO, JAYLIE R		05-CN14	08/18/2023	06/02/13	F	H	10		SPD		AR						FR	T1												
0370129	NAVARRO AGUILAR, LESLY		05-CN02	08/14/2023	07/31/13	F	H	10				AR	B	LEP			IMG	FR	T1												
0411837	NERI, ABIGAIL		05-CN09	10/12/2023	07/09/13	F	H	10				AR	B	LEP				FR	T1												
0356032	NIETO, ARIAN S		06-CN13	08/14/2023	03/23/12	M	H	11										FR	T1												
0375031	NUNEZ, BENTLEY D		06-CN09	08/14/2023	03/14/11	M	H	12				AR		LEP				RE	T1					3							
0375023	NUNEZ, SAMANTHA N		06-CN10	08/14/2023	07/18/12	F	H	11				AR		LEP				RE	T1												
0367304	OBREGON, JAYLEEN M		05-CN03	08/14/2023	02/17/13	F	H	10				AR						FR	T1												
0324969	OCHOA, EVELYN M		06-CN11	08/14/2023	11/16/11	F	H	11										FR	T1		GT										
0410995	OCHOA MARADIAGA, ACZEL B		05-CN08	08/25/2023	01/01/13	M	H	10				AR	B	LEP			IMG	FR	T1												
0369811	OLIVARES, MELYN J		05-CN14	08/14/2023	05/17/12	F	H	11				AR		LEP				FR	T1												
0364994	ONTIVEROS, LAINEE I		05-CN05	08/14/2023	02/07/13	F	H	10										FR	T1												
0411733	OREM, SKYLAR E		05-CN06	10/03/2023	04/08/13	F	H	10				AR						FR	T1												
0363770	ORTEGA, KEVIN A		05-CN11	08/14/2023	09/12/12	M	H	10				AR	B	LEP				FR	T1												
0364642	ORTEGA, NAYDEEL		05-CN05	08/14/2023	09/20/12	F	H	10										FR	T1												
0356841	ORTIZ, ADRIAN M		06-CN01	08/14/2023	12/27/11	M	H	11										FR	T1												
0354604	ORTIZ, JIMENA		06-CN08	08/14/2023	04/08/12	F	H	11				AR	B	LEP					T1												

# Confidential Student Information Listing

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STAAR 3-8																														
Student Number Student Name		SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1	Special Programs																Test					
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci
0364212	ORTIZ, LEYLANIE V		05-CN02	08/14/2023	10/11/12	F	H	10				AR	B	LEP				FR	T1											
0355660	ORTIZ, MARIELI M		06-CN12	08/14/2023	11/11/11	F	H	11				AR	B	LEP				FR	T1											
0347092	ORTIZ GOMEZ, SURELYS E		06-CN13	09/26/2023	01/25/11	F	H	12		SPD		AR	B	LEP				FR	T1											
0363996	OVIEDO, ALFREDO		05-CN10	08/14/2023	01/08/13	M	H	10				AR	B	LEP				FR	T1											
0357283	PACHECO, ROSALINDA Y		06-CN04	08/14/2023	12/27/11	F	H	11				AR	B	LEP				FR	T1											
0385577	PADILLA CASTILLO, JUAN M		06-CN08	08/14/2023	10/14/11	M	H	11				AR	B	LEP			IMG	FR	T1	GT										
0358468	PADRON, YARIANNA J		06-CN12	08/14/2023	11/21/11	F	H	11										FR	T1	GT										
0394092	PALACIOS, ITZEL		06-CN12	08/14/2023	03/09/12	F	H	11										FR	T1											
0347111	PARADA, ARIEL E		06-CN12	08/14/2023	05/02/11	M	H	12		SPD		AR	B	LEP				FR	T1											
0355836	PAREDONES, SAMANTHA		06-CN09	08/14/2023	09/03/11	F	H	11				AR	B	LEP					T1											
0379425	PARNELL, KAYLA L		05-CN07	08/14/2023	11/26/12	F	H	10										FR	T1											
0366336	PAZ, DAYANA S		05-CN13	08/14/2023	08/11/13	F	H	10				AR	B	LEP				FR	T1											
0356797	PENA, DAVID		06-CN05	08/14/2023	08/20/12	M	H	11										RE	T1											
0353886	PERALES, LETMARY		06-CN11	08/14/2023	07/03/12	F	H	11				AR	B	LEP				RE	T1											
0357729	PERALES, MONICA E		06-CN04	08/14/2023	02/17/12	F	H	11										FR	T1											
0409297	PERALTA MARIN, GAEL E		06-CN10	08/14/2023	05/22/12	M	H	11				AR	B	LEP			IMG	FR	T1											
0397890	PEREA-DORANTES, ALEX R		06-CN04	08/14/2023	08/28/12	M	W	11				AR						FR	T1											
0391617	PEREZNEGRON-ARROYO, VIOLETA N		05-CN10	08/14/2023	10/11/12	F	H	10		SPD		AR		LEP				FR	T1		DYS									
0366315	PETERSON, BENTLEY S		05-CN02	08/14/2023	06/04/13	M	H	10		SPD		AR						FR	T1											
0355557	PIEDRA, ZANDER N		06-CN10	08/14/2023	04/02/12	M	H	11	504			AR		LEP				FR	T1											
0366424	PINO, MADISON E		05-CN13	08/14/2023	07/19/13	F	H	10				AR	B	LEP				FR	T1											
0372540	POBLANO, JOHNNY		05-CN10	08/14/2023	01/03/13	M	H	10				AR						FR	T1											
0357600	PONCE ALFARO, GAEL A		06-CN02	08/14/2023	03/01/12	M	H	11				AR	B	LEP			IMG	FR	T1											
0001373	PRADO, MELANIE S		05-CN06	08/14/2023	07/17/13	F	H	10										RE	T1	GT										
0355936	PRUNEDA, ALEXA G		05-CN08	08/14/2023	12/16/11	F	H	11				AR	B	LEP				FR	T1											
0356022	PUENTE, DAYANARA		06-CN05	08/14/2023	09/23/11	F	H	11				AR	B	LEP				FR	T1											



