Pasadena Independent School District

De Zavala Middle School

2022-2023 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 573 with 96% Hispanic, 1% White, and 3% African American. The percentage of students who are Economically Disadvantaged is 89%. The percentage of students identified as English Learners is XX%. The percentage of students identified as GT is 7%. 62% of our students' home language is Spanish (students), and 38% is English (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 receive a mentor, and any teachers who 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 regards 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) through providing campus staff development to teachers, modeling lessons, lesson planning with teachers, and providing Personalized Learning, 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 Summit Platform for Personalized Learning. Teachers are expected to give feedback using the Summit provided rubrics and to 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 have adjusted our parent events to be COVID safe, and we have been successful in continuing 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 regards 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 enrichement 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 Personalized Learning using the Summit Platform. 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 Personalized Learning using the Summit Platform.

The top 2 used apps are academic/curriculum apps - Summit Platform and DreamBox

Tech Support on campus

Beanstack usage increased from 20/21 to 21/21

STEMScoepes usage increase from 20/21 to 21/22.

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 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 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 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 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

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 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. **Strategy's Expected Result/Impact:** Growth on MAP **Staff Responsible for Monitoring:** Campus Coaches, Leadership Team, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	**Formative**		
	Jan	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension.	**Formative**		
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Field Trip Fees, Transportation, Supplies, Books - 211 - Title 1 A - Economically Disadvantaged Study - $2,728, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - $80,805.43			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Campus Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Supplies, Incentives, Admission Fees, Books - 211 - Title 1 A - Economically Disadvantaged Study - $4,151.81 , Supplies, Incentives, Admission Fees, Books - 199 - General Fund - $59,694			

Strategy 4 Details	Formative Reviews		
Strategy 4: Dyslexia Intervention services will be provided for all students who need it.	**Formative**		
Strategy's Expected Result/Impact: Growth in MAP Reading	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Campus Coaches **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - $89,357.75			

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will provide additional assistance after school and on Saturdays using MAP data and Summit Platform data to determine the needs of students.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Growth on MAP **Staff Responsible for Monitoring:** Campus Coaches **Funding Sources:** Personnel for Tutoring - 282 - ESSER III - $46,000, Supplies for Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - $1,600			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Campus Improvement Plan	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and SBDM **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - $550			

Strategy 7 Details	Formative Reviews		
Strategy 7: Enrichment will be provided for Gifted and Talented Students	**Formative**		
Strategy's Expected Result/Impact: Gifted and Talented students will show growth in MAP, GT students will pass STAAR with at least Meets	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Curriculum Coaches, AP over GT **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Books, General Supplies - 199 - General Fund - $1,865			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: We will 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will read, write, and speak in English. **Staff Responsible for Monitoring:** Bilingual Teachers, Intervention Teacher, ELAR/Intervention Campus Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** books, supplies and mateirals - 263 - Title III A - Bilingual Education, Language - $3,114.97			
0% No Progress 100% 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 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		
Strategy 1: Teachers will use small group instruction to differentiate instruction and meet the needs of Special Education Students.	**Formative**		
Strategy's Expected Result/Impact: Growth on MAP **Staff Responsible for Monitoring:** Leadership Team, Campus Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading Materials, Supplies, Manipulatives, Incentives - 211 - Title 1 A - Economically Disadvantaged Study - $2,500	**Jan**	**Apr**	**June**
0% No Progress 100% 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 and Parents will learn about college and career opportunities.

Evaluation Data Sources: Campus Planning Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Explore various college opportunities during College Week.	**Formative**		
Strategy's Expected Result/Impact: Increased exposure to colleges and careers	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers			
TEA Priorities: Connect high school to career and college			

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

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 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the number of bilingual certified teachers in order to more effectively reach EB students **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the number of ESL certified teachers in order to more effectively reach EB students **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Reach out to certifications programs in order to actively recruit bilingual certified teachers.	Formative		
Strategy's Expected Result/Impact: Hire highly qualified teachers	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 4 Details	Formative Reviews		
Strategy 4: Attend district, college, and local job fairs.	Formative		
Strategy's Expected Result/Impact: Hire highly qualified staff.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals			

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: 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		
Strategy 1: Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with District Instructional Specialists, Campus Coachs, and Administrators. **Strategy's Expected Result/Impact:** Staff Development Sign-in Sheets, Lesson Plans **Staff Responsible for Monitoring:** Administrators, Peer Facilitators, Teachers, and District Instructional Specialists.	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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. **Strategy's Expected Result/Impact:** Faculty Meeting Agendas and Sign-in Sheets **Staff Responsible for Monitoring:** Administrators, Campus Coaches, and Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	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 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		
Strategy 1: Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars.	Formative		
Strategy's Expected Result/Impact: Agendas and Sign-in Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in monthly meetings between Administrators and Campus Coaches to plan department meetings, discuss curriculum, analyze campus data, and review student interventions/enrichments.	Formative		
Strategy's Expected Result/Impact: Meeting Minutes and Administrator/Campus Coach Calendars	Jan	Apr	June
Staff Responsible for Monitoring: Administrators and Peer Facilitators **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 3 Details	Formative Reviews		
Strategy 3: Participate in monthly Curriculum Leadership Team campus walk-throughs and debrief to discuss campus successes and next steps.	Formative		
Strategy's Expected Result/Impact: Improved instruction campus-wide	Jan	Apr	June
Staff Responsible for Monitoring: Curriculum Leadership Team (Principal, APs, Campus Coachers, Teacher Leaders) **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Participate in professional development and join professional teams.	**Formative**		
Strategy's Expected Result/Impact: Improved instruction campus wide	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning **Funding Sources:** Professional Development and Professional Fees - 211 - Title 1 A - Economically Disadvantaged Study - $164			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: All teachers can request assistance from a Campus Coach to assist with concerns over curriculum, teaching methods, classroom management, etc.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Improved classroom instruction			
Staff Responsible for Monitoring: Adminstrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - $161,629.76			

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 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		
Strategy 1: Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship building.	Formative		
Strategy's Expected Result/Impact: Sign-in Sheets and Agendas **Staff Responsible for Monitoring:** Safe and Civil Committee, Campus Staff	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attend district-wide Safe and Civil training.	Formative		
Strategy's Expected Result/Impact: Certificate of Completion **Staff Responsible for Monitoring:** Safe and Civil Committee	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 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		
Strategy 1: Participate in team building activities throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, and Campus Planning Calendar	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: All Campus Staff			
Funding Sources: Supplies, Materials, Books - 211 - Title 1 A - Economically Disadvantaged Study - $636			
0% No Progress 100% 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: 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		
Strategy 1: Provide activities that will welcome parents to our campus.		**Formative**		
Strategy's Expected Result/Impact: Event Plans, Campus Planning Calendar		**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS				
Funding Sources: Snacks, Office Supplies - 211 - Title 1 A - Economically Disadvantaged Study - $3,596.44				

Strategy 2 Details		Formative Reviews		
Strategy 2: Recruit parent volunteers		**Formative**		
Strategy's Expected Result/Impact: Improve campus safety		**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS				
ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Personalized Items for Volunteers - 211 - Title 1 A - Economically Disadvantaged Study - $964				

Strategy 3 Details		Formative Reviews		
Strategy 3: Provide parent trainings using community resources based on parent feedback on their needs.		**Formative**		
Strategy's Expected Result/Impact: Improved parent involvement, improved student attendance		**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** snacks, paper, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - $500, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $27,438.70				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 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		
Strategy 1: De Zavala will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP.	**Formative**		
Strategy's Expected Result/Impact: Students with disabilities will learn self-regulation strategies in order to decrease out of class removal.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: De Zavala will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	**Formative**		
	Jan	**Apr**	**June**
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Teachers will use Along weekly during Mentoring Mondays and present SEL lessons on Feel Good Fridays.	**Formative**		
Strategy's Expected Result/Impact: Students will learn how to manage emotions, stay organized, and have resiliency.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Behavior Intervention Teacher **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Second Step - 211 - Title 1 A - Economically Disadvantaged Study - $3,103			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: CIS Counselor will provide students and parents with during school and after school activities to promote social-emotional learning.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent involvement, improved student behavior			
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $3,500			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students and staff will be safe.			
Staff Responsible for Monitoring: Leadership Team, Front Office Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Two Way Radios, Safe and Civil Schools Material - 211 - Title 1 A - Economically Disadvantaged Study - $1,272			

0% No Progress	100% 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		

Strategy 1: 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.
     Strategy's Expected Result/Impact: Students will have a healthy option for breakfast and lunch.
     Staff Responsible for Monitoring: Cafeteria Staff
	Formative		

	Jan	**Apr**	**June**
0% No Progress 100% 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 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		
Strategy 1: Meet with the head custodian regularly to ensure the custodial staff has all supplies and support needed to maintain the building.			**Formative**		
Staff Responsible for Monitoring: Principal			**Jan**	**Apr**	**June**
ESF Levers: Lever 3: Positive School Culture					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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: $91,010.00
Total FTEs Funded by SCE: 28
Brief Description of SCE Services and/or Programs

Mrs. Murry is 5th Grade Science Teacher and a lead member of our Social Emotional Learning Team. She plans lessons that are used school-wide to help address student SE needs. Mr. Moreno is a Bilingual Intervention teacher, and he works closely with English Learners using Read 180 and System 44 to improve student language acquisition and reading skills

Personnel for De Zavala Middle School

Name	Position	FTE
Arrambide, Anahi	Mid Sch 5th Grade Teacher	1
Arreguin Aguilar, Alan	Title I Aide (Fed)	1
August, Breasha Janae	Mid Sch 5th Grade Teacher	1
Canary, Jessica Jane	Mid Sch Science Teacher 6th	1
Castillo, Cassandra Aide	Campus Coach	1
Collins, Elizabeth N	Residency Student Teacher	1
Davis, Ahmad Rashad	Title I Aide (Fed)	1
Del Angel, Rosalia	Residency Student Teacher	1
Dougher, Zaley Genesis	Mid Sch 5th Grade Teacher	1
Dunn, Mia J	Residency Student Teacher	1
Farris, Cheryl Ann	Dyslexia Inter Teacher	1
Flores, Cristhian Fransisco	Mid Sch Social Studies Teacher 6th	1
Funes portillo, Elsy Lisbeth	Residency Student Teacher	1
Galarza, Jhoanna	Mid Sch Math Teacher 6th	1
Garcia Dominguez, Melanie	Residency Student Teacher	1
Garza, Yvonne Solis	Mid Sch 5th Grade Teacher	1
Harrison, Karen Denise	Mid Sch English L/A Rdg Teacher 6th	1
Hayes, Courtney Michelle	Classroom Facilitator	1
Herandez, Vanessa	Mid Sch Bil 5th Grade Teacher	1

Name	Position	FTE
Hester, Gretchen	Mid Sch Math Teacher 6th	1
Kamara, Theresa	Coor - 21st CCLC Cycle 10	1
Montemayor-Olguin, Alyssa Natalie	Mid Sch 5th Grade Teacher	1
Moreno, Jose Antonio	Mid Sch Science Teacher 6th	1
Parrish, Meyah Latrizz	Title I Aide (Fed)	1
Paxton, Stacy E	Campus Coach	1
Perdomo, Arais	Residency Student Teacher	1
Reyes Aguilar, Julia Alejandra	Mid Sch Bil 6th Grade Teacher	1
Reyna, Victoria Celeste	Classroom Facilitator	1

Title I Personnel

Name	Position	Program	FTE
Burns, Anthony	Reading Instructional Aide		1
Davis, Ahmad	Science Instructional Aide		1
Farris, Cheryl	Dyslexia Intervention Teacher		1
Parrish, Meyah	Math Instructional Aide		1
Paxton, Stacy	Math Peer Facilitator		1
Rohlfs, Sandra	Intervention Peer Facilitator		1

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplies, Incentives, Admission Fees, Books		$59,694.00
1	1	7	Books, General Supplies		$1,865.00
				Sub-Total	$61,559.00
				Budgeted Fund Source Amount	$61,559.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Aides		$80,805.43
1	1	2	Field Trip Fees, Transportation, Supplies, Books		$2,728.00
1	1	3	Supplies, Incentives, Admission Fees, Books		$4,151.81
1	1	4	Dyslexia Intervention Teacher		$89,357.75
1	1	5	Supplies for Tutoring		$1,600.00
1	1	6	Plan4Learning		$550.00
1	3	1	Reading Materials, Supplies, Manipulatives, Incentives		$2,500.00
2	1	2	Materials, Supplies		$861.00
3	3	4	Professional Development and Professional Fees		$164.00
3	3	5	Campus Coach		$161,629.76
3	5	1	Supplies, Materials, Books		$636.00
4	1	1	Snacks, Office Supplies		$3,596.44
4	1	2	Personalized Items for Volunteers		$964.00
4	1	3	snacks, paper, supplies and materials		$500.00
4	1	3	Parent Coordinator		$27,438.70
5	1	3	Second Step		$3,103.00
5	1	4	CIS Coordinator		$3,500.00
5	1	5	Two Way Radios, Safe and Civil Schools Material		$1,272.00
				Sub-Total	$385,357.89
				Budgeted Fund Source Amount	$385,357.89

211 - Title 1 A - Economically Disadvantaged Study					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- 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		$3,114.97
				Sub-Total	$3,114.97
				Budgeted Fund Source Amount	$3,114.97
				+/- Difference	$0.00
282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Personnel for Tutoring		$46,000.00
				Sub-Total	$46,000.00
				Budgeted Fund Source Amount	$46,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$496,031.86
				Grand Total Spent	$496,031.86
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators			
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE. May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA. November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB. February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter May 2023

• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Keller Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lonnie B. Keller Middle School is located in Pasadena, Texas, right outside of Houston, Texas. In October 2021, the school had an enrollment of 644 students. Since Keller opened in 2008, the total student population has been between 620 and 730 students.

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 90.4%, with White students making up 3.3% of the population, and African American students represent 5.4%.

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 90.8%. All students receive breakfast for free this year. This is the first time since before the pandemic that some students will need to pay for lunch.

The attendance rate for Keller is 94%, which is about 3 points lower when compared to our attendance rate prior to COVID.

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

	5th Reading % Meets	5th Math % Meets	5th Science % Meets	6th Reading % Meets	6th Math % Meets
All Students	46	24	24	22	10
African American	33	20	13	18	0
Hispanic	47	24	23	23	10
White	50	20	40	25	25
Economically Disadvantaged	45	22	22	21	10
Special Education	14	12	14	0	11
LEP	44	21	22	14	10

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, and a National School of Character by Character.org. Keller has been recognized as a CREST award winner for 3 consecutive years for excellence in school counseling.

The overall percentage of students who scored Meets on the Reading, Math, and Science STAAR tests increased frmo the prervious year. The overall percentage who scored Meets on the STAAR test in all subject areas is still lower when compared to the 2019 scores. All students at Keller took Online STAAR in May 2022. Our subpopulations also showed an increase in the percentage of students scoring Meets on each of the STAAR tests. 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:

Extended Day offered in both semesters

During school tutoring for all core areas

Morning Homework club with certified teacher

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. Quick starts are used as a spiral review in each content area.

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

Due to the pandemic, we had limited opportunities last year for on-campus parent involvement. Parents were invited to Band, Choir and Orchestra concerts throughout the school year, but many of our other parent events did not occur due to trying to minimize the number of people in the building. We held one Family Muster night in March. Parents were invited to attend our end of year awards assemblies for each grade level.

There were 735 discipline referrals in 2021-2022. This was an increase of over 300 referrals from the previous year. The following were the top 5 reasons for referrals: Insubordination, aggressive behavior, horseplay, classroom disruption, and fighting.

To help students deal with the anxiety and uncertainty caused by learning during a pandemic, 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. Our Counseling Adivsory Committee meets once a month to discuss homeroom lessons, and staff training.

Keller has several before or after school clubs that are open to all students. The clubs students could participate in last year were: Morning Homework Club, Chess Club, Robotics, Ecology Club, STEAM Club, Crafty Kids Club, Pokemon Club, Christ on Campus, and Morning Soccer. In addition to these clubs, a Morning Basketball Club has started at Keller this school year.

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 four 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.

Staff surveys, different staff committees, team building, and meetings with staff members allows for open communication between staff and administration. Mentor and buddy teachers are assigned to new staff members to help them throughout the first year at Keller. Staff new to Keller meet once a month to go over the next month calendar and any issues that new staff needs to have addressed.

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.

Four 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 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 2022 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

Due to the pandemic, we had limited on-campus activities for parents last year. Parents were invited to all Fine Arts concerts throughout the school year, as well as our NEHS induction ceremony. At the end of the year, parents came in for our Spring Family Muster Night, and our End of Year Awards ceremonies.

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 event 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 events through Facebook posts, weekly parent emails, parent robocalls, and notes being sent home with students.

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 5th and 6th 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

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 49 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 (6th grade) and 4th period (5th 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.

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 PLCs 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 18-25 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.

Technology Strengths

All students issued a laptop

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		
Strategy 1: Teachers will meet weekly as curriculum teams to analyze data, discuss instructional practices, and plan lessons.	**Formative**		
Strategy's Expected Result/Impact: Student academic growth	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - $161,209.39			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will incorporate writing into QuickStarts across content areas at least once each week.	**Formative**		
Strategy's Expected Result/Impact: Increase in student writing ability and fluency	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Students will track their STAAR, Mock STAAR, and MAP data through the use of operations manuals.	**Formative**		
Strategy's Expected Result/Impact: Increased student knowledge of their academic growth **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Principal, Assistant Principals, Counselors **Title I:** 2.4	**Jan**	**Apr**	**June**
0% No Progress 100% 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: 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		
Strategy 1: 5th and 6th grade students will have the opportunity to participate in STARBASE and STARBASE 2.0 opportunities.	**Formative**		
Strategy's Expected Result/Impact: Science Enrichment	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Science Instructional Coach, Science teachers, Principal, Assistant Principals			
Title I: 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will have the opportunity to participate in Robotics Club and STEAM Club after school.	**Formative**		
Strategy's Expected Result/Impact: Science Enrichment	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Club sponsor, Principal, Assistant Principals			
Title I: 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: All students will have the opportunity to participate in the school Science Fair.	**Formative**		
Strategy's Expected Result/Impact: Increase in student interest and knowledge in Science	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Science Instructional Coach, Principal, Assistant Principals			
Title I: 2.5, 2.6			

0% No Progress	100% 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 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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention teachers will provide workshops during the day for students that are showing academic need in Reading and/or Math.	**Formative**		
Strategy's Expected Result/Impact: Student progress as measured on Summit Learning platform, MAP and STAAR tests.	Jan	Apr	June
Staff Responsible for Monitoring: Intervention teachers, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - $87,428.67			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. **Staff Responsible for Monitoring:** Core content teachers, Instructional Coaches, Principals, Assistant Principals, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Before and after school tutoring will be offered to meet the academic needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. Student progress as measured on Summit Learning platform.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Core content teachers, Instructional Coaches, Principals, Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Tutoring - 282 - ESSER III - $52,500, Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - $1,700			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: All core content teachers will provide small group workshops for students that are having difficulty on PFAs or projects.	**Formative**		
Strategy's Expected Result/Impact: Increase in percent of students on-track	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Title 1 aides - 211 - Title 1 A - Economically Disadvantaged Study - $54,998.19, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - $22,402.24, Instructional Materials - 199 - General Fund - $51,652			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Materials - 263 - Title III A - Bilingual Education, Language - $2,522.61, Instructional Materials - 199 - General Fund - $3,770			

Strategy 6 Details	**Formative Reviews**		
Strategy 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Instructional Materials - 199 - General Fund - $1,900			

Strategy 7 Details	**Formative Reviews**		
Strategy 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Principal, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**			

0% No Progress	100% 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 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		
Strategy 1: Grade level administrators will meet bi-weekly with each grade-level team to discuss student academic and social-emotional growth.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Student progress as measured on Summit Learning platform.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: GT students will participate in enrichment learning activities, including 100% completion of GT project.	**Formative**		
Strategy's Expected Result/Impact: GT students show growth	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals			
Title I: 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Instructional Materials - 199 - General Fund - $2,165			

0% No Progress	100% 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: 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		
Strategy 1: 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.	Formative		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in student understanding of different career paths
     Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals
 	
     Title I:
 2.5
  - **ESF Levers:**
 Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Keller Middle School will invite high schools to share information about Early College High School and Career and Technology pathway.	Formative		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in student understanding of different high school pathways
     Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals
 	
     Title I:
 2.5
  - **ESF Levers:**
 Lever 3: Positive School Culture			

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 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased opportunity for staff growth			
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors			
Title I: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - $550			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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**
Strategy's Expected Result/Impact: 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.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Keller will have staff celebrations of upcoming births and weddings, and celebrate birthdays through monthly birthday breakfasts and birthday cake.	**Formative**		
Strategy's Expected Result/Impact: Positive staff morale **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Apr**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Keller staff will be provided different professional development opportunities to meet the social-emotional and academic needs of our students.	**Formative**		
Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Coaches **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Professional Development - 199 - General Fund - $10,000	**Jan**	**Apr**	**June**

0% No Progress	100% 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: 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		
Strategy 1: Parents will receive weekly emails that communicate upcoming events at Keller.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal			
Title I: 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will have the opportunity to participate in ESL classes through San Jacinto College.	**Formative**		
Strategy's Expected Result/Impact: Increase in parent's English fluency	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Parent Coordinator			
Title I: 4.2			

Strategy 3 Details	Formative Reviews

Strategy 3: Parents will be offered classes to deal with pre teens and current issues.	Formative		
Strategy's Expected Result/Impact: Increase in parent understanding **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Parent Coordinator **Title I:** 4.2 **Funding Sources:** Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $21,623.13, Parent trainings - 211 - Title 1 A - Economically Disadvantaged Study - $3,953.34	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 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		
Strategy 1: Counseling Advisory Committee will meet monthly to discuss social-emotional learning for students and staff.	Formative		
Strategy's Expected Result/Impact: Decrease in discipline	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers			
Title I: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Social emotional learning will be taught through homeroom lessons and videos three days each week.	Formative		
Strategy's Expected Result/Impact: Increase in student ability to self-regulate	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Teachers, Principal, Assistant Principal			
Title I: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 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 present, repair, 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased police presence on campus **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 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		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.	**Formative**		
Strategy's Expected Result/Impact: Decrease in the number of removals of students with disabilities	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals			
Title I: 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	**Formative**		
Strategy's Expected Result/Impact: Minimize the number of times that restraints are used on campus	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education staff			
Title I: 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress	100% 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.