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0357585	PUENTE, MELISSA		06-CN13	08/14/2023	08/13/12	F	H	11				AR	B	LEP					T1												
0381594	QUIJAS, LINDA S		05-CN11	08/14/2023	11/06/12	F	H	10				AR							FR	T1											
0359269	RAHAMAN, ZADRIAN E		06-CN04	08/14/2023	09/07/11	M	H	11	504			AR							FR	T1											
0358014	RAMIREZ, AIDAN R		06-CN05	08/14/2023	02/03/12	M	H	11		SPD		AR	B	LEP					FR	T1											
0387811	RAMIREZ, ALYSSA		05-CN01	09/13/2023	06/13/12	F	W	11		SPD		AR							FR	T1											
0366232	RAMIREZ, IVAN		05-CN01	08/14/2023	08/09/13	M	H	10				AR	B	LEP					FR	T1											
0355919	RAMOS, BRANDON		06-CN06	08/14/2023	03/17/12	M	H	11				AR	B	LEP					FR	T1											
0356293	RAMOS, JAYDEN D		06-CN03	08/14/2023	09/19/11	M	H	11				AR							FR	T1											
0346334	RAMOS, JULIAN		06-CN08	08/14/2023	06/24/11	M	H	12				AR							FR	T1											
0356082	RAMOS, MOISES A		06-CN05	08/14/2023	08/17/12	M	H	11				AR	B	LEP					FR	T1											
0366882	RAMOS TICAS, ACZEL I		05-CN11	08/14/2023	08/01/13	M	H	10				AR		LEP					RE	T1											
0369671	RAMOS-DEL ANGEL, ALEXANDER		05-CN11	08/14/2023	04/03/13	M	H	10				AR	B	LEP					FR	T1											
0353977	REBOLLOSO, JIMENA G		06-CN11	08/14/2023	12/12/11	F	H	11				AR	B	LEP					FR	T1	GT										
0386875	RECINOS, JADIS T		06-CN10	08/14/2023	12/30/10	F	H	12				AR	B	LEP					FR	T1											
0380555	RESENDEZ, ALISSANDRA N		06-CN07	08/14/2023	06/07/11	F	H	12		SPD		AR							FR	T1											
0371813	RESENDEZ, XAVIER Y		05-CN01	08/14/2023	07/23/13	M	H	10											FR	T1											
0402252	RESENDIZ, JORDAN L		05-CN07	08/14/2023	09/04/11	M	H	11	504										FR	T1											
0345050	REYES, DANIELLA B		06-CN01	08/14/2023	04/08/11	F	H	12				AR							FR	T1											
0356557	REYES, EVA E		06-CN12	08/14/2023	02/04/12	F	H	11				AR	B	LEP					RE	T1	GT										
0411343	REYES, JONCARLOS		06-CN05	09/07/2023	04/05/12	M	H	11											FR	T1											
0366631	REYES, KYRIA N		06-CN12	08/14/2023	04/09/12	F	H	11				AR								T1											
0356625	REYES, LORENZO I		06-CN03	08/14/2023	08/01/12	M	H	11				AR							RE	T1											
0359547	REYES, REYNALDO		05-CN03	08/14/2023	03/01/12	M	H	11		SPD		AR							FR	T1											
0357200	REYNAGA, JUAN H		05-CN05	08/14/2023	10/14/11	M	H	11				AR		LEP					FR	T1											
0372718	REYNOSO, BRITTANY		05-CN04	08/14/2023	12/16/12	F	H	10				AR	B	LEP					FR	T1											
0363807	RIOS, MELVIN J		06-CN08	08/14/2023	10/24/11	M	H	11				AR		LEP					FR	T1											

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NELDA SULLIVAN MIDDLE - All Grades

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STAAR 3-8																													
Student Number Student Name SSN HR Entry Date DOB Sex Eth Age 9/1									Special Programs														Test						
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
0355893	RIVAS, MIGUEL		05-CN11	08/14/2023	11/10/11	M	H	11				AR		LEP					T1										
0355923	RIVAS DIAZ, EDUARDO R		06-CN03	08/14/2023	04/17/12	M	H	11				AR	B	LEP				FR	T1										
0357326	RIVAS DIAZ, ROSE M		06-CN05	08/14/2023	01/12/12	F	H	11				AR						FR	T1										
0411248	RIVAS FLORES, JOSE A		05-CN08	09/05/2023	12/14/12	M	H	10				AR	B	LEP			IMG		T1										
0354236	RIVERA, ADAMARI Y		06-CN06	08/14/2023	03/19/12	F	H	11				AR	B	LEP				FR	T1										
0350074	RIVERA, JOSEPH D		06-CN10	08/14/2023	04/04/11	M	H	12				AR						FR	T1										
0355419	ROBLES, ADDISON M		06-CN01	08/14/2023	03/07/12	F	W	11										FR	T1										
0375177	ROBLES, IZZABELLA N		06-CN01	08/14/2023	09/05/11	F	W	11										FR	T1										
0365179	ROCHA, EVELYN		05-CN02	08/14/2023	10/06/12	F	H	10				AR	B	LEP				FR	T1										
0348133	RODAZ, JUAN W		06-CN03	08/14/2023	05/04/11	M	H	12				AR						FR	T1										
0344394	RODILES, BRANDON		05-CN02	08/14/2023	03/06/13	M	H	10		SPD		AR	B	LEP				FR	T1										
0394824	RODRIGUEZ, ABDEL A		06-CN01	08/14/2023	07/11/11	M	H	12	504			AR						FR	T1		DYS								
0363787	RODRIGUEZ, AIMEE G		05-CN03	08/14/2023	08/23/13	F	H	10		SPD		AR		LEP				FR	T1										
0365508	RODRIGUEZ, ARIANNA A		05-CN04	08/14/2023	12/20/12	F	H	10				AR						FR	T1										
0372198	RODRIGUEZ, AVAA M		05-CN05	08/14/2023	04/01/13	F	H	10										FR	T1										
0343879	RODRIGUEZ, EDGAR F		06-CN01	08/14/2023	03/08/12	M	H	11	504			AR	B	LEP				FR	T1										
0358041	RODRIGUEZ, IVAN		06-CN08	08/14/2023	11/22/11	M	H	11				AR	B	LEP				FR	T1										
0366382	RODRIGUEZ, KIMBERLY N		05-CN12	08/14/2023	02/04/13	F	H	10				AR	B	LEP				FR	T1										
0367895	RODRIGUEZ, LUIS E		05-CN12	08/14/2023	05/16/13	M	H	10				AR	B	LEP				RE	T1										
0357340	RODRIGUEZ, ROSSY M		06-CN12	08/14/2023	02/07/12	F	H	11										FR	T1										
0366979	RODRIGUEZ, YATZIRI I		06-CN03	08/14/2023	08/26/12	F	H	11				AR	B	LEP				RE	T1										
0363150	ROMERO, ANTHONY A		05-CN05	08/14/2023	11/02/12	M	H	10			SPC	AR	B	LEP				RE	T1										
0383786	ROMERO, JOEL C		05-CN06	08/14/2023	03/25/13	M	H	10		SPD		AR						FR	T1										
0349404	ROSAS, GENESIS M		06-CN01	08/14/2023	02/10/11	F	H	12	504			AR						RE	T1		DYS								
0364705	RUIZ, MARCO A		05-CN11	08/14/2023	03/26/13	M	H	10		SPD		AR						RE	T1										
0363285	RUIZ, MARLYN		05-CN01	08/14/2023	11/17/12	F	H	10				AR	B	LEP				FR	T1	GT									