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: 15
Brief Description of SCE Services and/or Programs

Personnel for Keller Middle School

Name	Position	FTE
Applegate, Heidi Christine	Mid Sch English L/A Rdg Teacher 6th	1
Benner, Courtney Lynne	Campus Coach	1
Bernal, Jason Adam	Mid Sch 5th Grade Teacher	1
Conerly Marcantel, Elizabeth Danielle	Mid Sch Intervention Teacher	1
Delao, Brenda Janet	Title I Aide (Fed)	1
Esquivel, Lina Guadalupe	Mid Sch Bil 5th Grade Teacher	1
Foster, Casey Floyd	Mid Sch Social Studies Teacher 6th	1
Garcia, Imelda Cavazos	Dyslexia Inter Teacher	1
Mata, Emanuel	Title I Aide (Fed)	1
Melchor, Kimberly S	Campus Coach	1
Meza, Katya Lorena	Mid Sch Bil 5th Grade Teacher	1
Oinonen, Nicholas Aaron	Mid Sch 5th Grade Teacher	1
Smith, Erin Kimberly	Mid Sch English L/A Rdg Teacher 6th	1
Smith, Warren Keasler	Mid Sch Science Teacher 6th	1
Trejo, Jennifer	Mid Sch Math Teacher 6th	1

Title I Personnel

Name	Position	Program	FTE
Brenda DeLao	Tile I Aide Fed		
Jaelyn Inocencio	SpEd Aide Student Specific (Fed)		
Stephany Vega	Tile I Aide Fed		
Tawana Dockery	SpEd Generic Resource - Fed		

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	Instructional Materials		$51,652.00
1	3	5	Instructional Materials		$3,770.00
1	3	6	Instructional Materials		$1,900.00
1	4	2	Instructional Materials		$2,165.00
3	1	4	Professional Development		$10,000.00
				Sub-Total	$69,487.00
				Budgeted Fund Source Amount	$69,487.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coaches		$161,209.39
1	3	1	Dyslexia/Intervention Teacher		$87,428.67
1	3	3	Extended Day		$1,700.00
1	3	4	Instructional Materials		$22,402.24
1	3	4	Title 1 aides		$54,998.19
3	1	1	Plan4Learning		$550.00
4	1	3	Parent trainings		$3,953.34
4	1	3	Parent Coordinator		$21,623.13
				Sub-Total	$353,864.96
				Budgeted Fund Source Amount	$353,864.96
				+/- Difference	$0.00
			263 - Title III A - Bilingual Education, Language		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5	Instructional Materials		$2,522.61
				Sub-Total	$2,522.61
				Budgeted Fund Source Amount	$2,522.61
				+/- Difference	$0.00

282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Tutoring		$52,500.00
				Sub-Total	$52,500.00
				Budgeted Fund Source Amount	$52,500.00
				+/- Difference	$0.00
				Grand Total Budgeted	$478,374.57
				Grand Total Spent	$478,374.57
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  ○ Early mental health intervention
  ○ Mental health promotion and positive youth development
  ○ Substance abuse prevention
  ○ Substance abuse intervention
  ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

			Educator compliance training rosters in Eduphoria.	
o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831			
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Kendrick Middle School

2022-2023 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 21st 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.

Table of Contents

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% Amerincan 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, Urdu, Vietnamese and English) embedded in the student population Spanish accounts for 52% of the home languages and English accounts for the other 47%. Urdu, and Vietnamese 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 Spring STAAR 2022, Kendrick students scored the following at Approaches Grade Level:

- 72% in 5th Reading (+14 from 2021)
- 70% in 5th Math (+14 from 2021)
- 52% in 5th Science (+10 from 2021)
- 56% in 6th Reading (+10 from 2021)
- 61% in 6th Math (+9 from 2021)

According to the Spring STAAR 2022, Kendrick students scored the following at Meets Grade Level:

- 47% in 5th Reading (+15 from 2021)
- 42% in 5th Math (+17 from 2021)
- 25% in 5th Science (+12 from 2021)
- 26% in 6th Reading (+7 from 2021)
- 18% in 6th Math (+4 from 2021)

According to the Spring STAAR 2022, Kendrick students scored the following at Masters Grade Level:

- 25% in 5th Reading (+4 from 2021)
- 17% in 5th Math (+6 from 2021)
- 9% in 5th Science (+5 from 2021)
- 12% in 6th Reading (+3 from 2021)
- 3% in 6th Math (+1 from 2021)

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 tofoster 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 focuing 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 pursure 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 peirod each day that is commmon 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 gatherd to enhance all areas of student learning.

Additonal 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 acuisition 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 Veteran's 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 succcessfully 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 Success Initiative (SSI) data for Grades 5 and 8
- 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

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

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

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension.	**Formative**		
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year for both at-risk and non at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $51,372.59, - 199 - General Fund - $78,018			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Teachers will be provided planning days to plan highly effective lessons and look at the data to support and increase student learning.	**Formative**		
Strategy's Expected Result/Impact: Increased student learning and teacher preparation as observed through walk-throughs, observations and data results.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies led by peers within the building.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality instruction. **Staff Responsible for Monitoring:** Administrators, Campus Coaches **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			
0% No Progress 100% 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: 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

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

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

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure all teachers hired for the Dual Language Program have a Bilingual or ESL Certification along with a GT Certification.	**Formative**		
Strategy's Expected Result/Impact: Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations. **Staff Responsible for Monitoring:** Administrators and District DL leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Jan**	**Apr**	**June**

0% No Progress   100% 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 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		
Strategy 1: 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.	**Formative**		
Strategy's Expected Result/Impact: Increased student learning and ability to problem solve. **Staff Responsible for Monitoring:** Chess Club Sponsor, Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Jan**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Participation of students in a campus Science Fair that will lead to participation in the district Science Fair.	**Formative**		
Strategy's Expected Result/Impact: Science fair participation **Staff Responsible for Monitoring:** Administrators, Teachers and Science Campus Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Jan**	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Participation of GT identified students in the annual district GT showcase.	**Formative**		
Strategy's Expected Result/Impact: GT Showcase participation	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: GT Teachers, GT Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee.	**Formative**		
Strategy's Expected Result/Impact: Spelling Bee participation	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: ELAR Teachers, ELAR Campus Coach, Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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.	**Formative**		
Strategy's Expected Result/Impact: Participation in the STARBase program	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Science teachers, Science Campus Coach, Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Create and sustain an Art Club to provide students an opportunity for extended learning through art projects.	**Formative**		
Strategy's Expected Result/Impact: Increased participation in art contests and district art events.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Art Club sponsors and Art teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Create a "Name That Book" team to participate in the district "Name That Book" Competition.	**Formative**		
Strategy's Expected Result/Impact: Increased literacy awareness and participation in district literacy events	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Librarian, Name That Book Sponsor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Implement Kendrick Clubs on a regular basis to provide students opportunities to participate in activities that foster student learning outside of their normal experiences.	**Formative**		
Strategy's Expected Result/Impact: Increase in student exposure to various clubs and/or activities	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

0% No Progress	100% 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 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

Evaluation Data Sources: Student data

Strategy 1 Details	Formative Reviews		
Strategy 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student learning			
Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches, Teachers			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a flexible dyslexia schedule by our DAIT to address the needs of our dyslexic students throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Improvement of student assessment data due to an increase in fluency and comprehension.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: DAIT, Administrators			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student progress and performance on STAAR exams as well as within the curriculum platform. **Staff Responsible for Monitoring:** Administrators, Campus Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - 282 - ESSER III - $59,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teachers and students additional resources specifically designed to assist EB students.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement of student language acquisition and academic performance of EB students. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 263 - Title III A - Bilingual Education, Language - $1,817.91			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide teachers and students additional resources specifically designed to assist Special Education students.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement of Special Education students' academic performance. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Increased performance of our African American and White student groups. **Staff Responsible for Monitoring:** Administrators, Teachers and Campus Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 5: 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

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Certification of teachers **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
0% **No Progress** 100% **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		
Strategy 1: Participation in College Week	**Formative**		
Strategy's Expected Result/Impact: Increased exposure to various colleges around the country	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			
TEA Priorities: Connect high school to career and college			
0% No Progress 100% 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: 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		
Strategy 1: We will host a Veteran's Day Ceremony honoring military veteran's from all branches of government.	Formative		
Strategy's Expected Result/Impact: Recognizing others for service to our nation.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will host a Career Day on campus to provide exposure to students about various fields of work.	Formative		
Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goal in career.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors **TEA Priorities:** Connect high school to career and college			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: Maintain the status of an AVID Campus to promote college readiness.

Evaluation Data Sources: Instructional Strategies

Strategy 1 Details	Formative Reviews		

Strategy 1: 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.
    Strategy's Expected Result/Impact: Increased note-taking skills and organizational skills
    Staff Responsible for Monitoring: AVID Site Team
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
	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 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		
Strategy 1: Create a Teacher Leadership Collaborative and utilize this group to assist in making and reviewing campus based decisions.	**Formative**		
Strategy's Expected Result/Impact: Increased leadership capacity at the teacher level.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create and sustain a committee that focuses on positive behavior supports and interventions as well as address the safety needs of the campus.	**Formative**		
Strategy's Expected Result/Impact: Decrease in student behaviors, increase in student safety	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

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: 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		
Strategy 1: Bronco Brags, and Staff Shout Outs are used by all staff to recognize others and say thank you for various reasons.	**Formative**		
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: All staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and coordinate regular team building activities that include all teachers and staff.	**Formative**		
Strategy's Expected Result/Impact: Ongoing activities that lead to team building and a positive work environment.	**Jan**	**Apr**	**June**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize teachers' instructional successes at monthly faculty meetings through various methods.	**Formative**		
Strategy's Expected Result/Impact: Increased teacher recognition and pride about the work that is being done in the classroom.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Campus Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Recognize teacher and staff birthdays throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Secretary **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
Strategy 5: Identify and recognize teachers and paraprofessionals monthly as Teachers of the Month and Paraprofessional of the Month.	**Formative**		
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators and Campus Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers and Staff are nominated and voted on by peers as Teacher, New Teacher and Paraprofessional of the Year annually.	**Formative**		
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
Strategy 7: Create and sustain a New Teacher Academy that is designed to support new Kendrick teachers each year.	**Formative**		
Strategy's Expected Result/Impact: Increased staff morale and support, reduction in staff turnover	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Coaches and Teacher Leaders			

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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 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		
Strategy 1: Music Educators will attend TMEA	**Formative**		
Strategy's Expected Result/Impact: New instructional strategies learned will enhance students' music abilities.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Music Educators			
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will lead Kendrick Professional Development sessions after school to other Kendrick Teachers to promote instructional strategies that can be used within the classroom	**Formative**		
Strategy's Expected Result/Impact: Increased staff morale, increased leadership capacity, improved classroom instruction	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			
0% No Progress 100% 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 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		
Strategy 1: Dual Language Teachers will conduct DL Parent Conferences twice per year with parents to discuss student progress for students in the Dual Language Program.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent communication and understanding of student academic progress and linguistic progress. **Staff Responsible for Monitoring:** DL Coordinator, DL Teachers **Title I:** 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide parenting classes that target specific topics that affect students at the middle school level.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent involvement and understanding on topic discussed **Staff Responsible for Monitoring:** Counselors and Parent Coordinator **Title I:** 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews

Strategy 3: Develop, plan and monitor parent involvement for various parent/community events throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Increase in parent involvement. Promotes a welcoming atmosphere. Builds relationships/partnerships with the community. **Staff Responsible for Monitoring:** Parent Coordinator **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Apr**	**June**

0% No Progress	100% 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: 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		
Strategy 1: Hire an individual who is responsible for planning, assisting and promoting parental involvement on a regular and ongoing basis throughout the school year.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in parent involvement **Staff Responsible for Monitoring:** Principal and District Staff **Title I:** 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Increased ability to de-escalate situations prior to using physical restraint with a student. **Staff Responsible for Monitoring:** Special Education staff and Administrators **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 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		
Strategy 1: Students will learn about Digital Citizenship to promote appropriate and safe usage of internet, social media and computers.	**Formative**		
Strategy's Expected Result/Impact: Less viruses and cyber behavior issues, Improvement of acceptable use on district and personal devices	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Tech Liaison, Campus Coaches			
Title I: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be selected as a "Pledge Pal" and recite the pledges on the daily announcements.	**Formative**		
Strategy's Expected Result/Impact: Increase sense of National Pride, student participation	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers			
Title I: 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

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

0% No Progress   100% 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		
Strategy 1: 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. **Strategy's Expected Result/Impact:** Students are fed with a healthy option for breakfast and lunch. **Staff Responsible for Monitoring:** Cafeteria Staff	**Formative**		
	Jan	**Apr**	**June**
0% No Progress 100% 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 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: The building will remain clean and safe for years to come. **Staff Responsible for Monitoring:** Custodians and Admin			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct regular building walk-throughs to ensure structural soundness and systems operations are fully functional.	**Formative**		
Strategy's Expected Result/Impact: The building will remain clean and safe for years to come.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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.

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

Personnel for Kendrick Middle School

Name	Position	FTE
Aguilar, Anabell Mary	Classroom Facilitator	1
Duran, April Ivonne	Mid Sch 5th Grade Teacher	1
Duron, Sabrina Marie	Campus Coach	1
Garza, Kenia Mabel	Mid Sch Dual Language (Bil)	1
Gomez, Monica	Mid Sch 5th Grade Teacher	1
Long, Rebecca Jane	Elem Science Teacher	1
Lopez Martinez, Arturo Antonio	Mid Sch Science Teacher 6th	1
Mcdonald, Tannia Gisela	Mid Sch Math Teacher 6th	1
Morales, Yaret Paloma	Mid Sch Bil Science Teacher 6th	1
Stansell, Chelsea Rose	Mid Sch Technology Teacher	1
Tolley, Katrina Renee	Mid Sch 5th Grade Teacher	1
Williams, Jeroy Steven	Mid Sch 5th Grade Teacher	1

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$78,018.00
				Sub-Total	$78,018.00
				Budgeted Fund Source Amount	$78,018.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$51,372.59
				Sub-Total	$51,372.59
				Budgeted Fund Source Amount	$51,372.59
				+/- Difference	$0.00
			263 - Title III A - Bilingual Education, Language		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$1,817.91
				Sub-Total	$1,817.91
				Budgeted Fund Source Amount	$1,817.91
				+/- Difference	$0.00
			282 - ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3			$59,000.00
				Sub-Total	$59,000.00
				Budgeted Fund Source Amount	$59,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$190,208.50
				Grand Total Spent	$190,208.50
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators			
3. DAEP Requirements • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. Migrant Plan (Title I, Part C) • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   ○ Higher education admissions and financial aid, including sources of information
   ○ TEXAS grant program
   ○ Teach for Texas grant programs
   ○ The need to make informed curriculum choices for beyond high school
   ○ Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  ○ Early mental health intervention
  ○ Mental health promotion and positive youth development
  ○ Substance abuse prevention
  ○ Substance abuse intervention
  ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

			Educator compliance training rosters in Eduphoria.	
o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831			
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Lomax Middle School

2022-2023 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.

Table of Contents

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 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 The TEA Distinction system came out, the campus has had five or more Distinctions each year. The campus was also named a RISE award recipent 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 durriculum. 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 Convenning 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 fifty minutes a day for planning and conferencing. On alternating days, teachers meet with their grade level curriculum department, and their instructional team.   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.

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 approximately 100 students they service. These team meetings allow for teachers to discuss individual student performance in all aspects of school life.   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 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) 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

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 Success Initiative (SSI) data for Grades 5 and 8

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		
Strategy 1: 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. **Strategy's Expected Result/Impact:** Assessment Results and Reports, MAP Data **Staff Responsible for Monitoring:** All Staff	Formative		
	Jan	Apr	June
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teachers will focus on the targeted SEs and cognitive skills by using standard clarfications and cognitive skill rubrics during backwards planning to improve instruction. **Strategy's Expected Result/Impact:** Department Meeting Agendas, Vertical alignment meetings **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional coaches.	Formative		
	Jan	Apr	June
Strategy 3 Details	**Formative Reviews**		
Strategy 3: 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. **Strategy's Expected Result/Impact:** Lesson Plans and Assessments, Sign - In Sheets **Staff Responsible for Monitoring:** Department Heads, Instructional coaches, Administrators	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Teams will use the Personalized Learning platform to assist students in becoming self-directed learners by setting goals, using routines and procedures that support habits of success.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will monitor timeline on student dashboard to see if student is on target and provide timely feedback. **Staff Responsible for Monitoring:** Team Teachers, Instructional coaches, Admin. **Funding Sources:** ELAR Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - $81,678.78, Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study - $27,378.25			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: SLP, MAP **Staff Responsible for Monitoring:** Taechers, Administration **Funding Sources:** Supplies - 211 - Title 1 A - Economically Disadvantaged Study - $14,927.98, Supplies - 199 - General Fund - $42,725, Books - 199 - General Fund - $3,080			

Strategy 6 Details	Formative Reviews		
Strategy 6: 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	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: PFAs, Content Assessments, Formal and Informal Assessments, MAP data, Cognitive Skills for Projects and Concept Units. **Staff Responsible for Monitoring:** All staff **Funding Sources:** Extra supplies for SG - 199 - General Fund - $7,079			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meetindividual 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		

Strategy 1: 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.
 	
    Strategy's Expected Result/Impact: Meeting Minutes, Mizuni Reports, pull out groups, student samples, MAP data, Personalized Learning Platform data
    Staff Responsible for Monitoring: Intervention Assistance Team
	Formative		

	Jan	Apr	June

Strategy 2 Details	Formative Reviews		

Strategy 2: 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.
    Strategy's Expected Result/Impact: Students will show growth as evidenced by an increase in student achievement on State and Local assessments.
    Staff Responsible for Monitoring: IAT Team, Admin, Teachers
 	
    Funding Sources: Tutoring snacks - 211 - Title 1 A - Economically Disadvantaged Study - $1,700
	Formative		

	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meetindividual 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		
Strategy 1: 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.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Lesson Plans and walkthroughs **Staff Responsible for Monitoring:** Administrators, Instructional coaches, Dyslexia Intervention Specialist, Counselors All teachers **Funding Sources:** Supplies - 199 - General Fund - $1,657			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students.	Formative		
Strategy's Expected Result/Impact: Assessment results **Staff Responsible for Monitoring:** Administration	**Jan**	**Apr**	**June**
Funding Sources: At Risk Supplies - 199 - General Fund - $2,727			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilization of ESL strategies, , implementation of ELPS and class room materials to support LEP population.	Formative		
Strategy's Expected Result/Impact: Classroom observations, lesson plans **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Department Heads	**Jan**	**Apr**	**June**
Funding Sources: Resources and supplies - 263 - Title III A - Bilingual Education, Language - $1,470.67, Resources - 199 - General Fund - $2,194			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide extended Day Tutorials for Math, Reading and Science based on student need	**Formative**		
Strategy's Expected Result/Impact: Data Collected during tutorials	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches			
Funding Sources: 4545 Tutoring - 282 - ESSER III - $52,000			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide RTI - Intervention for Math/Reading based on data	**Formative**		
Strategy's Expected Result/Impact: LLi Curriculum will be complete	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Intervention Teachers & Instructional Coaches			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP	**Formative**		
Strategy's Expected Result/Impact: PBIS data	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Case Managers. Admin, Diag			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: 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	**Formative**		
Strategy's Expected Result/Impact: ESL Academy, Certifications	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, Master List Clerk			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Utilize personnel to implement research-based programs designed to accelerate and enrich student learning for GT students.	**Formative**		
Strategy's Expected Result/Impact: GT Showcase, Mastery, MAP growth	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: GT Teachers, Counselors			
Funding Sources: Supplies - 199 - General Fund - $2,131			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: 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**

Strategy's Expected Result/Impact: Certification
Staff Responsible for Monitoring: Admin

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meetindividual 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		
Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.	**Formative**		
Strategy's Expected Result/Impact: eSPED Reports **Staff Responsible for Monitoring:** Administrative team, Diagnostician	**Jan**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: eSPED Reports, ARD Minutes **Staff Responsible for Monitoring:** Administration, Diagnostician, LSSP, SPED Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	**Formative**		
Strategy's Expected Result/Impact: Sign In Sheets **Staff Responsible for Monitoring:** Administration, Diagnostician, SPED Staff	**Jan**	**Apr**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: ARD Minutes, District Documentation **Staff Responsible for Monitoring:** Administrators, SPED Teachers, Diagnostician			

Strategy 5 Details	**Formative Reviews**		

Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.
     Strategy's Expected Result/Impact: Professional Development training
     Staff Responsible for Monitoring: All staff
	Formative		

	Jan	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: We will promote college, career, and military preparation and readiness through the use ofsystems 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		
Strategy 1: 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 in the PLP and in interactions with Counselors & Teacher Mentors.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: student feedback, academic goal setting **Staff Responsible for Monitoring:** Counselors, Teachers			
Strategy 2 Details	Formative Reviews		
Strategy 2: Throughout the year, students will be exposed to post-secondary information through a variety of methods on campus (College week, College Wednesday, Broadcast clips, SLP activities) in order to promote interest and awareness of institutions of higher learning.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 100% participation **Staff Responsible for Monitoring:** All Staff			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: We will promote college, career, and military preparation and readiness through the use ofsystems 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		
Strategy 1: 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.	**Formative**		
	Jan	Apr	June

Strategy's Expected Result/Impact: Student and Presenter Feedback
    Staff Responsible for Monitoring: Counselors, Administration
 	
    Funding Sources: food for guests - 211 - Title 1 A - Economically Disadvantaged Study - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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)	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Student Product and Feed back **Staff Responsible for Monitoring:** Science Instructional Coach			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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		
Strategy 1: The master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a collaborative approach between teacher teams.	**Formative**		
Strategy's Expected Result/Impact: Master Schedule, GLT/PLT minutes **Staff Responsible for Monitoring:** Administrative Team, Department Heads and Team Leaders	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough Data, Sign In Sheets, Technology Assessments **Staff Responsible for Monitoring:** Administration, Tech Liasion	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Providing staff development opportunities both on and off campus	**Formative**		
Strategy's Expected Result/Impact: Agenda, training for staff, use to help student achievement **Staff Responsible for Monitoring:** Teachers, Admin **Funding Sources:** Conferences fees, dues, registrations - Extended Day/Tutorial - $1,000	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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**		
Strategy's Expected Result/Impact: Certified Bilingual Staff **Staff Responsible for Monitoring:** Admin, master list clerk	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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		

Strategy 1: 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.
    Strategy's Expected Result/Impact: Mentor Logs
    Staff Responsible for Monitoring: Campus Coaches, Mentors, Buddies
	Formative		

	Jan	Apr	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the CLMS Community.
    Strategy's Expected Result/Impact: New teacher feedback
    Staff Responsible for Monitoring: Administrative Team, Mentors, Buddies
	Formative		

	Jan	Apr	June

Strategy 3 Details	Formative Reviews		

Strategy 3: 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.
    Strategy's Expected Result/Impact: Walkthroughs, Mentor teacher feedback
    Staff Responsible for Monitoring: Administrators, Campus Coaches, Mentors, Buddies
	Formative		

	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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		

Strategy 1: 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.
    Strategy's Expected Result/Impact: End of the year awards
    Staff Responsible for Monitoring: Staff Members
		Formative		

		Jan	**Apr**	**June**
Strategy 2 Details		**Formative Reviews**		

Strategy 2: Staff members will voluntarily participate in "fun days" and social activities to develop school climate relationships.
    Strategy's Expected Result/Impact: Increased faculty camaraderie
    Staff Responsible for Monitoring: Courtesy and Climate Committees
		Formative		

		Jan	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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		
Strategy 1: 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.	Formative		
Strategy's Expected Result/Impact: Debriefing following crisis situtation. **Staff Responsible for Monitoring:** Admin, R. Cruz, Teachers	**Jan**	**Apr**	**June**
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
Strategy's Expected Result/Impact: Feedback on drills **Staff Responsible for Monitoring:** Lomax Crisis Team, N. Penny, J. Kaatz, L. Mills	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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		
Strategy 1: Parents will be invited to campus for multiple academic and relationship building activities throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Sign In Sheets, Flyers, Evaluations	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Parent Coordinator			
Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $26,933.17, Parent Coordinator/Counselor - 211 - Title 1 A - Economically Disadvantaged Study - $50,773.10			

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent Education will be held monthly beginning in September and ending in May	**Formative**		
Strategy's Expected Result/Impact: Parent Survey, Sign In Sheets, Feedback	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, PF's, Admin			
Funding Sources: Supplies/Food - 211 - Title 1 A - Economically Disadvantaged Study - $2,500			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Mentors, Sign Up Sheets			
Staff Responsible for Monitoring: Counselors			

Strategy 4 Details	Formative Reviews		
Strategy 4: Parents will have a Parent Resource Room, for volunteer and educational purposes.	**Formative**		
Strategy's Expected Result/Impact: Parent Feedback	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			
Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - $479.29			

Strategy 5 Details	Formative Reviews		
Strategy 5: A parent needs assessment will be completed by September.	Formative		
Strategy's Expected Result/Impact: Parent Survey	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			

Strategy 6 Details	Formative Reviews		
Strategy 6: Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.	Formative		
Strategy's Expected Result/Impact: Parent Feedback	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, PFs			

Strategy 7 Details	Formative Reviews		
Strategy 7: Recruit and retain community resources that provide campus incentives for student success.	Formative		
Strategy's Expected Result/Impact: Donation Reports	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, teachers			

Strategy 8 Details	Formative Reviews		
Strategy 8: Expand the knowledge of Cultural Diversity through spotlighting and providing activities for students throughout the school year on different cultures.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Student and Staff participation			
Staff Responsible for Monitoring: Counselors			
ESF Levers: Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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		
Strategy 1: In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the coming year.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: sign in sheets **Staff Responsible for Monitoring:** Counselors			

Strategy 2 Details	Formative Reviews		
Strategy 2: In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: sign in sheets **Staff Responsible for Monitoring:** SBDM			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Sign In Sheets **Staff Responsible for Monitoring:** Counselor-Parent Coordinator			

0% No Progress	100% 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 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		
Strategy 1: Teachers will incorporate SEL structures such as: daily commitments, celebrations boards/daily positives, wish wells, and jobs.	**Formative**		
Strategy's Expected Result/Impact: Teacher Feedback	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers and Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will create and teach SEL Lessons throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Teachers using SEL language and strategies in their classrooms and through the broadcast system.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Teachers,and Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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	**Formative**		
Strategy's Expected Result/Impact: positive staff/student/peer relationships	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers			

0% No Progress	100% 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 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		
Strategy 1: Administrators along with teachers will communicate effectively in regards to attendance expectations and procedures.	**Formative**		
Strategy's Expected Result/Impact: Increased daily attendance rates, attendance records	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Counselors, Parents			
Targeted Support Strategy - Additional Targeted Support Strategy			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide student attendance incentives throughout the year	**Formative**		
Strategy's Expected Result/Impact: attendance will be above 96%	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers			
Funding Sources: Incentives - 211 - Title 1 A - Economically Disadvantaged Study - $1,000			
0% No Progress 100% 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 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Rhithm Software - 211 - Title 1 A - Economically Disadvantaged Study - $300, SEL groups - 211 - Title 1 A - Economically Disadvantaged Study - $700, Counselor needs - 199 - General Fund - $2,400			
0% No Progress 100% 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		
Strategy 1: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets **Staff Responsible for Monitoring:** CHAC Committee			

Strategy 2 Details	Formative Reviews		
Strategy 2: Nutritional information about common foods eaten by students and staff will be presented with healthy alternative information as well.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Posters, Flyers, Newsletters, Broadcast **Staff Responsible for Monitoring:** CHAC Committtee **Funding Sources:** Supplies - 199 - General Fund - $1,200			

Strategy 3 Details	Formative Reviews		
Strategy 3: Wellness information (i.e. physical fitness, nutritional facts) will be presented on the broadcast system every Wednesday (Wellness Wednesday).	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Broadcast **Staff Responsible for Monitoring:** CHAC Committee **Funding Sources:** Supplies - 199 - General Fund - $600			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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		
Strategy 1: Teachers will use 1:1 devices to have students acquire technology skills.	**Formative**		
Strategy's Expected Result/Impact: T-TESS Walk throughs and student progress in the Summit Platform will show student knowledge and understanding of technology skills.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements.	**Formative**		
Strategy's Expected Result/Impact: The Inventory Report, Campus Budget, Lesson Plans, and T-TESS walk throughs will show that teachers have adequate technology to implement the TEKS.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Tech Liaison			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will be trained on how to use various district provided technology and resources to enhance instruction and data disaggregation.	**Formative**		
Strategy's Expected Result/Impact: Sign in sheets for trainings and T-TESS walk throughs will show teacher knowledge and application of training to enhance instruction and data disaggregation.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Tech Liaison			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	**Formative**		
Strategy's Expected Result/Impact: T-TESS Walk throughs, lesson plans, and student progress in the Summit Platform will show technology is being used throughout the entire curriculum.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: All Staff			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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: $83,769.00
Total FTEs Funded by SCE: 16
Brief Description of SCE Services and/or Programs

Mentoring, clubs, student council, counseling, intervention, staffing and materials for interventions

Personnel for Lomax Middle School

Name	Position	FTE
Alvarez, Amy Elizabeth	Mid Sch 5th Grade Teacher	1
Anaya, Maria Martinez	Mid Sch Bil 5th Grade Teacher	1
Clark, Hannah Catherine	Mid Sch 5th Grade Teacher	1
Ferguson, Melanye Michelle	Mid Sch English L/A Rdg Teacher 6th	1
Gatliff, Kyle Lynn	Mid Sch Social Studies Teacher 6th	1
Gilbert, Jennifer Louise	Mid Sch Math Teacher 6th	1
Gonzalez, Edith Maglay	Campus Coach	1
Martin, Quentin Tyler	Campus Coach	1
Mayzone, Stacy Diane	Mid Sch Science Teacher 6th	1
Mendoza, Marina	Mid Sch Social Studies Teacher 6th	1
Norman, Haley Christine	Mid Sch Math Teacher 6th	1
Pelletier, Stephanie Ann	Mid Sch English L/A Rdg Teacher 6th	1
Perez, Naydine Alexa	Title I Aide (Fed)	1
Santos, George	Mid Sch Bil 5th Grade Teacher	1
Swan, David Gray	Campus Coach	1
Tyson, Felicia M	Mid Sch Intervention Teacher	1

Title I Personnel

Name	Position	Program	FTE
Alejandra Montes - Garcia	Parent Coordinator		1
David Swan	Reading Campus Coach	ELAR	1
Stephanie Jimenez	Title 1 Aide		1
Tara Crum	Counselor/Parent Coordinator		.5

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Supplies		$42,725.00
1	1	5	Books		$3,080.00
1	1	6	Extra supplies for SG		$7,079.00
1	3	1	Supplies		$1,657.00
1	3	2	At Risk Supplies		$2,727.00
1	3	3	Resources		$2,194.00
1	3	8	Supplies		$2,131.00
5	3	1	Counselor needs		$2,400.00
5	4	2	Supplies		$1,200.00
5	4	3	Supplies		$600.00
				Sub-Total	$65,793.00
				Budgeted Fund Source Amount	$65,793.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	ELAR Campus Coach		$81,678.78
1	1	4	Title 1 Aide		$27,378.25
1	1	5	Supplies		$14,927.98
1	2	2	Tutoring snacks		$1,700.00
2	2	1	food for guests		$500.00
4	1	1	Parent Coordinator/Counselor		$50,773.10
4	1	1	Parent Coordinator		$26,933.17
4	1	2	Supplies/Food		$2,500.00
4	1	4	Supplies		$479.29
5	2	2	Incentives		$1,000.00
5	3	1	SEL groups		$700.00
5	3	1	Rhithm Software		$300.00

211 - Title 1 A - Economically Disadvantaged Study					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	2	1	Plan4Learning		$550.00
				Sub-Total	$209,420.57
				Budgeted Fund Source Amount	$209,420.57
				+/- Difference	$0.00
263 - Title III A - Bilingual Education, Language					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Resources and supplies		$1,470.67
				Sub-Total	$1,470.67
				Budgeted Fund Source Amount	$1,470.67
				+/- Difference	$0.00
282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	4545 Tutoring		$52,000.00
				Sub-Total	$52,000.00
				Budgeted Fund Source Amount	$52,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$328,684.24
				Grand Total Spent	$328,684.24
				+/- Difference	$0.00

Addendums

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators			
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. Post-Secondary Preparedness/Higher Ed Information/Career Education
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

			Educator compliance training rosters in Eduphoria.	

o   Suicide prevention including parent/guardian notification procedure
   o   Conflict resolution programs
   o   Violence prevention and intervention programs
   o   Unwanted physical or verbal aggression
   o   Sexual harassment
   o   Harassment and dating violence
	TEC 37.001
	
	Family Code 71.0021
	
	TEC 37.0831			

14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023

16. Dating Violence
 	
   ●   Statement that dating violence will not be tolerated.
   ●   Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator
   ●   Guidelines for students who are victims
	SB9
	
	TEC 28.004
		Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Melillo Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Melillo Middle School has a very diverse student population. Currently, the school has 577 students with the following ethnic groups: 69% Hispanic, 13% African American, 6.5% White, 9.5% Asian, and 2% other. Based on Melillo's Home Language Surveys, the school has 8 different languages embedded in the student population, excluding English. Melillo has a bilingual program for Spanish speakers and ESL support for all other languages. 67% percent of the student population is on free and reduced meal status. Melillo has 107 Special Education students who are served through a Support Facilitation/Resource Model, Speech, Deaf Ed and the ABLE 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."
- Each year, specific core content teachers are trained in Sheltered Instruction.

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. **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.

Student Achievement

Student Achievement Summary

STAAR 2022 Results - Gr. 5	Reading - Approaches	Reading - Meets	Reading - Masters	Math - Approaches	Math - Meets	Math - Masters	Science - Approaches	Science - Meets	Science - Masters
State	80	57	37	76	46	23	65	37	17
District	73	45	26	67	32	12	60	27	10
Melillo MS	89	61	43	80	54	23	75	43	21

STAAR 2022 Results- Gr. 6	Reading - Approaches	Reading - Meets	Reading - Masters	Math - Approaches	Math - Meets	Math - Masters
State	68	41	22	72	37	15
District	62	31	13	67	20	3
Melillo MS	73	41	15	63	35	11

Student Achievement Strengths

- Melillo earned an "A" from the state
- Melillo earned 5 distinctions: ELAR, Math, Science, Academic Growth, and Closing the Gaps
- The Robotics and Chess Club are very 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 (Prioritized): Melillo has two sub population areas in 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 a structured environment that is safe and nurturing to all students. The staff makes every effort to follow procedures that were developed by the Safe and Civil Committee on campus. As a campus, the administration provides monthly treats for our staff as morale boosters.

School Culture and Climate Strengths

- Academic Achievement
- Parental Involvement
- Relationship Building
- Character Development
- Student of the Month
- Teacher of the Month
- Grandparents Day
- PE Parent Week
- Trunk or Treat
- School-wide Reading Incentives/Events
- Souper Bowl of Caring, Jingle Bell Jog, Food and Toy Drive, and many other service projects

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Melillo will continue building relationships with students, staff, parents, and community. Teachers need more resources, personnel, and strategies to better handle students' behaviors throughout the campus. **Root Cause:** * Environmental factors * Social media dependency * Staff response to behaviors

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Melillo MS 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

- 47% of our teachers have 6-20 years of experience
- T-TESS
- High Retention Rate

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to late summer promotions and/or resignations, the pool of candidates is very limited. **Root Cause:** * Distance from home to school * Teachers moving out of state * Personal Reasons * Late Dismissal Time for our level * Pay * Lack of Support * School Culture * Student Behaviors * Staff Promotions

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All departments use the following:

- Use of Aware for data disaggregation
- PLT's / Departmental Planning
- On-going collaboration
- Sharing of materials/resources
- Common assessments/discussion of outcome
- Small groups
- 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
- AVID Strategies
- 7 Steps to a Language Rich Environment
- Instructional Technology (Ex: Blended Learning (BL) and PL)
- Google Classroom and other online learning tools (Ex: Nearpod, ClassKick)

Curriculum, Instruction, and Assessment Strengths

- On-going collaboration through PLT's
- Share materials and resources
- Make data based decisions
- Sprial back and reteach
- All Means All
- Mentoring and Goal Setting
- Bell to Bell Instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Melillo needs to plan for differentiated lessons and station activities which incorporate academic language to ensure growth of all students. **Root Cause:** *Time Constraints *PD *Resources *Classroom Mgmt. *Use of Data

Parent and Community Engagement

Parent and Community Engagement Summary

- Melillo Middle School faculty, staff, students, parents, and community will continue to work together to help 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
- Professional staff with great knowledge base that can help parents
- Provide many workshops, events, learning opportunities, and meetings to parents and community

Parent and Community Engagement Strengths

- Parent Coordinator position
- Zoom workshops for parents
- Social media & flyer communications avenues
- Concerts and Art Galleries
- PE Parent Week, Fun Night, Jingle Bell Jog, Trunk or Treat, and Field Day

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement declines as students enter middle school. Since the Covid pandemic, the involvement has decreased even more. **Root Cause:** There are multiple reasons for lack of parent involvement. Children are involved in extracurricular activities which decreases parental participation in the evenings. Another cause might be the students' decreasing interest in school activities.

School Context and Organization

School Context and Organization Summary

Melillo MS is a 5th/6th grade campus. Core teachers teach in teams of four. All departments are required to meet weekly to plan curriculum and common assessments. Students are given a choice of one elective which could be band, choir, orchestra, or art and technology. Melillo provides students with core subjects daily in increments of sixty minutes. PE/Fine Arts are on an alternating A/B block schedule. The school librarian provides lessons to students through the ELAR and/or Social Studies classes on a regular basis. The Admin Team meets on a weekly basis to keep everyone updated as to upcoming events, future planning, issues or concerns, etc.

School Context and Organization Strengths

- Teams are able to communicate about students and collaborate interventions
- Enrichment is scheduled as a team, allowing teachers to pull from all classes
- 60 minutes per core subject
- Transition to middle school is made easier due to high structure of morning arrival, transitions, and dismissal
- Activity bell schedule on Fridays for clubs/incentives

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Structuring by team has made the master schedule very rigid. It can be hard to schedule students for needed services (SPED, Bilingual/ESL, Dyslexia, GT)
Root Cause: * High number of students needing services * Students needing resource in one subject but not in the other * Number of support staff * Master schedule * Need additional training for ELAR SPED to support dyslexia students

Technology

Technology Summary

- Melillo MS has three computer labs with thirty student computers in each one.
- Each classroom has a Promethean Board, projector, document camera.
- Melillo is currently a 1:1 campus. Every student has been provided a netbook/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 touch screen 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: The district refreshes all technology for the schools on a timeline which may not fit the needs of the campus. In addition, the technician may not be on campus when the hardware malfunctions. **Root Cause:** The teachers were not provided spare computers to be able to exchange out the broken computer for a working one while waiting on the work order to be completed and closed.