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Student Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1	504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ	Sci	SS	
0354168	RUIZ HERNANDEZ, MAXIMILIANO		06-CN06	08/14/2023	08/10/12	M	H	11				AR	B	LEP				FR	T1													
0358093	SALAS, MANUEL		06-CN07	08/14/2023	02/12/11	M	H	12										FR	T1													
0355537	SALAS, X'ZAVIAN		05-CN09	08/14/2023	11/25/11	M	H	11				AR						FR	T1													
0373712	SALAZAR, CARISMA N		05-CN09	08/14/2023	01/06/12	F	H	11				AR						FR	T1													
0357713	SALAZAR, CRUZ A		06-CN09	08/14/2023	04/23/12	M	H	11				AR						FR	T1													
0355978	SALAZAR, IVANNA		06-CN07	08/14/2023	01/11/12	F	H	11				AR	B	LEP				FR	T1													
0365437	SALAZAR, MIGUEL T		05-CN06	08/31/2023	06/20/12	M	H	11		SPD		AR						FR	T1		DYS											
0364002	SALAZAR SALDIVAR, PAULINA		05-CN05	08/14/2023	11/08/12	F	H	10				AR	B	LEP			IMG	FR	T1													
0365706	SALDANA, ABIGAIL A		05-CN12	08/14/2023	09/03/12	F	H	10				AR						FR	T1													
0371147	SALDANA, ELLIE M		05-CN08	08/14/2023	07/29/13	F	H	10										FR	T1													
0401528	SALINAS, JUAN F		06-CN07	08/14/2023	11/29/11	M	H	11				AR	B	LEP				FR	T1													
0376014	SANCHEZ, AUBREE M		06-CN14	08/14/2023	01/25/12	F	H	11				AR						FR	T1													
0359975	SANCHEZ, KIMBERLY Z		06-CN05	08/14/2023	03/19/12	F	H	11				AR		LEP				FR	T1													
0355937	SANDOVAL, NINA A		06-CN12	08/28/2023	12/04/11	F	H	11										FR	T1													
0366667	SANTIBANEZ, YULAYLA C		05-CN01	08/14/2023	09/06/12	F	H	10										RE	T1													
0360171	SANTOS, ALEXIS		06-CN14	08/14/2023	12/11/11	M	H	11				AR	B	LEP				FR	T1													
0364520	SARABIA, VICTORIA		05-CN01	08/14/2023	12/22/12	F	H	10										FR	T1	GT												
0375535	SAVOY, RUBY M		06-CN07	08/14/2023	12/02/10	F	H	12		SPD		AR							T1													
0355353	SEPULVEDA, SERVANDO		06-CN09	08/14/2023	07/23/12	M	H	11				AR						FR	T1													
0360646	SERNA, DIEGO E		06-CN08	08/14/2023	02/23/12	M	H	11				AR	B	LEP				FR	T1	GT												
0364248	SERNA, MILLA N		05-CN08	08/14/2023	04/05/13	F	H	10				AR	B	LEP				FR	T1	GT												
0393097	SERRANO, ABRAM		05-CN14	08/14/2023	04/09/13	M	H	10										FR	T1													
0357783	SERRANO, CHRISTIAN		06-CN13	08/14/2023	08/02/12	M	H	11				AR	B	LEP				FR	T1													
0372859	SILVA, HECTOR R		05-CN12	08/14/2023	04/12/13	M	H	10										FR	T1													
0367302	SILVA, ISABELLA R		06-CN11	08/14/2023	06/11/12	F	H	11				AR						FR	T1													
0389330	SILVA, JOSEMIGUEL		06-CN07	09/07/2023	07/03/12	M	H	11				AR		LEP				FR	T1													