Problem Statement 2: Professional development is our priority. We need to train teachers on Lightspeed and Active software. **Root Cause:** Skill level of new staff members is an unknown All staff need training on new technology such as the Active Whiteboards Availability of Time for PD

Priority Problem Statements

Problem Statement 2: Melillo has two sub population areas in 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 2: 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.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Melillo will continue building relationships with students, staff, parents, and community. Teachers need more resources, personnel, and strategies to better handle students' behaviors throughout the campus.

Root Cause 3: * Environmental factors * Social media dependency * Staff response to behaviors

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 1: Melillo needs to plan for differentiated lessons and station activities which incorporate academic language to ensure growth of all students.

Root Cause 1: *Time Constraints *PD *Resources *Classroom Mgmt. *Use of Data

Problem Statement 1 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
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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		
Strategy 1: 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.		**Formative**		

Strategy's Expected Result/Impact: Skyward Gradebook; AWARE
    Staff Responsible for Monitoring: Department Heads
 	
    Title I:
2.6
    Funding Sources: Personnel for Tutoring - 282 - ESSER III - $48,500, Copy paper, toner, and other supplies for tutoring - 211 - Title 1 A - Economically Disadvantaged Study - $1,600
		Jan	**Apr**	**June**

Strategy 2 Details		**Formative Reviews**		
Strategy 2: 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.		**Formative**		

Strategy's Expected Result/Impact: Skyward Gradebook; Eduphoria / Lesson Plans / PLT Minutes
    Staff Responsible for Monitoring: Department Heads
 	
    Funding Sources: Substitutes for Teachers - 211 - Title 1 A - Economically Disadvantaged Study - $4,000
		Jan	**Apr**	**June**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Walk-Throughs; T-TESS Observations; Eduphoria/Lesson Plans **Staff Responsible for Monitoring:** Administrative Team **Title I:** 2.5 **Funding Sources:** Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards. - 211 - Title 1 A - Economically Disadvantaged Study - $10,362.64, Dictionaries, Literature, Charging Caddies for Computers - 263 - Title III A - Bilingual Education, Language - $980.45, Copy paper, toner, subscriptions, books, lab materials, dry erase boards, general supplies, etc. - 199 - General Fund - $62,241			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase of students' reading comprehension and fluency. **Staff Responsible for Monitoring:** ELAR Campus Coach **Funding Sources:** Novels, Subscriptions to RAZ, Scholastic Works - 211 - Title 1 A - Economically Disadvantaged Study - $1,000			

0% No Progress	100% 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: 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		

Strategy 1: 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.
    Strategy's Expected Result/Impact: Trained staff members, CPI Center, Completion of Restraint Form
    Staff Responsible for Monitoring: Assistant Principal over Sp Ed
	Formative		

	Jan	Apr	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Melillo will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.
    Strategy's Expected Result/Impact: Decrease in percentage of students with disabilities being removed from the classroom environment.
    Staff Responsible for Monitoring: Administrators
	Formative		

	Jan	Apr	June

0% No Progress	100% 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: 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		
Strategy 1: During the first week of school in Enrichment Period, teachers will teach the students how to utilize their planners effectively.	**Formative**		
Strategy's Expected Result/Impact: Planners used effectively that enable the students to be prepared for class	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Campus Coaches and Administrators			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
Strategy's Expected Result/Impact: Planners and Binders	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers			
Funding Sources: Student Planners - 211 - Title 1 A - Economically Disadvantaged Study - $2,711.05			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will be trained in AVID Instructional Strategies to improve college readiness skills.	**Formative**		
Strategy's Expected Result/Impact: Closing Achievement Gaps; Improving student yearly progress; Improved note-taking and study skills; Build upon a collaborative culture	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Coaches and Administrators			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students.	**Formative**		
Strategy's Expected Result/Impact: Student Yearly Progress	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: 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.	**Formative**		
Strategy's Expected Result/Impact: All stakeholders are informed of the Melillo school setting. **Staff Responsible for Monitoring:** Administration Team **Funding Sources:** Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - $550	**Jan**	**Apr**	**June**

0% No Progress   100% 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: 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		
Strategy 1: Faculty/Staff members will display signs that name the college that he/she attended.	**Formative**		
Strategy's Expected Result/Impact: Signs displayed	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			

Strategy 2 Details	Formative Reviews		
Strategy 2: Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college.	**Formative**		
Strategy's Expected Result/Impact: The number of participants wearing college attire.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Individual classrooms will compete against each other in a college decorating contest.	**Formative**		
Strategy's Expected Result/Impact: Hall decorations	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			

Strategy 4 Details	Formative Reviews		
Strategy 4: The monthly newsletter will have a section specific for college awareness and preparedness.	**Formative**		
Strategy's Expected Result/Impact: Newsletter	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors			

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 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		
Strategy 1: Melillo MS will utilize Frontline and the district's Human Resources Department to ensure the hiring of highly qualified staff.	**Formative**		
Strategy's Expected Result/Impact: Employee Certification List from HR	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal			
Funding Sources: Teacher - 211 - Title 1 A - Economically Disadvantaged Study - $73,029.83			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: The goal is for 100% of the teachers to be either Bilingual or ESL certified.			
Staff Responsible for Monitoring: Principal			

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: 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		
Strategy 1: New teachers to education will be assigned a mentor for their first year of teaching at Melillo.	Formative		
Strategy's Expected Result/Impact: Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations **Staff Responsible for Monitoring:** Master Mentor	**Jan**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers can request a Campus Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations **Staff Responsible for Monitoring:** Administrative Team **Funding Sources:** Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - $79,028.09			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: 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		
Strategy 1: We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents/guardians.	**Formative**		
Strategy's Expected Result/Impact: Distribution of materials	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors/Parent Coordinator			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: 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.	**Formative**		
Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: Counselors / Parent Coordinator
 	
    Title I:
    4.2
    Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $21,366.12			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Counselors and Parent Coordinator will attend trainings that will provide new ideas on how to increase parent involvement.	**Formative**		
Strategy's Expected Result/Impact: Certificates of Completion; Eduphoria Credit	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators			
Strategy 4 Details	**Formative Reviews**		
Strategy 4: Staff members will attend Conscious Discipline / Restorative Practices Trainings in an effort to improve relationships with students, parents and staff.	**Formative**		
Strategy's Expected Result/Impact: Improvement in student academics and behavior. Increased parent communication between home and school. Staff will display various Conscious Discipline structures and strategies.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors **Funding Sources:** Counselor - 211 - Title 1 A - Economically Disadvantaged Study - $51,123.04			

Strategy 5 Details	Formative Reviews		
Strategy 5: Melillo MS will host various family engagement activities in the evenings.	Formative		
Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors / Parent Coordinator			

Strategy 6 Details	Formative Reviews		
Strategy 6: Surveys and requests for volunteers are sent throughout the year.	Formative		
Strategy's Expected Result/Impact: Sign-In Sheets; Raptor Sign-In	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors/Parent Coordinator			

| 0% No Progress | 100% 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: 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		
Strategy 1: Melillo MS will invite local organizations to speak to parents and students regarding topics of interest.	**Formative**		
Strategy's Expected Result/Impact: Participation and Sign-In Sheets in school events and projects	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors/Parent Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
Strategy's Expected Result/Impact: Donation Letters; Partners in Pasadena contributions log	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors/Parent Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus.	**Formative**		
Strategy's Expected Result/Impact: Skyward/Mizuni Attendance Records	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance Clerk			

0% No Progress	100% 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 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 newpapers.

Strategy 1 Details			Formative Reviews		
Strategy 1: Melillo MS will collect donations from students, staff, and family to support local charities and organizations.			**Formative**		
Strategy's Expected Result/Impact: Final Donation amount; Newpaper articles **Staff Responsible for Monitoring:** Administration			**Jan**	**Apr**	**June**
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations.			**Formative**		
Strategy's Expected Result/Impact: Flyers sent home to parents and students **Staff Responsible for Monitoring:** Administration			**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

Performance Objective 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		
Strategy 1: Teachers will provide for movement within the classroom integrated within the curriculum.	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans/Eduphoria; Walk-Thru's	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents.	**Formative**		
Strategy's Expected Result/Impact: Bulletin Boards	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Wellness Champion			

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus Wellness Committee will provide on-going staff development to increase awareness of the components of the Coordinated School Health Program.	**Formative**		
Strategy's Expected Result/Impact: Sign-In Sheets; Walk-Thru's	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrator over the Wellness Committee			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Melillo Middle School

Total SCE Funds: $81,980.00
Total FTEs Funded by SCE: 19
Brief Description of SCE Services and/or Programs

Personnel for Melillo Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrade, Giovanna	Mid Sch Math Teacher 6th	1
Busch, Gabriel Kenneth	Mid Sch 5th Grade Teacher	1
Clark, Tara Ann	Mid Sch 5th Grade Teacher	1
Crawford, Brittney Marie	Mid Sch 5th Grade Teacher	1
Creagh, Gabrielle Elise	Mid Sch Social Studies Teacher 6th	1
Crowder, Hannah Nicole	Mid Sch English L/A Rdg Teacher 6th	1
Ingersoll, Kathleen Marie	Mid Sch Science Teacher 6th	1
Joyce, Evangeline Camille	Mid Sch English L/A Rdg Teacher 6th	1
Kaboutari, Heather Davis	Mid Sch Math Teacher 6th	1
Mears, Tonia Dee	Mid Sch Intervention Teacher	1
Medina, Megan Lynn	Campus Coach	1
Oakes, Tyler Morgan	Mid Sch 5th Grade Teacher	1
Ram, Nicole Renae	Mid Sch 5th Grade Teacher	1
Sanchez, Lauren Patricia	Mid Sch Social Studies Teacher 6th	1
Schafroth, Kayne	Mid Sch Math Teacher 6th	1
Schwenk, Kelly Pursley	Mid Sch 5th Grade Teacher	1
Stewart, Royinn Latris	Mid Sch 5th Grade Teacher	1
Torres, Jamie Renee	Mid Sch 5th Grade Teacher	1
Wiest, Jennifer Ruth	Mid Sch 5th Grade Teacher	1

Title I Personnel

Name	Position	Program	FTE
Jackie Carmona	Counselor		.5
Megan Medina	ELAR PF		1
Royinn Stewart	5th Gr. ELAR 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.		$62,241.00
				Sub-Total	$62,241.00
				Budgeted Fund Source Amount	$62,241.00
				+/- Difference	$0.00

			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy paper, toner, and other supplies for tutoring		$1,600.00
1	1	2	Substitutes for Teachers		$4,000.00
1	1	3	Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards.		$10,362.64
1	1	4	Novels, Subscriptions to RAZ, Scholastic Works		$1,000.00
2	1	2	Student Planners		$2,711.05
2	1	5	Plan 4 Learning Software		$550.00
3	1	1	Teacher		$73,029.83
3	2	2	Campus Coach		$79,028.09
4	1	2	Parent Coordinator		$21,366.12
4	1	4	Counselor		$51,123.04
				Sub-Total	$244,770.77
				Budgeted Fund Source Amount	$244,770.77
				+/- 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		$980.45
				Sub-Total	$980.45
				Budgeted Fund Source Amount	$980.45
				+/- Difference	$0.00

			282 - ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Personnel for Tutoring		$48,500.00
				Sub-Total	$48,500.00
				Budgeted Fund Source Amount	$48,500.00
				+/- Difference	$0.00
				Grand Total Budgeted	$356,492.22
				Grand Total Spent	$356,492.22
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators			
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data			
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. Post-Secondary Preparedness/Higher Ed Information/Career Education
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
  ○ Higher education admissions and financial aid, including sources of information
  ○ TEXAS grant program
  ○ Teach for Texas grant programs
  ○ The need to make informed curriculum choices for beyond high school
  ○ Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: 　○ Early mental health intervention 　○ Mental health promotion and positive youth development 　○ Substance abuse prevention 　○ Substance abuse intervention 　○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing 　○ Suicide prevention including parent/guardian notification procedure	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

			Educator compliance training rosters in Eduphoria.	
o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831			
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Milstead Middle School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of Milstead Middle School is to ensure **ALL** studnets **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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Group	2020-21	2021-22	% Change
Male	52.3	54.7	+2.4
Female	47.2	45.3	-1.9
American Indian or Alaska Native	0	0	0
Asian	0.1	0.1	N/A
Black or African American	7.5	6.2	−1.3
Hispanic/Latino	88.6	89.7	+1.1
White	3.7	3.2	-0.5
Two or More Races	1.2	0.1	-1.1
Free Meals	63.2	78.2	+15
Reduced Meals	4.2	6.5	+2.3

Group	20-21 Students	20-21 School %	21-22 Students	21-22 School %	% Change
504	38	5.8	38	6.2	+0.4
Special Education	85	13.1	93	13.5	+0.4
Speech	6	0.01	5	0.01	N/A
At Risk	530	82.2	552	80	-2.2
LEP	361	55.9	390	56.7	+0.8
Monitor 1	11	0.02	5	0.01	+0.02
Monitor 2	0	0	7	0.01	+0.01
Immigrant	64	10	78	11.3	+1.3
Free/Reduced	404	62.6	585	84.9	22.3
Gifted & Talented	67	10.4	67	9.7	-0.7
Dyslexia	41	6.4	38	5.5	-0.9
Migrant	0	0	0	0	N/A

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	2019	2020	2021	2022	Change 21-22	Change 19:21
% Approaches Grade level						
5th Reading	86		53	65	+12	-21
5th Math	84		46	53	+7	-31
5th Science	70	Not scored	34	39	+5	-41
6th Reading	60		42	48	+6	-12
6th Math	72		54	59	+5	-13
7th Math	99		78	87	+9	-12
% Meets Grade level						
5th Reading	44		23	38	+15	-6
5th Math	47		20	26	+6	-21
5th Science	39	Not scored	10	12	+2	-27
6th Reading	25		16	21	+5	-4
6th Math	47		15	14	-1	-33
7th Math	72		48	55	+7	-17
% Masters Grade level						
5th Reading	20		12	21	+9	+1
5th Math	25		9	11	+2	-14
5th Science	14	Not scored	3	5	+2	-9
6th Reading	11		5	8	+3	-3
6th Math	0		3	2	-1	+2
7th Math	26		11	20	+9	-6

STAAR	2019	2020	2021	2022	Change 21-22	Change 19:21
% Expected Progress						
5th Reading	67		N/A	79	N/A	+13
5th Math	65		N/A	70	N/A	+5
5th Science	N/A	Not scored	N/A	N/A	N/A	N/A
6th Reading	35		N/A	50	N/A	+15
6th Math	47		N/A	70	N/A	+23
7th Math	41		N/A	47	N/A	+6
% Accelerated Progress						
5th Reading	27		N/A	42	N/A	+15
5th Math	22		N/A	27	N/A	+5
5th Science	N/A	Not scored	N/A	N/A	N/A	N/A
6th Reading	6		N/A	9	N/A	+3
6th Math	7		N/A	18	N/A	+11
7th Math	5		N/A	9	N/A	+4

STAAR	All Students	EB	Diff	Special Education	Diff
% Approaches Grade level					
5th Reading	65	58	−7	20	-45
5th Math	53	53	0	23	-30
5th Science	39	36	-3	17	-22
6th Reading	48	42	-6	38	-10
6th Math	59	60	+1	43	-17
7th Math	87	83	-4	100	+13

TELPAS		Listening				Speaking				Reading				Writing		
		B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
5th Grade		18	28	32	22	20	51	27	1	14	41	19	26	12	25	33	30
6th Grade		6	22	33	39	11	58	31	1	13	36	30	20	7	18	40	35

Composite	BEG	INT	ADV	AH
5th Grade	10	38	40	12
6th Grade	4	34	48	15

Yearly Progress	1 Level	2 Levels	3 Levels	At least 1
5th Grade	32	2	0	34
6th Grade	33	0	0	33

Student Achievement Strengths

- Reading: 42% accelerated progress for 5th grade and a 15% gain in expected progress for 6th grade
- Math: Accelerated progress increased in all grade levels
- Science: 5% gain in approaches

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

	2018-19	**2019-20**	**2020-21**	**2021-22**	**Change**
Number of Referrals	331	220	163	517	+186

	2020-21	**2021-22**	**% Change**
Attendance %	92.0	91.8	-0.2

School Culture and Climate Strengths

- Improvement was shown at the end of the 21-22 school year for discipline.
- Mentoring was established and was successful.
- Parent communication increased during the past school year.

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 planning allows for the strengths of all teachers to be shared with others and provides assistance with implementation in the classroom. The support of the curriculum 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 continous support to all staff members regardless of experience.
- A common department planning time is available 50 minutes per day.
- All staff meet highly qualified requirements.
- A mentoring program has been established for new teachers.
- Pasadena ISD provides a variety of meaningful professional development opportunities for teachers.

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.
- 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 peforming 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 adolesence
- 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 availble 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 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 21st century 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

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Some of the technology is beginning to become less reliable. **Root Cause:** Much of the teacher technology is between 10 and 15 years old and needs to be replaced.

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 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 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 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 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 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 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

Problem Statement 14: Some of the technology is beginning to become less reliable.
Root Cause 14: Much of the teacher technology is between 10 and 15 years old and needs to be replaced.
Problem Statement 14 Areas: Technology

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 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 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 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 11: EB students are peforming 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 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student 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 January, 60% of students will increase their reading level or demonstrate growth on the Winter 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

Evaluation Data Sources: Winter MAP Test

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide focused, standards-based interventions during afterschool tutoring and enrichment	**Formative**		
Strategy's Expected Result/Impact: Improved student performance on MAP, STAAR, and common assessments	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus ELAR Instructional Coach and Assistant Principal			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3 **Funding Sources:** Extra Duty Pay for Tutorials for Teachers and Paraprofessionals - 282 - ESSER III - $19,000, Extra Duty Pay for Saturday Camp - 211 - Title 1 A - Economically Disadvantaged Study - $7,098.27, Supplies for Tutorials and Saturday Camp - 211 - Title 1 A - Economically Disadvantaged Study - $2,643.60, Salary for Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - $89,947, Salary for Instructional Aide to Implement LLI - 211 - Title 1 A - Economically Disadvantaged Study - $27,378.25, Salary for Dyslexia and Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - $79,718.61, Supplies for High-Impact Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - $850, Materials and supplies for instructional purposes - 199 - General Fund - $75,071			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Students will participate in modes of reading such as independent reading and collaborative reading through the use of independent choice books and small group literature circles at least 20 minutes per day. Independent reading will take place during ELAR class or during homeroom (for personalized learning and dual language students).	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase reading stamina and vocabulary for students. **Staff Responsible for Monitoring:** ELAR Instructional Coach, Assistant Principal, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Reading Materials for EB Students - 263 - Title III A - Bilingual Education, Language - $1,500, Instructional Supplies for EB Students - 263 - Title III A - Bilingual Education, Language - $1,553.69			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Teachers will implement small group instruction during their ELAR Class and/or enrichment at least two times per week beginning September 6th.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will develop a deeper understanding of the reading material and utilize academic vocabulary on a regular basis **Staff Responsible for Monitoring:** Campus ELAR Instructional Coach, Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Improved student performance on STAAR, common assessments, and MAP. **Staff Responsible for Monitoring:** Campus ELAR Instructional Coach, Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Students will regularly participate in collaborative, project-based learning on a regular basis.	**Formative**		
Strategy's Expected Result/Impact: Improved language skills and a deeper understanding of the material. **Staff Responsible for Monitoring:** Campus ELAR Instructional Coach, Assistant Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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: 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
Problem Statement 1: 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: 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: 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.

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 2023, increase the percentage of students scoring at the approaches level to 65% on the Math STAAR.

    Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide focused, standards-based interventions during afterschool tutoring and enrichment.	**Formative**		
Strategy's Expected Result/Impact: Improved student performance on STAAR and common assessments	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Math Instructional Coach, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2 **Funding Sources:** Extra Duty Pay for Teachers and Paraprofessionals for Tutorials - 282 - ESSER III - $19,000, Extra Duty Pay for Saturday Camp - 211 - Title 1 A - Economically Disadvantaged Study - $7,009.60, Supplies for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - $2,100.80, Salary for Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - $89,948.92, Supplies for Title I High-Impact Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - $850			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide small group instruction based upon student needs a minimum of two times per week beginning in September 2022.	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR and formative assessment results	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Math Instructional Coach, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize hands-on activities a minimum of two times per week beginning on September 6th.	**Formative**		
Strategy's Expected Result/Impact: Students will develop a deeper understanding of the material	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Math Instructional Coach, Principal			
Title I: 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Achievement 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize informal assessments on a consistent (almost daily) basis, such as interactive whiteboards, exit tickets, etc., to ensure student mastery.	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR and formative assessment results.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Math Instructional Coach, Principal			
Title I: 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 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: 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
Problem Statement 1: 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: 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.

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 2023, increase the percentage of students scoring at the approaches level to 49% (10% increase) on the Science STAAR.

    Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide small group instruction based upon student needs during class, enrichment, and afterschool tutorials a minimum of two times per week beginning in September 2022.	**Formative**		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Improved STAAR and common assessment results
    Staff Responsible for Monitoring: Campus Science Instructional Coach, Assistant Principal
 	
    Title I:
2.4, 2.5, 2.6
    Problem Statements: Demographics 1, 2 - Student Achievement 1, 2
    Funding Sources: Extra Duty Pay for Teachers and Paraprofessionals for Tutorials - 282 - ESSER III - $19,000, Extra Duty Pay for Saturday Camp - 211 - Title 1 A - Economically Disadvantaged Study - $3,500, Instructional Supplies for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - $950			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will consistently (almost daily) implement the strategies from 7 Steps to a Language-Rich Interactive Classroom including "What to say instead of I don't know" and structured reading and writing activities (Talk, Read, Talk, Write).	**Formative**		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Improved language and vocabulary skills
    Staff Responsible for Monitoring: Campus Instructional Science Coach, Assistant Principal
 	
    Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Build a foundation of reading and math
    Problem Statements: Demographics 1, 2 - Student Achievement 1, 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be provided with opportunities to create a Flipgrid video to demonstrate their use of academic language at biweekly.	**Formative**		
Strategy's Expected Result/Impact: Increased academic vocabulary and improved TELPAS Results **Staff Responsible for Monitoring:** Science Instructional Coach, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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: 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
Problem Statement 1: 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: 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.

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 2022, 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		
Strategy 1: Provide Dual Language Classes to students by September 2022.	**Formative**		
Strategy's Expected Result/Impact: Students will develop academic proficiency in English and Spanish.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal			
Funding Sources: Salary for Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - $165,278.34			
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 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		
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have teachers take the ESL Certification Exam.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Reduced number of ESL Waivers. **Staff Responsible for Monitoring:** Principal			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Reduced number of Bilingual Waivers **Staff Responsible for Monitoring:** Principal			

0% No Progress   100% 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 2022, 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		
Strategy 1: 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.	Formative		
	Jan	Apr	June

Strategy's Expected Result/Impact: Improve attendance at school events
    Staff Responsible for Monitoring: Parent Coordinator, Counselor, Principal
 	
    Title I:
    4.2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule parent events that allow parents, students, staff, and the community to engage in activities that support and encourage student learning.	Formative		
	Jan	Apr	June

Strategy's Expected Result/Impact: Improved attendance at parent events
    Staff Responsible for Monitoring: Parent Coordinator, Counselor, Principal
 	
    Title I:
    4.2
    Funding Sources: Food for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - $1,015.11, Supplies for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - $3,000, Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $24,663.89			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Reduce the number of discipline referrals by 10% by December 2022 and by 15% by May 2023.

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: Mizuni Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will explicitly plan classroom expectations and teach routines during the first two weeks and provide follow-up throughout the school year. School-wide expectations will be taught explicitly.	Formative		
Strategy's Expected Result/Impact: Improved student behavior and understanding of routines **Staff Responsible for Monitoring:** SOAR Committee, Assistant Principals **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Culture and Climate 1	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Consistently recognize positive student behavior (examples: character bingo, Phoenix of the Week).	Formative		
Strategy's Expected Result/Impact: Improved student behavior and reduced discipline referrals **Staff Responsible for Monitoring:** SOAR, Assistant Principals	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide monthly incentives for students that demonstrate appropriate behavior and attendance.	Formative		
Strategy's Expected Result/Impact: Improved attendance and student behavior. **Staff Responsible for Monitoring:** SOAR, Assistant Principals **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Culture and Climate 1, 2	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP.	**Formative**		
Strategy's Expected Result/Impact: Reduced loss of instructional time for students with disabilities. **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Culture and Climate 1	**Jan**	**Apr**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	**Formative**		
Strategy's Expected Result/Impact: Maintain or reduce number of restraints **Staff Responsible for Monitoring:** Principal	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: 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: 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.

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 2023.

    Evaluation Data Sources: Attendance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentoring for students that are struggling with attendance.	**Formative**		
Strategy's Expected Result/Impact: Improved student attendance for students that are struggling to attend school.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance Committee, Assistant Principal			
Title I: 2.4, 2.5, 2.6 **Problem Statements:** School Culture and Climate 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide monthly incentives for students that demonstrate appropriate behavior and attendance.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance and student behavior.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance Committee, Assistant Principal			
Title I: 2.4, 2.5, 2.6 **Problem Statements:** School Culture and Climate 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Homeroom teachers will contact the parents of any student that is absent for 3 consecutive days without notifying the school. Other teachers will check with the homeroom to make sure that the parent has been contacted.	**Formative**		
Strategy's Expected Result/Impact: Reduce the number of students that are absent for extended periods of time.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance Clerk, Attendance Committee, Assistant Principal			
Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: 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.

Parent and Community Engagement
Problem Statement 1: 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.

State Compensatory

Budget for Milstead Middle School

Total SCE Funds: $3,918.00
Total FTEs Funded by SCE: 25
Brief Description of SCE Services and/or Programs

Personnel for Milstead Middle School

Name	Position	FTE
Alfred, Andrea Lashaun	Title I Aide (Fed)	1
Baity, Carisa Danielle	Mid Sch Intervention Teacher	1
Barcenes, Eileen V	Mid Sch 5th Grade Teacher	1
Cochran, Ashley Kamal	Mid Sch 5th Grade Teacher	1
Del Valle, Erica Carmen	Mid Sch Bil 5th Grade Teacher	1
Franks, Cynthia	Mid Sch 5th Grade Teacher	1
Gomez, Cynthia	Mid Sch Dual Language (Esl)	1
Guadiana, Elisa	Mid Sch Bil 5th Grade Teacher	1
Gutierrez, Daniel E	Int Social Studies Teacher 6-8	1
Howells, Renee Lynn	Mid Sch English L/A Rdg Teacher 6th	1
Jaime, Maria Magdalena	Mid Sch Dual Language (Bil)	1
Kaluza, Lindsey A	Mid Sch Science Teacher 6th	1
Kelley, James Frank	Int Social Studies Teacher 6-8	1
Luke, Georgia Ann Gernand	Mid Sch Dual Language (Esl)	1
Lumpkin, Theresa A	Dyslexia Inter Teacher	1
Martinez, Nancy	Mid Sch Bil 6th Grade Teacher	1
Mottu, Rebecca Michelle	Mid Sch Math Teacher 6th	1
Perez, Angela Thomasa	Mid Sch 5th Grade Teacher	1
Pittman, Regina	Campus Coach	1

Name	Position	FTE
Ramos, Jaime Octaviano	Mid Sch 5th Grade Teacher	1
Sanchez, Edith	Mid Sch Bil 6th Grade Teacher	1
Santiago, Sergio	Mid Sch English L/A Rdg Teacher 6th	1
Santiago, Sergio	Mid Sch Dual Language (Bil)	1
Street, Molly Dominica	Campus Coach	1
Thinh, Nga Bao	Mid Sch Math Teacher 6th	1

Title I Personnel

Name	Position	Program	FTE
Andrea Alfred	Instructional Aide	Intervention Program	1.0
Desirae Alarcon	Dual Languange Teacher	Dual Language Teacher	1.0
Mireya Espinoza	Parent Coordinator	Parent Coordinator	0.5
Molly Street	ELAR Campus Coach	ELAR Coach	1.0
Regina Pittman	Math Campus Coach	Math Coach	1.0
Sergio Santiago	Dual Language Teacher	Dual Language	1.0
Theresa Lumpkin	Dyslexia and Intervention Teachers	Dyslexia	1.0

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Materials and supplies for instructional purposes		$75,071.00
				Sub-Total	$75,071.00
				Budgeted Fund Source Amount	$75,071.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Salary for Instructional Aide to Implement LLI		$27,378.25
1	1	1	Supplies for Tutorials and Saturday Camp		$2,643.60
1	1	1	Extra Duty Pay for Saturday Camp		$7,098.27
1	1	1	Supplies for High-Impact Tutoring		$850.00
1	1	1	Salary for Dyslexia and Intervention Teacher		$79,718.61
1	1	1	Salary for Campus Coach		$89,947.00
1	2	1	Extra Duty Pay for Saturday Camp		$7,009.60
1	2	1	Supplies for Tutorials		$2,100.80
1	2	1	Supplies for Title I High-Impact Tutoring		$850.00
1	2	1	Salary for Campus Coach		$89,948.92
1	3	1	Instructional Supplies for Tutorials		$950.00
1	3	1	Extra Duty Pay for Saturday Camp		$3,500.00
2	1	1	Salary for Dual Language Teachers		$165,278.34
4	1	2	Supplies for Parent Meetings		$3,000.00
4	1	2	Food for Parent Meetings		$1,015.11
4	1	2	Salary for Parent Coordinator		$24,663.89
				Sub-Total	$505,952.39
				Budgeted Fund Source Amount	$505,952.39
				+/- Difference	$0.00

**263 - Title III A - Bilingual Education, Language**
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Materials for EB Students		$1,500.00
1	1	2	Instructional Supplies for EB Students		$1,553.69
				Sub-Total	$3,053.69
				Budgeted Fund Source Amount	$3,053.69
				+/- Difference	$0.00
**282 - ESSER III**
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra Duty Pay for Tutorials for Teachers and Paraprofessionals		$19,000.00
1	2	1	Extra Duty Pay for Teachers and Paraprofessionals for Tutorials		$19,000.00
1	3	1	Extra Duty Pay for Teachers and Paraprofessionals for Tutorials		$19,000.00
				Sub-Total	$57,000.00
				Budgeted Fund Source Amount	$57,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$641,077.08
				Grand Total Spent	$641,077.08
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   ○ Higher education admissions and financial aid, including sources of information
   ○ TEXAS grant program
   ○ Teach for Texas grant programs
   ○ The need to make informed curriculum choices for beyond high school
   ○ Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   ○ Early mental health intervention
   ○ Mental health promotion and positive youth development
   ○ Substance abuse prevention
   ○ Substance abuse intervention
   ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Morris Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Morris Middle School is a 5th and 6th grade campus. Current Enrollment is 816. Morris Middle School is made up of the following ethnic groups: 71% Hispanic, 3% White, 19% African American, 6% Asian. 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: 96.1%

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

Morris Middle School Met Standard on all areas of the Overall Summary Ratings and earned a B rating. 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 a distinction in Science and in Post-Secondary Readiness. 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 were increased in all areas as well compared to last year. 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 opprotunities for struggelign students. We also provide targeted intervention in during Tier 1 instruction, have Tier II pullouts for essentail 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 disucss academic and behavior needs of students they share. We also meet as content teams twice a week to ensure our Tier 1 instruction is targetred. We MAP test three times a year to assist in identifing students struggeling 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 deparment 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 House initiative to provide a sense of belonging to students. Data from a teacher survey and student poll 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 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. Personalized learnig allowed students to work at their own pace and boosted their confidence. Mentoring notes bi-weekly and feedback on projects is avaliable for studetns 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. House Day, Parent Nights and other campus initiatives have resulted in positive feedback and participation. New teacher mentors, PLC 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 visiblilty on campus and has stregthened our community connections. Teachers have support through campus coaching, PLT's, and GLT's, and always have an opprotunity to provide feedback on the schools direction. This creates a deep connection with the learning community. All teachers serve on a campus commitee and provide input on campus events, initatives, and issues.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Social and emotional skills between student and 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 has 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. A slight dip last year was a result of staff family relocations as a result of COVIDs economic impacts. We have focused on hiring a staff that reflects the diverse population we servce 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 commitee feedback indicates and feeling of purpose on campus and a voice in critical desicions. 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 attianment. The campus and district offer a range of PD opprotunities that biuld 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 incooproate stratgies of Writing Revolution to deveop 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's, and any special programs training such as: Pre - AP, 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 stratigies. The campus uses data to drive change and will include a teair 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 clairty on SE's, backwards plan units, share data, plan intervention, and disuss instrutional stratigies. GLT meetings also provide valuable insight into student learning needs, stregths 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 additonal class period. GT students are grouped during self-directed learning time to provide opprotunitites for the completion of their GT project.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Although we have seen an increase in student growth data, our performance scores are still lagging behind pre-COVID averages. **Root Cause:** COVID learning loss has increased educational gaps for students.

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 informtion. She also assists parents in completing free and reduced lunch applications, navigating the school platforms, and connects them with resources.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent communication does not meet the language needs of our diverse population. **Root Cause:** We are unable to provide the translation or multi-lingual personnel to translate necessary school information to all parents. This year, we will focus on providing flyers, newsletters, and meetings in different languages.

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 daily 80 minute blocks in Science, Math and Reading classes. Reading, math and science are also provided additional time in the school day to intervene for students who need extra help. 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.

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.

Technology Strengths

Teachers have laptops and engage with students through traditional and tech based instruction. Teachers use Schoology, Lightschool, Education Galaxy, 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

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 Success Initiative (SSI) data for Grades 5 and 8
- 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 2020 STAAR to the 2021 STAAR and district CBA's. Students will show growth in reading and math as evidence by MAP data by the used of 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

Evaluation Data Sources: MAP assessment data, CBA's and data from Personalized Learning Platform.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each core content area will demonstrate improvement through faithful implementation of Personalized Learning 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 to enhance the students' abilities to read and write critically.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Improved performance on State Assessments and Reading levels. **Staff Responsible for Monitoring:** Principal and Assistant Principals **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** 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 - 199 - General Fund - $15,000			
0% No Progress 100% 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: 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will show growth as evidenced by an increase in student achievement on State and Local assessments. **Staff Responsible for Monitoring:** Principal and AP's **Funding Sources:** 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 - $13,350, Staff for extended day - 282 - ESSER III - 800 - $59,000, programs, LLI kits, digital resources, whiteboards, cooperative seating - 199 - General Fund - $10,000, extended day materials, differentiated materials, para support - Extended Day/Tutorial			

0% No Progress	100% 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 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		
Strategy 1: 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.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Language acquisition issues will be lessened, allowing RTI to focus on academic deficiencies not related to language.				
Staff Responsible for Monitoring: Principal, Assistant Principals and Bilingual Teachers				
Funding Sources: - 263 - Title III A - Bilingual Education, Language - $1,685.15				

Strategy 2 Details		Formative Reviews		
Strategy 2: 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.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Strategies learned will be used in PLT planning which will increase ELL scores on formative and summative assessments.				
Funding Sources: Training materials, books, toner, supplies for classes implementation of strategies, trainings - 199 - General Fund - $10,000				

0% No Progress	100% 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 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		
Strategy 1: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Improved student performance **Staff Responsible for Monitoring:** Assistant Principals and case managers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** staff Title 1 aide to review data - 211 - Title 1 A - Economically Disadvantaged Study - $26,843.07			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Improved quality of initial instruction for special populations as evidenced by lesson plans that use purposeful differentiation **Staff Responsible for Monitoring:** Assistant principals, PF's **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** supplies for differentiation - 199 - General Fund - $10,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	Formative		
	Jan	Apr	June
Staff Responsible for Monitoring: APs and Principal			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: 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. **Strategy's Expected Result/Impact:** Decrease in the number of non mandatory sped removals. **Staff Responsible for Monitoring:** APs	**Formative**		
	Jan	**Apr**	**June**

0% No Progress   100% 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 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 the Kids2College program, 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will have an increased awareness of post-secondary education and a basic understanding of what it takes to attend and be successful. **Staff Responsible for Monitoring:** Counselors and teachers. **Funding Sources:** field trips, busses, subs, materials for lessons at risk - 199 - General Fund - $5,000			
0% No Progress 100% 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		
Strategy 1: We will utilize community partnerships such as P.A.LS 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be exposed to different possibilities for their post-secondary futures by hearing from community members and their experiences. **Staff Responsible for Monitoring:** Principal, AP's and counselors. **Funding Sources:** supplies for hosting events and copying resources-at risk - 199 - General Fund - $5,000			
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 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 100% retention of new teachers **Staff Responsible for Monitoring:** Principal and AP's **TEA Priorities:** Recruit, support, retain teachers and principals			

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: 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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, PF's and teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - $85,802.53			
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 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.

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		
Strategy 1: 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**
0% No Progress 100% 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 June, 2022, increase parent engagement/involvement 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased attendance and family participation. **Staff Responsible for Monitoring:** Principal, Counselor/Parent Coordinator **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $3,994.52			

0% No Progress   100% 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: 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		
Strategy 1: We will utilize a parent coordinator to increase communication through traditional methods and social media in order to increase parental involvement.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased engagement and involvement in school related functions and activities. **Staff Responsible for Monitoring:** Principal **Funding Sources:** parent coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $22,137.31			
0% No Progress 100% 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 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		
Strategy 1: 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 is multiple languages.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased community involvement on campus. **Staff Responsible for Monitoring:** Principal, counselor and parent coordinator. **Funding Sources:** supplies for curriculum night, items to host drives, - 211 - Title 1 A - Economically Disadvantaged Study - $2,000			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student self-awareness and improved self-regulation leading to less behavior incidents as evidenced by decreased office referrals. **Staff Responsible for Monitoring:** Principal and AP's **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $1,500			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: All students will experience an increased sense of purpose and belonging. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** supplies for house day and SEL Lessons - 211 - Title 1 A - Economically Disadvantaged Study - $2,135.59			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: PBIS data will show progress in student behavior and attendance data. **Staff Responsible for Monitoring:** PBIS			
Funding Sources: incentive supplies, fun run materials, dance supplies, field day supplies, - 199 - General Fund - $5,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will increase school safety by proving students and staff training on reporting and responding to bullying, threats, and other campus safety concerns.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Appropriate use of reporting systems, decreased reports of bullying, completion of SEL lessons. **Staff Responsible for Monitoring:** AP's, teachers			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

0% No Progress   100% 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		
Strategy 1: 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.			**Formative**		
			Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Assistant Principal					

Strategy 2 Details			Formative Reviews		
Strategy 2: We will increase social media visibility in support of the district's communication department.			**Formative**		
Strategy's Expected Result/Impact: Flow of information will be streamlined in order to allow for more efficiency and accessibility to all stake-holders			**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: AP's, parent coordinator and counselors.					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Each core content area will demonstrate improvement through faithful implementation of Personalized Learning 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 to enhance the students' abilities to read and write critically.

State Compensatory

Budget for Morris Middle School

Total SCE Funds: $4,285.00
Total FTEs Funded by SCE: 17
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

Name	Position	FTE
Brewster, Amy Nichole Ridley	Mid Sch 5th Grade Teacher	1
Chapa, Alicia Rebecca	Mid Sch 5th Grade Teacher	1
Christensen, Allison Renea	Mid Sch 5th Grade Teacher	1
Delos Reyes, Ariel Nazareno	Mid Sch 5th Grade Teacher	1
Flores Lopez, Bianca Guadalupe	Title I Aide (Fed)	1
Gaither, Catherine Diane	Campus Coach	1
Hernandez, Cynthia Monseratt	Mid Sch English L/A Rdg Teacher 6th	1
Montgomery, Judith Kay	Mid Sch Intervention Teacher	1
Pena, Brandon Edward	Mid Sch English L/A Rdg Teacher 6th	1
Santamaria, Orlando	Mid Sch Math Teacher 6th	1
Shields, Shekeitha Stewart	Mid Sch Math Teacher 6th	1
Smith, Jacoby Garrell	Mid Sch Science Teacher 6th	1
Sparks, Shalise Nacole	Mid Sch Science Teacher 6th	1
Stanaland, Cynthia Kay	Campus Coach	1
Stott, Casey Jo	Mid Sch Asst Band Dir	1
Thompson, Kayla Ann	Mid Sch English L/A Rdg Teacher 6th	1
Vaquera-Atilano, Daisy	Mid Sch 5th Grade Teacher	1

Title I Personnel

Name	Position	Program	FTE
Bianca Flores-Lopez	Title One Aide	Title 1	1
Catherine Gaither	Title 1 Peer Facilitator	Title 1	1
Linda Tejia	Title 1 Parent Coordinator	Title 1	.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		$15,000.00
1	2	1	programs, LLI kits, digital resources, whiteboards, cooperative seating		$10,000.00
1	3	2	Training materials, books, toner, supplies for classes implementation of strategies, trainings		$10,000.00
1	4	2	supplies for differentiation		$10,000.00
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,		$5,000.00
5	2	1	supplies for SEL and health education		$7,204.00
				Sub-Total	$67,204.00
				Budgeted Fund Source Amount	$74,671.00
				+/- Difference	$7,467.00

			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		$13,350.00
1	4	1	staff Title 1 aide to review data		$26,843.07
3	2	1	Instructional Coach		$85,802.53
4	1	1			$3,994.52
4	2	1	parent coordinator		$22,137.31
4	3	1	supplies for curriculum night, items to host drives,		$2,000.00
5	1	1			$1,500.00
5	1	2	supplies for house day and SEL Lessons		$2,135.59
				Sub-Total	$163,763.02
				Budgeted Fund Source Amount	$163,763.02

211 - Title 1 A - Economically Disadvantaged Study					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
263 - Title III A - Bilingual Education, Language					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$1,685.15
				Sub-Total	$1,685.15
				Budgeted Fund Source Amount	$1,685.15
				+/- Difference	$0.00
282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Staff for extended day	800	$59,000.00
				Sub-Total	$59,000.00
				Budgeted Fund Source Amount	$59,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$299,119.17
				Grand Total Spent	$291,652.17
				+/- Difference	$7,467.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: 　○ Higher education admissions and financial aid, including sources of information 　○ TEXAS grant program 　○ Teach for Texas grant programs 　○ The need to make informed curriculum choices for beyond high school 　○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   ○ Early mental health intervention
   ○ Mental health promotion and positive youth development
   ○ Substance abuse prevention
   ○ Substance abuse intervention
   ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Roberts Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

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 langugage is Enlish, 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 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%
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 a B from the state
- 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%
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 Disaggregation 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 disaggregation, 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 adolesence
- Parent events are well attended
- ACE is housed at our campus to ensure the well-being and success of our students before and after school

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 65 minute conference period each day. Teachers are able to meet with one other teacher teammate. 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
- 65 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 2-3 teachers to meet at a time, with some teachers teaching multiple preps.

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 rollouts (Lightspeed) **Root Cause:** New software is consistently being rolled out at the district level that we need to fit into our campus model.

Priority Problem Statements

Problem Statement 3: While our White students make up 7%, it is our targeted group regarding their academic performance.

Root Cause 3: Lack of progress monitoring by ethnicity. Improvement needed in formatively and summatively assessing the progress of our subgroups.

Problem Statement 3 Areas: Demographics

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: Time is limited for teachers to collaborate with entire content team for PLT.

Root Cause 2: The master schedule allows for 2-3 teachers to meet at a time, with some teachers teaching multiple preps.

Problem Statement 2 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

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

Performance Objective 1: RMS will implement district curriculum 100% of the time when planning research based strategies, rigor and relevant standards to 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

High Priority

Evaluation Data Sources: PLT planning, observational data, TEKS deconstruction, planning protocols, campus and district staff development logs and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide instructional materials to enhance the learning experience for both students and teachers.	**Formative**		
Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Guerrero, Pena, Price **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** General Instruction Resources and Materials - 199 - General Fund - $52,800, Books, math, reading, science, history supplies - 211 - Title 1 A - Economically Disadvantaged Study - $5,500, Professional Development for teachers - 199 - General Fund - $4,701			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science.	**Formative**		
Strategy's Expected Result/Impact: STAAR achievement scores, Personalized Learning platform progress, common assessment data.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Mauricio **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 **Funding Sources:** Supplies - 199 - General Fund - $300, Teacher Tutoring Pay - 282 - ESSER III - $46,000, Additional Supplies - 211 - Title 1 A - Economically Disadvantaged Study - $8,000			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 2: Increase the percentage of students in our White subgroup who achieve meets and masters on STAAR Reading from 55% to 60%.

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: common assessments, summit learning cognitive skills rubric, exit slips, class launches

Strategy 1 Details	Formative Reviews		
Strategy 1: 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	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: students in our White subgroup will improve their academic performance in reading			
Staff Responsible for Monitoring: Pena, McBride (RLA Campus Coach)			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**			

Performance Objective 2 Problem Statements:

Demographics
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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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: Roberts will provide 100% students with organizational tools, experiences, and systems to promote college readiness by the end of the 22-23 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: Student planners and calendars, Kids to College Survey, Four Year Plans, Counselor Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: RMS will give each student an planner that will keep them organized daily and participate in College Week	**Formative**		
Strategy's Expected Result/Impact: 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	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principals, counselors, campus coaches, teachers. **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Planners - 199 - General Fund - 289 Grant - $978, Field Trips - 211 - Title 1 A - Economically Disadvantaged Study - $3,000			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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: Roberts will work with our district's HR department to hire certified staff and have 95% of staff with their teacher certifications.

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

Evaluation Data Sources: teacher certifications, teacher degrees, SBEC Certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: 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	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: All of our ESL students are being provided the support needed through our campus's ESL program and teachers. **Staff Responsible for Monitoring:** Guerrero, Pena, Price **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 1 **Funding Sources:** BL/ESL training, resources, materials - 263 - Title III A - Bilingual Education, Language - $1,715.78			

Strategy 2 Details	Formative Reviews		
Strategy 2: Send teachers to GT training to maintain GT certification.	**Formative**		
Strategy's Expected Result/Impact: Teachers become GT certified to support GT students. **Staff Responsible for Monitoring:** Pena	**Jan**	**Apr**	**June**

Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
Funding Sources: GT Training and Supplies - 211 - Title 1 A - Economically Disadvantaged Study - $5,197.85

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Performance Objective 1 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 2-3 teachers to meet at a time, with some teachers teaching multiple preps.

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: RMS will provide opportunities for our families and their RMS student to learn together, strengthen their family relationships, make academic gains, and improve social and emotional skills to support their family needs inside and outside the home by hosting a parent event at least every month in the 22-23 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: Attendance at Parent Boot camp, Volunteer Breakfast, Family Fun Run, Veteran's Day Program, Food Bank Field Trip, Dads and Dodgeball, STAAR Power Lunch & STAAR Family Bingo, Father/Daughter & Mother/Son Dance, Muffins with Moms with a TWIST, Donuts with Dad, Community Family Fair, Roberts Boarding Crew Committee, Awards Night.

Strategy 1 Details			Formative Reviews		
Strategy 1: 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.			**Formative**		
			Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will complete End of Year Survey **Staff Responsible for Monitoring:** Counselors and Parent Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 6269 - $23,901.48, .5 Counselor - 211 - Title 1 A - Economically Disadvantaged Study - 6299 - $49,256.68					

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Parent participation at RMS Open House, Academic Nights, Connect Night, Teacher/Parent Conferences, Positive phone calls home, open lines of communication yearly **Staff Responsible for Monitoring:** Administrators and Counselors **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Night Supplies - 199 - General Fund - 6499 - $1,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: We will implement a check-in system 5 times a week and a counselor lesson weekly within the school day that promote a safe learning environment and support our student's social, emotional, and physical needs. We will be proactive and provide additional support through the use of district personnel, emotional regulation sessions, and small group counseling to meet the needs of our at-risk and 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: Rhithm daily check ins, counselor lessons, clubs attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Roberts Middle School will provide social-emotional learning through the Rhithm program. The Rhithm program is a daily SEL check-in that provides data to teachers and administrators about students' readiness to learn. The check-in system will launch a daily SEL lesson that will help get students ready to learn and build life skills.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Increase student reflection and self-awarness, provide student-driven SEL lessons based on the student's individual needs. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.6 - ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: All students will participate in weekly, non-academic clubs during school hours. Students will have choices based on their self-interests and skills.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Students will develop self-belonging and promote positive social interaction while			

participating in extra-curricular activities during school hours.
Staff Responsible for Monitoring: Counselors, Administrators, Teachers

Title I:
2.6
 - **ESF Levers:**
Lever 3: Positive School Culture
Funding Sources: Club Supplies - 211 - Title 1 A - Economically Disadvantaged Study - $1,500

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

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

Performance Objective 2: We will ensure 100% compliance in priority focus areas for our Special Education 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: PEIMS, Skyward

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP to dwindle the number in Disciplinary Removals.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Less students are being removed to ISS, OSS and Guidance Center or DAEP. **Staff Responsible for Monitoring:** Guerrero, Pena, Price **Title I:** 2.6 - TEA Priorities: Improve low-performing schools -			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: 100% will be equipped with best practices to support our special education students. **Staff Responsible for Monitoring:** Guerrero, Pena, Price **Title I:** 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture			

0% No Progress	100% 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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	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

State Compensatory

Budget for Roberts Middle School

Total SCE Funds: $3,304.00
Total FTEs Funded by SCE: 16
Brief Description of SCE Services and/or Programs

Personnel for Roberts Middle School

Name	Position	FTE
Alarcon, Daniel Eduardo	Mid Sch Math Teacher 6th	1
Del Rio, Hector G	Mid Sch Bil 5th Grade Teacher	1
Delvalle, Brenda Aurelia	Mid Sch Bil 6th Grade Teacher	1
Gallardo, Katie E	Mid Sch English L/A Rdg Teacher 6th	1
Garcia, Joshua	Coor - 21st CCLC Cycle 10	1
Garcia, Loren Alexandra	Mid Sch 5th Grade Teacher	1
Goeman, Sarah Virginia	Mid Sch 5th Grade Teacher	1
Haas, Ashlie	Campus Coach	1
Herrera, Krystal Nicole	Mid Sch English L/A Rdg Teacher 6th	1
Lanham, Julie Dawn	Mid Sch 5th Grade Teacher	1
O'connor, Shannon Mackenzie	Mid Sch Math Teacher 6th	1
Perez, Josselyn Astrid	Mid Sch 5th Grade Teacher	1
Perry, Erin Alexandra	Mid Sch 5th Grade Teacher	1
Resendez, Marissa Ann	Mid Sch Math Teacher 6th	1
Roberts, Jessica Hernandez	Mid Sch Math Teacher 6th	1
Weaver-Holland, Madalyn Josephine	Mid Sch 5th Grade Teacher	1

Title I Personnel

Name	Position	Program	FTE
Neifa Andell	Parent Coordinator	Parent Coordinator	1/2

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Instruction Resources and Materials		$52,800.00
1	1	1	Professional Development for teachers		$4,701.00
1	1	2	Supplies		$300.00
2	1	1	Planners	289 Grant	$978.00
4	1	2	Parent Night Supplies	6499	$1,000.00
				Sub-Total	$59,779.00
				Budgeted Fund Source Amount	$59,779.00
				+/- Difference	$0.00

			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Books, math, reading, science, history supplies		$5,500.00
1	1	2	Additional Supplies		$8,000.00
2	1	1	Field Trips		$3,000.00
3	1	2	GT Training and Supplies		$5,197.85
4	1	1	Parent Coordinator	6269	$23,901.48
4	1	1	.5 Counselor	6299	$49,256.68
5	1	2	Club Supplies		$1,500.00
				Sub-Total	$96,356.01
				Budgeted Fund Source Amount	$96,356.01
				+/- Difference	$0.00

			263 - Title III A - Bilingual Education, Language		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	BL/ESL training, resources, materials		$1,715.78
				Sub-Total	$1,715.78
				Budgeted Fund Source Amount	$1,715.78
				+/- Difference	$0.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Tutoring Pay		$46,000.00
				Sub-Total	$46,000.00
				Budgeted Fund Source Amount	$46,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$203,850.79
				Grand Total Spent	$203,850.79
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

- Migrant Services Coordination - A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education - Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: - Higher education admissions and financial aid, including sources of information - TEXAS grant program - Teach for Texas grant programs - The need to make informed curriculum choices for beyond high school - Sources of information on higher education admissions and financial aid - Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals - Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements - Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

			Educator compliance training rosters in Eduphoria.	
o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831			
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Schneider Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Celebrations	Challenges
• Gifted/Talented population increased by 2,7%	• Enrollment
• % of students retained decreased by 3.2%	• DAEP Up
• Homeless enrollment percent was down.	• Homeless Issues
	• Attendance decreased by 2,1%
	• Special Education, At Risk and 504 students account for 85%

Data-Based Problem Statement(s)

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 Causes (5 Whys)

No Control	Some Control
• Beginning Level	• Teacher training
• Outside Factors like social economic status, social media.	• Scheduling and grouping
• Qualifications	• ARD's
• Enrollment / zoning	

Data-Based Goal Statement(s)

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 2023

Strategies Brainstorm

Celebrations	**Challenges**

- Use checkpoints such as Map testing.

- More collaboration time between the general and the special education teacher.

- Staff Development

- Community events for parental involving.

- Provide additional processing time during tutorials and basecamp.

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

OVERALL STUDENT ACHIEVEMENT

Data Sources Reviewed   STAAR Performance by Tested Grade Level, Standard Summary, 2021-2021 TAPR Report

Celebrations   **Challenges**
- SPED population has grown

- Closing Gaps

- Moved from a D to B   - Start Tutoring early

- Off Safeguard   - Productive Struggle

- Incentives were effectively motivating students   - Targeting with MAP data

- Return to Normality   - Tutoring based on Need (Data)

- Distance Learning (COVID)

Data-Based Problem Statement(s)

STAAR data across all subjects and performance level is under 5%-8% to meet the District average performance levels.

Root Causes (5 Whys)

No Control   **Some Control**
- ECIS
- Student/Teacher/Parent Relationships

- Parental Involvement
- Motivation Incentives

- Environment (Home)
- Creating Accountability

- Transition
- Classroom Management

- Attendance

Data-Based Goal Statement(s)

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 2023.

Strategies Brainstorm

OVERALL STUDENT ACHIEVEMENT

- Start Tutoring ASAP

- Identify the GAPS as early as possible using MAP and previous year data.

- Effective structured lesson planning for tutoring.

- Consistently review progress data to adjust instruction with meaningful feedback.

- Build those student relationships

- Use motivating incentives

- Peer Tutoring

- Collaborative grouping

- Effective classroom management

- Formative assessment review: Map, previous STAAR test data, benchmark, Introducing POWER WORDS (vocabulary development)

- Bulletin Boards targeting SE's

SP. ED. STUDENT ACCOUNTABILITY

Data Sources Reviewed   STAAR Data

Celebrations	**Challenges**
• 15% Mastered Reading 2022	• No progress in "Meets" and Masters
• Improving overall (Reading)	• "Meets" and "Masters" decreased significantly over the years.

Data-Based Problem Statement(s)

According to STAAR scores 2020-2022, SPED students decreased 4% "Meets" and "Masters" for both Math and Science.

Root Causes (5 Whys)

No Control	**Some Control**
	• How to use the online testing process
• No Science intervention staff	• Behavior
• Testing environment	• Testing environment
• Student disabilities	• Inconsistent learning environment

Data-Based Goal Statement(s)

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 2023.

Strategies Brainstorm

SP. ED. STUDENT ACCOUNTABILITY

- Include focus in PLC testing strategies

- Identify students in "Approaches" to move to "Meets"

- Utilizing tutorials with specific students to focus on strategies

- Extending the "rigor"

- Reduce scaffolds (release learning)

EMERGENT BILINGUAL STUDENT ACCOUNTABILITY

Data Sources Reviewed   TELPAS Student Achievement; TAPR; STAAR Performance;

Celebrations

- 61% of 5th grade A & AH

- 63% of 6th grade A & AH

- 20% increase in 6th grade from 2021 to 2022

Challenges

- STAAR performance decreased after 2020

- BICS vs CALP (social understanding/comprehension vs. academic vocabulary)

- Listening & Speaking Test Accuracy

Data-Based Problem Statement(s)

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.

Root Causes (5 Whys)

No Control

- Moving

- Family Situation (Dynamics)

- Economics

Some Control

- Exposure to academic vocabulary

- scaffolds/supports (differentiation)

- Sense of Belonging

- Student Placement (Scheduling)

Data-Based Goal Statement(s)

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 2023.

Strategies Brainstorm

- Campus Wide Vocabulary Focus

- Common Content Academic Word Wall (PLT)

- Visuals for Academic Vocabulary (Individualized)

- Building Relationships (Mentoring)

- Engagement (student centered; writing; hands on activities)

- Purposeful Grouping

- Formative Assessment: MAP Testing; Exit Tickets; Benchmarks

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 2023 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 2020-2022, 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
	• Inappropriate Conduct/Verbal high referrals
• Referrals for vaping is low	• Disruption/ Classroom referrals high
• Average referrals decreased in the Spring Semester	• 6th grade referrals high
	• Male referrals high
	• African American referrals high

Data-Based Problem Statement(s)

The PBIS data indicates that 45% of referrals at Schneider MS are due to Inappropriate Conduct and Verbal Misconduct

Root Causes (5 Whys)

No Control	Some Control
	• Modeling Expectations
• What they are taught at home	• Classroom Management
• What they are exposed to	• Training for teachers
	• Relationships with student

Data-Based Goal Statement(s)

We will decrease referrals due to inappropriate conduct/verbal misconduct from 45% to 25% by the end of May 2023.

Strategies Brainstorm

- Work as a GLT to manage "GLT family" issues
- Work on building relationships with students
- Teachers holding students accountable for managing their own behavior (reflection)
- Admin. Intervention for teams/teachers struggling with managing behavior
- Training for classroom management

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

- Kept 70% of staff

- Support from all staffing areas

- New staff bring new ideas

Challenges

- Local demographics/Campus Culture

- Teacher mindset

- Demands on time

Data-Based Problem Statement(s)

According to Certified Staff Retention data RSMS lost 30% of its certified teachers.

Root Causes (5 Whys)

No Control

- Student Behavior

- Parental Support

Some Control

- Lack of consistency with discipline

- Lack of strategies to respond to negative behaviors

Data-Based Goal Statement(s)

We will increase teacher retention from 70% to 85% by May 2023.

Strategies Brainstorm

- Student behavior incentives

- Positive parent contact

- Positive reinforcement

- Professional Development for teachers (update yearly) behavior

- Continue Social Emotional Learning

Staff Quality, Recruitment, and Retention Strengths

- Retained 70% of staff

- Support from all staffing areas

- New staff bring new ideas

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): According to Certified Staff Retention data RSMS lost 30% of its certified teachers. **Root Cause:** Lack of consistency with discipline; Lack of strategies to respond to negative behaviors

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data Sources Reviewed	**STAAR Data for HB4545; PLC Planning Charts; Mock STAAR; TEKS data**
Celebrations	**Challenges**

Celebrations

- Satisfied hours for HB4545

- We have funding so teachers can help students fulfill HB4545 hours

- Hours completed during summer school (will lighten students load during the year)

Challenges

- Need to focus on more on specific TEKS

- Teaching strategies need to be shared more often between teachers

- Pulling kids from PE with enough time for instruction

Data-Based Problem Statement(s)

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 Causes (5 Whys)

No Control

- Learning Gaps

- Student Attendance

Some Control

- Language Acquisition and Scaffolds

- Learning Gaps

- Uniform Learning

Data-Based Goal Statement(s)

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.

Strategies Brainstorm

- Identify historically low TEKS for each class

- TEKS Based Mini Workshops

- Targeted Interventions during non-core classes

- Scaffolding/Sharing teaching strategies between teachers

- Interactive learning activities for students

Curriculum, Instruction, and Assessment Strengths

- Satisfied hours for HB4545

- We have funding so teachers can help students fulfill HB4545 hours

- 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

<table>
<tr><th>Data Sources Reviewed</th><th>District Parent Survey</th></tr>
<tr><td>

Celebrations

- 90% of parents are interested in Bullying classes

- Most parents are comfortable with RSMS, feel welcomed and informed

</td><td>

Challenges

- Parents do not feel asked to volunteer

- Only 117 of parents completed the survey

</td></tr>
</table>

Data-Based Problem Statement(s)

The Parent Survey indicates that only 117 surveys were completed out of 703 total enrolled students.

Root Causes (5 Whys)

<table>
<tr><th>No Control</th><th>Some Control</th></tr>
<tr><td>

- Difficulty reaching parents

- Parent involvement

</td><td>

- Perhaps not sent out more than once

- Teachers not informed/involved

</td></tr>
</table>

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 2023.

Strategies Brainstorm

- Effective communication between parent/teacher

- Increase communication modes (call, text, mail, email)

- Newsletters to parents (GLT)

- Having more opportunities for parent involvement

- FA: Schneider End of Year Parent Surveys

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 out of 703 total enrolled students. **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

- Having time built into the master schedule to PLC & GLT

- 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

Challenges

- The students all transitioning together will slow down the process of getting them to and from the classes

- More support for car rider during dismissal transition from class to cafeteria

- 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

- Having to keep teachers accountable to be at their transition duty location on time

Data-Based Problem Statement(s)

Making sure that each teacher is held accountable for their roles to ensure overall safety during transitions due to combined grade-level transitions.

Root Causes ([5 Whys](#))

No Control

- The number of students we receive

- The number of staff available

- The types of students/demographic we receive

Some Control

- Communication among team members

- Peer accountability

- A clear laid out plan for teachers who are not self-correcting and need further redirection

Data-Based Goal Statement(s)

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.

Strategies Brainstorm

- Each staff member is given specific roles and responsibilities for transitioning

- Providing reminders of the importance of safety during GLT meetings

- Each team coming up with their routines for transitioning out of the Pod and hold each other accountable

- Incentives for being aware of Safeness - Staff & Students

- Administrators stepping in to enforce teacher responsibilities when needed

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 2023 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 30% of its certified teachers.