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										504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
0357592	SILVESTRE, JOHNATHAN		06-CN04	08/14/2023	12/27/11	M	H	11				AR	B	LEP				FR	T1											
0356383	SOLIS, ERICK		06-CN08	08/14/2023	07/19/12	M	H	11				AR	B	LEP				RE	T1											
0374581	SOLIS-MIRANDA, ASHLEY B		06-CN13	08/14/2023	03/27/11	F	H	12				AR	B	LEP			IMG		T1											
0357528	SOLIZ, CAMILA N		06-CN10	08/14/2023	12/31/11	F	H	11				AR	B	LEP				FR	T1											
0355955	SORTO RUIZ, ROMEL S		06-CN03	08/14/2023	10/18/11	M	H	11				AR	B	LEP				FR	T1											
0357361	SOTO, ISAAC E		06-CN10	08/14/2023	01/13/12	M	H	11				AR							T1											
0366312	SOTO, VINCENT A		05-CN09	08/14/2023	08/06/13	M	H	10										FR	T1											
0357301	TAMEZ, EMILY S		06-CN13	08/14/2023	01/24/12	F	H	11				AR						FR	T1											
0388189	TANGUMA, CARLOS A		05-CN11	08/14/2023	01/12/13	M	H	10				AR	B	LEP				FR	T1											
0406456	THOMAS, JAMES C		06-SU17	08/14/2023	10/10/11	M	B	11		SPD		AR						FR	T1											
0382965	TORRES, DANIEL		06-CN05	08/14/2023	11/15/11	M	H	11	504			AR	B	LEP				RE	T1			DYS								
0400414	TORRES, DANIEL		06-SU16	08/14/2023	12/02/11	M	H	11		SPD		AR						FR	T1											
0355957	TORRES, EDWIN O		06-CN11	08/14/2023	04/18/12	M	H	11										FR	T1	GT										
0405947	TORRES, LYSSANDRA A		06-CN02	08/14/2023	04/01/12	F	H	11				AR	B	LEP				FR	T1											
0366420	TORRES ALVAREZ, SAMIRA M		05-CN07	08/14/2023	04/30/13	F	H	10				AR	B	LEP				FR	T1											
0395025	TORRES PENA, SEBASTIAN A		05-CN08	08/14/2023	05/27/12	M	H	11				AR	B	LEP			IMG		T1	GT										
0380183	TREVINO-GOMEZ, SOFIA I		06-CN09	08/14/2023	07/05/11	F	H	12		SPD		AR		LEP				FR	T1											
0392295	TRINIDAD ZAVALA, SILVIA D		06-CN10	08/14/2023	08/25/11	F	H	12				AR	B	LEP			IMG	FR	T1											
0363821	TZINTZUN, JOHNATHAN		05-CN11	08/14/2023	08/29/13	M	H	10				AR	B	LEP				RE	T1											
0364869	UBIAS-DAMIANO, AMELIA G		06-CN15	08/14/2023	06/30/12	F	H	11		SPD		AR						FR	T1											
0357308	VALADEZ, VALERIE		06-CN10	08/14/2023	01/14/12	F	H	11				AR						FR	T1											
0346613	VALDEZ, MIRANDA N		06-CN06	08/14/2023	04/06/11	F	H	12				AR	B	LEP				FR	T1											
0356370	VALIENTE HERNANDEZ, ALBERTO J		06-CN06	08/14/2023	05/05/12	M	H	11				AR	B	LEP			IMG	FR	T1	GT										
0365319	VARGAS, LESLIE M		05-CN04	08/14/2023	03/22/13	F	H	10				AR	B	LEP				FR	T1											
0389442	VASQUEZ GUTIERREZ, ENIL G		05-CN11	08/14/2023	02/14/13	M	H	10				AR	B	LEP				FR	T1											
0404852	VAZQUEZ TREJO, DILAN I		06-CN11	08/14/2023	10/03/11	M	H	11				AR	B	LEP			IMG	FR	T1											