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 out of 703 total enrolled students.

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 Success Initiative (SSI) data for Grades 5 and 8
- 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 2023.

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

High Priority

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		
Strategy 1: Teachers will support and supplement the ELAR, MATH, SCIENCE, & SOCIAL STUDIES TEKS curriculum and scope and sequence using needed instructional supplies and materials.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student understanding of ELAR, MATH, SCIENCE, and SS TEKS and concepts **Staff Responsible for Monitoring:** Teachers, Campus Coaches, Campus Content Specialists, I&D Support Specialist, District Middle School Specialists and Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials and Resources for ELAR, Math, Science, and/or Social Studies - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - $11,000, Salary for Peer Facilitator Teachers with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - $172,510.89, Salary for Instructional Aides with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - $58,986.14, Campus Purchases for Basic Expenditures - 199 - General Fund - $56,020			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student understanding and performance in the Visual Art TEKS, concepts, and competitions. **Staff Responsible for Monitoring:** Visual Art Teachers, Campus Coaches; District Visual Arts Director; District Fine Arts Director; Administrators **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional and Consumable Materials for Visual Arts - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011. 142;6399 - $1,400			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will support and supplement students through needed technology instructional supplies and materials.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student success in Personalized Learning. **Staff Responsible for Monitoring:** Admin, Teachers, Technology Liaison **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Funding Sources:** Technology Resources for students and staff to support instruction - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - $4,000.75			

Strategy 4 Details	Formative Reviews

	Formative

Strategy 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.

Jan	Apr	June

Strategy's Expected Result/Impact: Student Academic Growth & Understanding

Staff Responsible for Monitoring: Teachers; Administrators; Campus Coaches; Campus Content Specialists;

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Funding Sources: ESSER Funds for Student Tutorials - 282 - ESSER III - $54,500, Title I Supplemental High Impact Tutoring Non-Payroll Allocation Funds - 211 - Title 1 A - Economically Disadvantaged Study - $1,600

Strategy 5 Details	Formative Reviews

	Formative

Strategy 5: 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.

Jan	Apr	June

Strategy's Expected Result/Impact: Increased student literacy

Staff Responsible for Monitoring: Librarian, Teachers, Campus Content Specialists, Administrators

Title I:
2.5

Funding Sources: Extra Funds for Library Books, E-Books, Resources and Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - $3,046

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Performance Objective 2: We will 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 2023

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

High Priority

Evaluation Data Sources: STAAR Report; Personalized Learning Summit Platform reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide appropriate accommodations and materials for students in the Resource/SF, SUCCESS, ABLE, and BSS Special Education program classrooms.	**Formative**		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Support(s) will be provided for our Special Education students depending on their individual needs.
    Staff Responsible for Monitoring: District Special Education support personnel; Administrators; Special Education Program Teachers; Case Managers; Support Facilitation Teachers; Instructional Aides; Regular Education teachers; ARD Committee members;
 	
    ESF Levers:
Lever 5: Effective Instruction
    Funding Sources: Supplies, Resources, and Materials for Teachers and/or Students - 199 - General Fund - $1,940			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, Guidance Center, and/or DAEP.	**Formative**		
Strategy's Expected Result/Impact: Monitor Special Education students' disciplinary removals and provide proactive approaches to reduce these numbers.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, District Special Education specialists and support personnel			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	**Formative**		
Strategy's Expected Result/Impact: Specific staff will be in compliance with TBSI requirements. **Staff Responsible for Monitoring:** District Special Education personnel	**Jan**	**Apr**	**June**

0% No Progress	100% 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 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 2023.

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

High Priority

Evaluation Data Sources: STAAR State Reports; TELPAS State Reports; TAPR Report;

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide instructional resources for all EL students to supplement instruction with needed supplies and materials.	**Formative**		
Strategy's Expected Result/Impact: Increased English language acquisition for EL students	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators **Title I:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Resources - 263 - Title III A - Bilingual Education, Language - $2,910.71			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased English language acquisition for EL students **Staff Responsible for Monitoring:** Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide TELPAS, SIOP, and research-based SIOP instructional strategies and trainings for teachers to aid students in their continued English language acquisition.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Increased English language acquisition for EL students **Staff Responsible for Monitoring:** Campus Content Specialists; Administrators; District Compliance staff and Instructional Specialists **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials and Supplies for Bilingual/ESL Teachers and/or Students - 199 - General Fund - $4,450			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Increased number of Bilingual certified teachers and fewer exemptions/waivers needed **Staff Responsible for Monitoring:** Teachers; District Bilingual Instruction Specialists; LPAC Administrator; Administrators			

0% No Progress	100% 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 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, 2023.

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

Evaluation Data Sources: STAAR Summary Reports; GT Projects;

Strategy 1 Details			Formative Reviews		
Strategy 1: Provide students opportunities to participate in the GT Performance Standards project.			**Formative**		
Strategy's Expected Result/Impact: Students will be enriched through the standards project.			**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: GT Certified Teachers; Librarian; Support Personnel **Title I:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Supplies, Resources, and Materials for GT Teachers and/or Students - 199 - General Fund - $2,225					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 5: 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, 2023.

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

Evaluation Data Sources: STAAR Summary Report; IAT Data and Reports; 504 Counselor Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive needed academic supports depending on their individual needs. **Staff Responsible for Monitoring:** IAT Chairperson; IAT Administrator; Campus Coaches; Counselors; Classroom Teachers; **Title I:** 2.6 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Salary for Title I Dyslexia/Intervention Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.000.142.6119 - $79,256.06			

	0% No Progress	100% 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 2022-2023 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		
Strategy 1: Students and parents will be provided activities and events to attend in order to learn more about college and career opportunities.	**Formative**		
Strategy's Expected Result/Impact: Greater understanding of district programs such as ECHS, CTE, and CTHS	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Administrators, Parent Coordinator **Title I:** 4.2			

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 1: We will increase teacher retention from 70% to 85% by May 2023.

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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Greater integration and comfort level/support of our new staff **Staff Responsible for Monitoring:** Administrators; Counselors; Campus Coaches; Mentor Teachers; GLT Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide instructional coaching, modelling, and support to new teachers and staff assisting them in their professional growth	**Formative**		
Strategy's Expected Result/Impact: well adjusted, life-long, supported staff members for retention purposes	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Staff; **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews

Strategy 3: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administrators; Master Mentor; Mentor Teachers; Mentee Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

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: Provide Professional Development throughout the 2022-2023 school year based on the Comprehensive Needs Assessment goals and priority focus areas developed by the RSMS staff in August, 2022.

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		
Strategy 1: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: strong, aligned instructional practices **Staff Responsible for Monitoring:** Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: strong, aligned instructional practices and campus communication **Staff Responsible for Monitoring:** Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher leader growth and development **Staff Responsible for Monitoring:** Administrators; Campus Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Utilization of the CIP to make all campus-based decisions and purchases **Staff Responsible for Monitoring:** Administrators; Campus Improvement Team **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6325 - $550			

Strategy 5 Details	Formative Reviews		
Strategy 5: The School Counselors will participate in continued Professional Development	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: continuous growth and development of Counseling skills to meet student needs **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Counselor Training Costs and Travel Expenses - 199 - General Fund - $1,500			

Strategy 6 Details	Formative Reviews		
Strategy 6: The Administrative Team will participate in continued Professional Development	**Formative**		
Strategy's Expected Result/Impact: continuous growth and development of skills to meet student and staff needs	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators; ASCD			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Administrator Team Training and Travel Expenses - 199 - General Fund - $2,000			

0% No Progress	100% 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, 2023.

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		
Strategy 1: Offer planned events, activities, and/or workshops for parents and guardians every nine weeks.	**Formative**		
Strategy's Expected Result/Impact: 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.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker **Title I:** 4.1, 4.2 **Funding Sources:** Title I Parent Coordinator Salary with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - $23,139.07, Training Supplies, Food Costs and Materials for Parenting Sessions and Parenting Center - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6499 - $4,049.42			
0% No Progress 100% 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		
Strategy 1: 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.		**Formative**		
		Jan	Apr	June
Strategy's Expected Result/Impact: Increased connection between Schneider Middle School and parents/guardians and community **Staff Responsible for Monitoring:** Administrators; Counselors; Parent Coordinator; Technology Liaison; Teachers **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details		Formative Reviews		
Strategy 2: Communities in Schools will provide social services and supportive guidance for parents and families in need.		**Formative**		
Strategy's Expected Result/Impact: support for our families' basic needs so students' attendance rates and learning will improve **Staff Responsible for Monitoring:** Communities in Schools Case Worker; Counselors; Administrators; Parent Coordinator		Jan	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: We will focus on the whole child including the improvement of our students' social and emotional health, safety and well being throughout the 2022-2023 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: Student, staff and parent surveys; Fitnessgram reports; School Clinic records; campus events and activity participation; CHAC/SHAC events

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students, staff, and parents drug prevention and anti-bullying information and activities during Red Ribbon Week and Anti-Bullying week.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased awareness of drug prevention and anti-bullying strategies			
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker			
ESF Levers: Lever 3: Positive School Culture			
Funding Sources: Instructional Materials and Student Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - $1,500			

Strategy 2 Details	Formative Reviews		
Strategy 2: W.A.V.E. School-Based Health Clinic will provide health-related services to students, parents, and families	**Formative**		
Strategy's Expected Result/Impact: attention and care will be administered to students as needed	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators; School Nurse; Counselors			
ESF Levers: Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: The PBIS Team will participate in ongoing trainings and will provide training sessions to the campus staff	**Formative**		
Strategy's Expected Result/Impact: a safe and orderly school environment	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators; PBIS Team Leader; PBIS Team Members; Counselors; Campus Coaches; District Safety Supervisor; BRT District Team; **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: 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	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased awareness to ensure student and staff safety **Staff Responsible for Monitoring:** Administrators; District Safety Director; Counselors; Staff; Campus Coaches **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Monitor and Improve student Attendance Rates to 96% by May, 2023.

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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: increased student attendance fosters increased student learning			
Staff Responsible for Monitoring: Administrators; Counselors; Communities in School Case Worker; Parent Coordinator; Campus Attendance Clerk;			
ESF Levers: Lever 3: Positive School Culture			
Funding Sources: Student Incentives for Attendance - 211 - Title 1 A - Economically Disadvantaged Study - $2,000			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 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 2022-2023 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		
Strategy 1: CIS will provide social services and supportive guidance for students and families in need	**Formative**		
Strategy's Expected Result/Impact: increased support for students and families in need	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; CIS Case Worker;			
ESF Levers: Lever 3: Positive School Culture			
Funding Sources: Communities In School Budget (BFU At-Risk) - 199 - General Fund - $3,740			

⬤ 0% No Progress   ⬤ 100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 4: Identified students will receive intervention services and strategies through the use of Tier 3 behavior program supports throughout the 2022-2023 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		
Strategy 1: 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: increased strategies and behavioral interventions for students in need			
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; CIS Case Worker; IAT Coordinator; BRT Representatives			
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
0% No Progress 100% 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: 27
Brief Description of SCE Services and/or Programs

Personnel for Schneider Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Armstrong, Danetta Amaris	Mid Sch 5th Grade Teacher	1
Burch, Lucy Ilene	Campus Coach	1
Calderon, Karen Marisol	Mid Sch 5th Grade Teacher	1
Carter-Malveaux, Lakesha Jeanette	Mid Sch Math Teacher 6th	1
Doxtader, Breanna Danielle	Mid Sch 5th Grade Teacher	1
Espinoza, Stephanie Sarai	Residency Student Teacher	1
Garcia, Marilyn Ann	Mid Sch Bil 5th Grade Teacher	1
Gentry, Darisha Alexis	Mid Sch English L/A Rdg Teacher 6th	1
Guerra, Martha Alicia	Campus Coach	1
Gurnell, Imani Celestine	Classroom Facilitator	1
Jamal, Loretta Brunson	Mid Sch 5th Grade Teacher	1
Lara, Stephanie Jazmin	Residency Student Teacher	1
Lopez, Osvaldo	Mid Sch Bil 6th Grade Teacher	1
Mitchell, Angela Felice	Mid Sch Science Teacher 6th	1
Moncrief, Brittany Rainele	Mid Sch 5th Grade Teacher	1
Mora, Yesenia Yanira	Mid Sch 5th Grade Teacher	1
Nguyen, Amber Tien	Residency Student Teacher	1
Parker Demus, Lashena Arnesia	Mid Sch Math Teacher 6th	1
Pina, Angel	Mid Sch Bil 5th Grade Teacher	1

Name	Position	FTE
Ray, Sheri Lynn	Title I Aide (Fed)	1
Rogers, Kenneth Christopher	Classroom Facilitator	1
Salas, Adriana	Title I Aide (Fed)	1
Serna, Jessica	Mid Sch 5th Grade Teacher	1
Thornal-Wade, Kathleen Renee	Mid Sch 5th Grade Teacher	1
Tran, Diana Thuy Duong	Residency Student Teacher	1
Trent, Cristina Hernandez	Classroom Facilitator	1
Umana, Jennifer Elaine	Dyslexia Inter Teacher	1

Title I Personnel

Name	Position	Program	FTE
Carmen Gonzalez	Parent Coordinator	Parent Coordinator	1
Emily Elizondo	Paraprofessional	Title One Instructional Aide	1
Jennifer Umana	Dyslexia Intervention Teacher	Dyslexia And Intervention Teacher	1
Lucy Burch	Campus Coach	ELAR and SS Instructional Coach	1
Martha Guerra	Campus Coach	Math Instructional Coach	1
Sheri Ray	Paraprofessional	Title One Instructional Aide	1

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Purchases for Basic Expenditures		$56,020.00
1	2	1	Supplies, Resources, and Materials for Teachers and/or Students		$1,940.00
1	3	3	Instructional Materials and Supplies for Bilingual/ESL Teachers and/or Students		$4,450.00
1	4	1	Supplies, Resources, and Materials for GT Teachers and/or Students		$2,225.00
3	2	5	Counselor Training Costs and Travel Expenses		$1,500.00
3	2	6	Administrator Team Training and Travel Expenses		$2,000.00
5	3	1	Communities In School Budget (BFU At-Risk)		$3,740.00
				Sub-Total	$71,875.00
				Budgeted Fund Source Amount	$71,875.00
				+/- Difference	$0.00

211 - Title 1 A - Economically Disadvantaged Study

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary for Peer Facilitator Teachers with Benefits	211.11.142.024.000.6119	$172,510.89
1	1	1	Salary for Instructional Aides with Benefits	211.11.142.024.000.6119	$58,986.14
1	1	1	Instructional Materials and Resources for ELAR, Math, Science, and/or Social Studies	211.11.142.011.142.6399	$11,000.00
1	1	2	Instructional and Consumable Materials for Visual Arts	211.11.142.011. 142;6399	$1,400.00
1	1	3	Technology Resources for students and staff to support instruction	211.11.142.011.142.6399	$4,000.75
1	1	4	Title I Supplemental High Impact Tutoring Non-Payroll Allocation Funds		$1,600.00
1	1	5	Extra Funds for Library Books, E-Books, Resources and Materials	211.11.142.011.142.6399	$3,046.00
1	5	1	Salary for Title I Dyslexia/Intervention Teacher with Benefits	211.11.142.000.142.6119	$79,256.06
3	2	4	Plan 4 Learning Software	211.23.142.011.142.6325	$550.00
4	1	1	Title I Parent Coordinator Salary with Benefits	211.11.142.024.000.6119	$23,139.07
4	1	1	Training Supplies, Food Costs and Materials for Parenting Sessions and Parenting Center	211.61.142.011.142.6499	$4,049.42
5	1	1	Instructional Materials and Student Materials	211.11.142.011.142.6399	$1,500.00
5	2	1	Student Incentives for Attendance		$2,000.00

			211 - Title 1 A - Economically Disadvantaged Study			
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
					Sub-Total	$363,038.33
					Budgeted Fund Source Amount	$363,038.33
					+/- Difference	$0.00
			263 - Title III A - Bilingual Education, Language			
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
1	3	1	Instructional Resources			$2,910.71
					Sub-Total	$2,910.71
					Budgeted Fund Source Amount	$2,910.71
					+/- Difference	$0.00
			282 - ESSER III			
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
1	1	4	ESSER Funds for Student Tutorials			$54,500.00
					Sub-Total	$54,500.00
					Budgeted Fund Source Amount	$54,500.00
					+/- Difference	$0.00
					Grand Total Budgeted	$492,324.04
					Grand Total Spent	$492,324.04
					+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** • Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy • Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. • Utilize student fitness assessment data for instructional planning and goal-setting • Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: • September 20, 2022 • November 15, 2022 • February 7, 2023 • April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. Post-Secondary Preparedness/Higher Ed Information/Career Education
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
  o Higher education admissions and financial aid, including sources of information
  o TEXAS grant program
  o Teach for Texas grant programs
  o The need to make informed curriculum choices for beyond high school
  o Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers			
11. Sexual Abuse and Maltreatment of Children	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 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  ○ Early mental health intervention
  ○ Mental health promotion and positive youth development
  ○ Substance abuse prevention
  ○ Substance abuse intervention
  ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

- Suicide prevention including parent/guardian notification procedure - Conflict resolution programs - Violence prevention and intervention programs - Unwanted physical or verbal aggression - Sexual harassment - Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence - Statement that dating violence will not be tolerated. - Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator - Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Shaw Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bobby Shaw Middle School is a 5th and 6th grade campus. Current enrollment is 690. 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 95%. The percentage of students identified as LEP is 58%. Home Language Surveys indicate that 66% of homes speak Spanish and 34% 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

20% SPED

95% 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 20% in the past 5 years.

We have also seen growth in the number of students considered ELL from 33% to 58% over the past 5 years.

Student Achievement

Student Achievement Summary

test - 21/22	Approaches	meets	master
5th reading	71	38	16
5th math	67	26	10
5th science	61	25	7
6th reading	54	24	8
6th math	52	8	0

	2013	2014	2015	2016	2017	2018	2021
5th reading	59	56	60	66	73	66	60
6th reading	53	69	60	64	52	57	43
5th math	67	67	n/a	80	75	75	58
6th math	64	69	n/a	67	50	58	48
5th science	64	57	62	68	62	58	37

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 as the Habits of Success for the CONNECT platform.

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. PFs/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 uses the Summit Learning Platform.

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 every other day with departments for planning purposes with the goal in mind. They follow the district timelines and curriculum in eduphoria. 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 in eduphoria and the STAAR Field Guide from lead4ward to plan instruction that addresses low SEs and data heat sheets. They consistently use the data in AWARE 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 now utilizes the CONNECT learning platform and 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 Fitnees Night, Volunteer Program, and Parent Coffee Talks.

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, BSS, 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 Facilitator 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 RTI 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, SWAT.

*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. We have transitioned to the Summit Learning Platform. 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.

*Shaw has implemented the Summit Learning Platform.

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
- 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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: SMS will implement the Summit Learning Platform in conjunction with PISD to 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		
Strategy 1: SMS will work to hire and develop teachers through PLC to grow in the art and science of teaching through collaborative measures and trainings.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will become more effective and student performance will increase. **Staff Responsible for Monitoring:** Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $316,646.77			
0% No Progress 100% 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.

Evaluation Data Sources: SMS will use growth measures such as MAP, Literably, BAS testing and STAAR to track growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: SMS has intervention teachers specializing in both math and reading for each grade level.	**Formative**		
Strategy's Expected Result/Impact: student growth **Staff Responsible for Monitoring:** teachers and admin	**Jan**	**Apr**	**June**

0% No Progress	100% 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 3: SMS will institute a Tier 2 tutoring program (Anchor Time) to provide timely intervention for Essential Outcomes during the school day.

 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		
Strategy 1: SMS will hold tier 2 level tutoring during the school day.			**Formative**		
Strategy's Expected Result/Impact: Students will grow in the content knowledge.			**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers and administration					
0% No Progress 100% 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 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 cognitive skills they are expected to demonstrate throughout the course of the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
Strategy's Expected Result/Impact: Students will gain a better understanding of requirements and how to improve as scholars. **Staff Responsible for Monitoring:** Teachers and administration	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 5: SMS will focus on small group instruction and training for the staff throughout the year in order to improve student performance.