# Confidential Student Information Listing

NELDA SULLIVAN MIDDLE - All Grades

Report Active Date: 10/30/2023

STAAR 3-8																													
Student									Special Programs															Test					
									504	SPD	SPC	AR	B/E	LEP	M1	M2	IMG	FR	T1	GT	DYS	MIG	CT	RTI	Grd	Date	ELA	Math	Writ
Number	Student Name	SSN	HR	Entry Date	DOB	Sex	Eth	Age 9/1																					
0365540	VEGA, JOSIAH N		05-CN14	08/14/2023	01/04/13	M	H	10		SPD		AR						FR	T1										
0346225	VEGA, REYNALDO J		06-CN13	08/14/2023	10/29/10	M	H	12		SPD		AR						FR	T1										
0395969	VELASQUEZ, ALEYAH I		06-CN02	08/14/2023	11/09/11	F	H	11				AR	B	LEP				FR	T1										
0366520	VELASQUEZ, JUANA M		06-SU17	08/14/2023	10/06/11	F	H	11		SPD		AR						FR	T1										
0406129	VENTURA, MIA		05-CN13	08/14/2023	02/20/13	F	H	10				AR	B	LEP				FR	T1										
0362969	VIERA ARROYO, IKER I		05-CN13	08/14/2023	09/05/12	M	H	10		SPD		AR		LEP		IMG		RE	T1										
0358253	VILLA, ALEXIA		05-CN06	08/14/2023	12/13/12	F	H	10				AR	B	LEP				FR	T1										
0341522	VILLAFRANCA CAZARES, CHRISTOPHER		06-CN15	08/14/2023	09/08/11	M	H	11		SPD		AR		LEP				FR	T1										
0366626	VILLALOBOS LOPEZ, JESUS A		06-CN09	08/14/2023	09/17/11	M	H	11				AR	B	LEP				FR	T1										
0366408	VILLALOBOS LOPEZ, JORGE M		05-CN04	08/14/2023	09/03/12	M	H	10				AR	B	LEP				FR	T1										
0366419	VILLA-PANTOJA, LEONARDO		05-CN08	08/14/2023	10/24/12	M	H	10				AR	B	LEP				RE	T1										
0357700	VILLARREAL, GEOVAUN		06-CN03	08/15/2023	09/27/11	M	H	11				AR						RE	T1	GT									
0355367	VILLARREAL, LILIANA R		06-CN06	08/14/2023	09/24/11	F	H	11				AR						FR	T1										
0358055	YEPEZ, KAYLA E		06-CN09	08/14/2023	03/19/12	F	H	11				AR	B	LEP				FR	T1										
0361091	ZAMARRIPA, IVAN I		06-CN12	08/14/2023	07/15/11	M	H	12		SPD		AR						FR	T1										
0410271	ZAMORA, MARCOS		06-CN09	08/15/2023	12/29/10	M	H	12				AR	B	LEP				FR	T1										
0363138	ZETINO, YARETZI A		05-CN12	08/14/2023	03/30/13	F	H	10										FR	T1										
0363780	ZUBIA, JAYLYNN M		05-CN03	08/14/2023	06/06/13	F	H	10				AR						FR	T1										
0359769	ZUBIA, JAYZIAH M		06-CN08	08/14/2023	03/23/12	M	H	11				AR						FR	T1										
0366628	ZUNIGA GARZA, ADRIAN Y		05-CN10	08/14/2023	12/17/12	M	H	10				AR	B	LEP				FR	T1										
Totals:			All:	514					36	94	9	416	221	261	3	0	43	478	514	42	38	1	06-CN04						

Sullivan Middle School Historical Data			
5 Reading	APP.	MEETS	MASTERS
2016-2017	50	23	9
2017-2018	62	29	8
2018-2019	66	36	17
2020-2021	58	25	12
2021-2022	75	48	30
2022-2023	73	42	15
5 Math	APP.	MEETS	MASTERS
2016-2017	62	21	5
2017-2018	72	37	14
2018-2019	72	38	18
2020-2021	47	17	5
2021-2022	63	19	3
2022-2023	60	17	1
6 Reading	APP.	MEETS	MASTERS
2016-2017	52	20	7
2017-2018	54	20	7
2018-2019	55	24	6
2020-2021	46	18	7
2021-2022	71	41	18
2022-2023	71	44	12
6 Math	APP.	MEETS	MASTERS
2016-2017	55	9	0
2017-2018	58	11	1
2018-2019	55	24	6
2020-2021	54	18	2
2021-2022	72	30	4
2022-2023	71	21	5
7 Math	APP.	MEETS	MASTERS
2016-2017	90	50	12
2017-2018	96	44	13
2018-2019	100	68	13
2020-2021	86	45	10
2021-2022	100	81	45
2022-2023	94	94	18
5 Science	APP.	MEETS	MASTERS
2016-2017	37	12	2
2017-2018	72	31	7
2018-2019	70	43	20
2020-2021	54	20	3
2021-2022	69	33	9
2022-2023	57	20	5