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		
Strategy 1: Teachers will be given opportunity during their conference period to participate in relevant trainings regarding small groups.	**Formative**		
Strategy's Expected Result/Impact: Teachers will better meet the needs of individual students. **Staff Responsible for Monitoring:** Teachers and administration.	**Jan**	**Apr**	**June**
0% No Progress 100% 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 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		
Strategy 1: Staff will be trained on implementing SIOP strategies in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Students will increase in literacy through experiences in writing, reading, speaking and listening.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Extended Day/Tutorial - $6,788, - 263 - Title III A - Bilingual Education, Language - $3,584.76			

Strategy 2 Details	Formative Reviews		
Strategy 2: SMS will train teachers on effective use of vocabulary development.	**Formative**		
Strategy's Expected Result/Impact: Students will better understand brick and mortar words as well as content specific words.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers and administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will grow and make progress on MAP as well as state sponsored assessments. **Staff Responsible for Monitoring:** administrative team			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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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		
Strategy 1: Staff will be trained on implementing SIOP strategies in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Students will increase in literacy through experiences in writing, reading, speaking and listening.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Extended Day/Tutorial - $6,788, - 263 - Title III A - Bilingual Education, Language - $3,584.76			

Strategy 2 Details	Formative Reviews		
Strategy 2: SMS will train teachers on effective use of vocabulary development.	**Formative**		
Strategy's Expected Result/Impact: Students will better understand brick and mortar words as well as content specific words.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers and administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Students will grow and make progress on MAP as well as state sponsored assessments. **Staff Responsible for Monitoring:** administrative team			

0% No Progress	100% 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 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		
Strategy 1: SMS will utilize ESSER funds to pay tutors for at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Students will grow in their understanding as evidenced by a variety of assessment tools.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: administrative team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 282 - ESSER III - $56,000, - Extended Day/Tutorial - $1,200			

Strategy 2 Details	Formative Reviews		
Strategy 2: SMS will utilize ESSER funds to pay tutors for at-risk students during instructional hours.	**Formative**		
Strategy's Expected Result/Impact: Students will grow in their understanding and capacity as evidenced by assessment tools.	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: administrative team
 	
 TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction
  - **Targeted Support Strategy**			

0% No Progress	100% 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: 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		
Strategy 1: Teachers will mentor students on a weekly basis.			**Formative**		
Strategy's Expected Result/Impact: Students will form a better relationship with their teachers and a deeper bond with the school.			**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers and administration.					
0% No Progress 100% 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: 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: The Summit platform logs the goals and tracks the progress of students throughout the year.

Strategy 1 Details		Formative Reviews		
Strategy 1: Students are how to set SMART goals at the beginning of the week and at each class period.		**Formative**		
Strategy's Expected Result/Impact: Students will be better able to verbalize what they are working on and how best to achieve growth.		**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers and administration.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: 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		
Strategy 1: Students will be taught a variety of ways to take notes.			**Formative**		
Strategy's Expected Result/Impact: 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.			**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 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		
Strategy 1: Teachers meet in like content area teams to learn and grow together.	**Formative**		
Strategy's Expected Result/Impact: Teachers will grow as professionals and students will make progress. **Staff Responsible for Monitoring:** teachers and administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 199 - General Fund - $74,765	**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**

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 3: SMS will make effort to hire individuals able to communicate effectively with ELL and Emergent Bilingual Students.

Strategy 1 Details			Formative Reviews		
Strategy 1: SMS will attend district sponsored hiring events and work to interview highly qualified candidates with the necessary language skills.			**Formative**		
Strategy's Expected Result/Impact: Teachers will be able to better assist students with academic language issues. **Staff Responsible for Monitoring:** administration			**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 4: 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.

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**
0% No Progress 100% 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: 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		
Strategy 1: counselors will invite students through a variety of methods to ensure as many persons are available to meet as possible.	**Formative**		
Strategy's Expected Result/Impact: Students and parents will be able to better partner with the school in learning how to grow as students and citizens. **Staff Responsible for Monitoring:** administration	**Jan**	**Apr**	**June**
0% No Progress 100% 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: 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		

Strategy 1: The counselors will send information to staff members to gain volunteers in order to help the needs of our most struggling students.
     Strategy's Expected Result/Impact: Students and parents will feel supported and cared for.
     Staff Responsible for Monitoring: administration.
	Formative		

	Jan	**Apr**	**June**
0% No Progress 100% 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 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		
Strategy 1: The parent liaison will help spread the word to the community.			**Formative**		
Strategy's Expected Result/Impact: The community will have a greater connection with the school and better know how to support the work. **Staff Responsible for Monitoring:** administration			**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 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		
Strategy 1: The PBIS team will meet to look at data and how best to support the staff and students by implementing necessary change.	**Formative**		
Strategy's Expected Result/Impact: Students will feel more safe and will grow academically and socially.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: PBIS team and administration			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 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 along with the Habits of Success from the Summit Learning Program.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will feel more connected to the school and each other.	**Formative**		
Strategy's Expected Result/Impact: STudents will feel more safe and able to learn more effectively.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: administration			

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 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		
Strategy 1: Staff is receiving training in regards to CHAMPS and the Second Step program.			**Formative**		
Strategy's Expected Result/Impact: The students will feel more safe and better able to learn academically and socially as a result.			**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers and administration					
0% No Progress *100%* Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 4: 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		
Strategy 1: SMS will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.	**Formative**		
Strategy's Expected Result/Impact: Increase time in classroom for all learners. **Staff Responsible for Monitoring:** Administrative team	**Jan**	**Apr**	**June**
Strategy 2 Details	Formative Reviews		
Strategy 2: SMS will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Sup[port Initiative requirements.	**Formative**		
Strategy's Expected Result/Impact: Ensure student safety during upset. **Staff Responsible for Monitoring:** Administrative team	**Jan**	**Apr**	**June**
0% No Progress 100% 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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	2	SMS will utilize ESSER funds to pay tutors for at-risk students during instructional hours.

State Compensatory

Budget for Shaw Middle School

Total SCE Funds: $245,407.00
Total FTEs Funded by SCE: 19
Brief Description of SCE Services and/or Programs

Personnel for Shaw Middle School

Name	Position	FTE
Aleman, Brittany Coralie	Mid Sch English L/A Rdg Teacher 6th	1
Alvarez, Celeste Deyanira	Elem Science Teacher	1
Cox, Charlett Lenee	Campus Coach	1
DeGraff, Alix Andria	Coor - 21st CCLC Cycle 10	1
Delgado, Sarah Patricia	Classroom Facilitator	1
Essinger, Carson Renae	Mid Sch Social Studies Teacher 6th	1
Fanti, Rachel E	Mid Sch 5th Grade Teacher	1
Franco, Sofia Rosita	Mid Sch Intervention Teacher	1
Garcia Oloarte, Flor Lizbeth	Classroom Facilitator	1
Gunter, Tiffany Tenpenny	Mid Sch 5th Grade Teacher	1
Lopez, Felipe	Mid Sch Math Teacher 6th	1
Mata, Christian Eric	Mid Sch Math Teacher 6th	1
O'conor, Juana C	Mid Sch Bil 6th Grade Teacher (Comp Ed)	1
Rivas, Julia Genoveva	Mid Sch 5th Grade Teacher	1
Rodriguez, Alexis	Title I Aide (Fed)	1
Sanchez, Roel	Mid Sch Bil 5th Grade Teacher	1
Smith, Quincy Catherine	Mid Sch English L/A Rdg Teacher 6th	1
Spaulding, Joel Michael	Campus Coach	1
Zapata Hernandez, Celina Maeli	Mid Sch Bil 5th Grade Teacher	1

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$74,765.00
				Sub-Total	$74,765.00
				Budgeted Fund Source Amount	$74,765.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$316,646.77
				Sub-Total	$316,646.77
				Budgeted Fund Source Amount	$316,646.77
				+/- Difference	$0.00
			263 - Title III A - Bilingual Education, Language		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$3,584.76
				Sub-Total	$3,584.76
				Budgeted Fund Source Amount	$3,584.76
				+/- Difference	$0.00
			282 - ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1			$56,000.00
				Sub-Total	$56,000.00
				Budgeted Fund Source Amount	$56,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$450,996.53
				Grand Total Spent	$450,996.53
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** • Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy • Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. • Utilize student fitness assessment data for instructional planning and goal-setting • Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: • September 20, 2022 • November 15, 2022 • February 7, 2023 • April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. **Dropout Prevention**	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

Pasadena Independent School District

Sullivan Middle School

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

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 94.5% of our students meet the criteria for being economically disadvantaged. With a 48% 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. 12% of our student population qualifies for special education services which includes services for ABLE 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 consistantly every year by expanding personalized learning environments to every classroom on campus, including special education classrooms and from strengthening the PLC process.

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
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
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
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

5 Reading   APP.   MEETS   MASTERS

5 Reading	APP.	MEETS	MASTERS
2021-2022	72	30	4

7 Math	APP.	MEETS	MASTERS
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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Lesson plans failed to include all of the required components of the lesson cycle and were used inconsistently across departments. **Root Cause:** Campus instructional leaders failed to review lesson plans frequently and provide teachers with feedback and lesson planning support.

Problem Statement 2 (Prioritized): Based on 2022 Math STAAR, 19% 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 (Prioritized): Based on 2022 Accountability, only 32% of ALL students met the Mathematics Target of 46% as measured by Domain 3. **Root Cause:** Campus instructional leaders failed to conduct regular walk-throughs and observations to ensure consistent implementation of expectations.

Problem Statement 4 (Prioritized): Based on 2022 Accountability, 31% of Economically Disadvantaged students met the Mathematics Target of 36%, as measured by Domain 3.

Root Cause: Teachers failed to use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

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 95.6%. **Root Cause:** Majority of the students with excessive, habitual absences were due to COVID fears.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

There are mulitple 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 candidates. **Root Cause:** Historically, there have only been two new hires each year for the past three consecutive years.

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): Lesson plans failed to include all of the required components of the lesson cycle and were used inconsistently across departments. **Root Cause:** Campus instructional leaders failed to review lesson plans frequently and provide teachers with feedback and lesson planning support.

Problem Statement 2 (Prioritized): Based on 2022 Accountability, only 32% of ALL students met the Mathematics Target of 46% as measured by Domain 3. **Root Cause:** Campus instructional leaders failed to conduct regular walk-throughs and observations to ensure consistent implementation of expectations.

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Problem Statement 4 (Prioritized): Based on 2022 Math STAAR, 19% 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 reshelving 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): Parent Classes were not provided to families during the 2021-2022 school year. Based on results from the School-Wide Family Engagement survey, parents have requested that parenting classes be offered. **Root Cause:** Parent attendance decreased at events held on campus due to social distancing guidelines and COVID transmission fears.

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 FLEx. 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 FLEx 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 2: To date, there is no clear selection criteria or protocol established to hire high-quality candidates. **Root Cause:** Historically, there have only been two new hires each year for the past three consecutive years.

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 trainings, 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 6: Lesson plans failed to include all of the required components of the lesson cycle and were used inconsistently across departments.

Root Cause 6: Campus instructional leaders failed to review lesson plans frequently and provide teachers with feedback and lesson planning support.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: Student attendance rates decreased to 95.6%.

Root Cause 4: Majority of the students with excessive, habitual absences were due to COVID fears.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Parent Classes were not provided to families during the 2021-2022 school year. Based on results from the School-Wide Family Engagement survey, parents have requested that parenting classes be offered.

Root Cause 5: Parent attendance decreased at events held on campus due to social distancing guidelines and COVID transmission fears.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 2: Based on 2022 Accountability, only 32% of ALL students met the Mathematics Target of 46% as measured by Domain 3.

Root Cause 2: Campus instructional leaders failed to conduct regular walk-throughs and observations to ensure consistent implementation of expectations.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 1: Based on 2022 Math STAAR, 19% 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 3: Based on 2022 Accountability, 31% of Economically Disadvantaged students met the Mathematics Target of 36%, as measured by Domain 3.

Root Cause 3: Teachers failed to use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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: September 19, 2022

Goal 1: 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

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.

Strategy 1 Details			Formative Reviews		
Strategy 1: Content area teams have protected time built into the master schedule for in-depth conversations as a PLCs 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.			**Formative**		
			Jan	**Apr**	**June**
Strategy's Expected Result/Impact: To improve our current Instructional Coaching practice to be more collaborative and to build capacity among teacher leaders whom demonstrate leadership potential. **Staff Responsible for Monitoring:** Campus Coaches and Administrators **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** MyON, IXL, Language Live, Lead4ward, Technology equipment - 211 - Title 1 A - Economically Disadvantaged Study - $20,107.56, Title 1 High Impact Tutoring Non-Payroll - 211 - Title 1 A - Economically Disadvantaged Study - $1,600, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - $550					

Strategy 2 Details	Formative Reviews

	Formative		
Strategy 2: Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Professional Learning Community frameworks will help identify and make a plan to improve Tier 1 instruction for low scoring Essential Standards. Instructional Leadership team participates in the Lead4ward Leading Learning Series.			
Staff Responsible for Monitoring: All Core Teachers, Administrators, Campus Coaches			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Lead4ward Field Guides, Lead4ward Leading Learning Series, Supplies, and Materials - 199 - General Fund - $58,635			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: 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.	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 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.			
Staff Responsible for Monitoring: Principal			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 1: 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.

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

High Priority

Evaluation Data Sources: 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. Summit Platform with percentage of on-track students, assessment results, tutoring logs will be considered evaluation data sources.

Strategy 1 Details		Formative Reviews		
Strategy 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 2023 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.		**Formative**		
		Jan	Apr	June
Strategy's Expected Result/Impact: Improved Academic Achievement performance at the "meets grade level" and "masters grade level" standard on math, reading, and science STAAR. **Staff Responsible for Monitoring:** Math, Reading, Science teachers, intervention teachers, campus coaches, and administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** ESSER Tutoring - 282 - ESSER III - $43,500, Extended Day Supplies - Extended Day/Tutorial - $900, Materials and Supplies - 263 - Title III A - Bilingual Education, Language - $2,471.55				
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

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: 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.

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		
Strategy 1: 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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: 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.			
Staff Responsible for Monitoring: Counselors, Librarian, G/T Sponsors. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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: The campus will collaboratively work with the District Special Education Department 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, AEIS Reports, AYP Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will work collaboratively with the District Special Education Department 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-ALT (i.e., PLAAFs, IEPS, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Administrative team, Diag.	**Formative**		
	Jan	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Number of removals will decrease. **Strategy's Expected Result/Impact:** Ensure students with disabilities continue to receive instrucition by finding alternatives to disciplinay removal. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 3: Positive School Culture	**Formative**		
	Jan	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. **Strategy's Expected Result/Impact:** Equip staff with skills to de-escalate situations. **Staff Responsible for Monitoring:** Administrators	**Formative**		
	Jan	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 3: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

    Evaluation Data Sources: Kids to College Survey and completion of the College Tab via the Summit Learning Platform.

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 6th grade students are introduced to college through a series of college readiness activities.	**Formative**		
Strategy's Expected Result/Impact: To provide Kids 2 College weekly lessons that introduce students to college readiness activities. All students will receive academic planning lessons, which include goal setting, personal and career interests, as well as college university information. **Staff Responsible for Monitoring:** 6th Grade SS department and Counselors	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: 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.

    Evaluation Data Sources: Parent involvement reports, digital invitations, parent surveys and feedback. Increase family and community engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: A Parent Coordinator position will be added to assist with providing more opportunities for families to engage and interact with campus events.	**Formative**		
Strategy's Expected Result/Impact: 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.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Parent Coordinator			
Title I: 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			
Funding Sources: Salary Title I Parent Coordinator w/ Benefits - 211 - Title 1 A - Economically Disadvantaged Study - $22,137.31, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - $3,548.39, Salary Title I Instructional Aide w/ Benefits - 211 - Title 1 A - Economically Disadvantaged Study - $29,484.44, Salary Title I Counselor w/ Benefits - 211 - Title 1 A - Economically Disadvantaged Study - $50,773.10			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: 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 2022-2023 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 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

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		
Strategy 1: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and manmade.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Administrators, Counselors, and MERT Team. **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a comprehensive training model for all stakeholders designed to meet the whole child to address the needs of all students, particularly at-risk.	**Formative**		
Strategy's Expected Result/Impact: Teach Every Monday Matters Lessons throughout the school year to students and deliver the content to parents on a weekly basis. Teachers using EMM language in their classrooms to help individuals understand how much and why they matter to themselves, the community, and the world. To engage our students in activities that foster their social and emotional learning development. To customize student learning with emphasis on the Whole Child: Content Mastery, Thinking Strategies, Social/Emotional Health, Identity. Improve student attendance to 97%. **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Instructional Coaches **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Apr**	**June**

Strategy 3 Details	Formative Reviews

	Formative

Strategy 3: The continuation of Special Olympics Unified Champions, a club created to unite students with disabilities with non-disabled peers.	Jan	Apr	June
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Special Education teachers **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: We will ensure 100% compliance with priority focus areas for our special education students.

Performance Objective 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP.

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: To reduce the number of students with disabilities being removed to ISS, OSS, Guidance Center, and/or DAEP.

Goal 5: We will ensure 100% compliance with priority focus areas for our special education students.

Performance Objective 2: We will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.

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: Reports documenting students being restrained and ensure that staff members are up-to-date with training requirements.

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 2023 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	1	1	Content area teams have protected time built into the master schedule for in-depth conversations as a PLCs 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.
1	1	2	Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
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 2023 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.

State Compensatory

Budget for Sullivan Middle School

Total SCE Funds: $5,324.00
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 populations categories.

Personnel for Sullivan Middle School

Name	Position	FTE
Arratia, Priscila	Mid Sch Bil 5th Grade Teacher	1
Currier, Mandy Jill	Mid Sch 5th Grade Teacher	1
Garcia Sanchez, Brianda	Title I Aide (Fed)	1
Guerra, Rebecca Michelle	Mid Sch 5th Grade Teacher	1
Hamilton, Nicole Kathleen	Mid Sch English L/A Rdg Teacher 6th	1
Jenkins, Laraunda Monique	Mid Sch Math Teacher 6th	1
Nilles, Sherry Leigh	Mid Sch Intervention Teacher	1
Sanchez, Gabriel Guillermo	Classroom Facilitator	1
Tsafantakis, Summer Michelle	Mid Sch Science Teacher 6th	1
Velasquez, Christy Deann	Mid Sch 5th Grade Teacher	1
West, Susan Elaine	Mid Sch 5th Grade Teacher	1

Title I Personnel

Name	Position	Program	FTE
Brianda Garcia Sanchez	Title I Aide	Bilingual	1
Jordan Lewis	Parent Coordinator/Counselor		.5
Liliana Rios	Parent Coordinator		.5

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Lead4ward Field Guides, Lead4ward Leading Learning Series, Supplies, and Materials		$58,635.00
				Sub-Total	$58,635.00
				Budgeted Fund Source Amount	$58,635.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	MyON, IXL, Language Live, Lead4ward, Technology equipment		$20,107.56
1	1	1	Plan4Learning		$550.00
1	1	1	Title 1 High Impact Tutoring Non-Payroll		$1,600.00
3	1	1	Title 1 Parent Component		$3,548.39
3	1	1	Salary Title I Instructional Aide w/ Benefits		$29,484.44
3	1	1	Salary Title I Parent Coordinator w/ Benefits		$22,137.31
3	1	1	Salary Title I Counselor w/ Benefits		$50,773.10
				Sub-Total	$128,200.80
				Budgeted Fund Source Amount	$128,200.80
				+/- Difference	$0.00
			263 - Title III A - Bilingual Education, Language		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Materials and Supplies		$2,471.55
				Sub-Total	$2,471.55
				Budgeted Fund Source Amount	$2,471.55
				+/- Difference	$0.00
			282 - ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	ESSER Tutoring		$43,500.00
				Sub-Total	$43,500.00

282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$43,500.00
				+/- Difference	$0.00
				Grand Total Budgeted	$232,807.35
				Grand Total Spent	$232,807.35
				+/- Difference	$0.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** • Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy • Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. • Utilize student fitness assessment data for instructional planning and goal-setting • Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: • September 20, 2022 • November 15, 2022 • February 7, 2023 • April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. DAEP Requirements ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. District's Decision-Making and Planning Policies ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. Dyslexia Treatment Programs ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. Migrant Plan (Title I, Part C) ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   ○ Higher education admissions and financial aid, including sources of information
   ○ TEXAS grant program
   ○ Teach for Texas grant programs
   ○ The need to make informed curriculum choices for beyond high school
   ○ Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	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 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   ○ Early mental health intervention
   ○ Mental health promotion and positive youth development
   ○ Substance abuse prevention
   ○ Substance abuse intervention
   ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing ○ Suicide prevention including parent/guardian notification procedure	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	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.	May 2023 Compliance Trainings completed within first six-weeks of school

- Conflict resolution programs - Violence prevention and intervention programs - Unwanted physical or verbal aggression - Sexual harassment - Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence - Statement that dating violence will not be tolerated. - Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator - Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023