Carrollton-Farmers Branch Independent School District

Perry Middle School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 11, 2022

Demographics

Demographics Summary

DeWitt Perry Middle School is situated in a neighborhood in Carrollton, Texas, and is part of the Carrollton Farmers Branch Independent School District. The rich history of this school can be traced to the earliest days of the Carrollton school district. A two-story, red-brick building, which was the first school officially constructed by the district, was built on this site in 1915. In 1936, a new building, known as Carrollton High School, was constructed at the same location, and it remains the nucleus of the school today. The school became DeWitt Perry Junior High in 1962 when the new R. L. Turner High School opened. DeWitt Perry is named for DeWitt Clinton Perry, son of A.W. and Sarah Perry, who donated his portion of his father's estate to the school district in 1915. A. W. Perry settled the land on which the school now sits in the early 1800s. The school's gymnasium is named in memory of his sister, Harriet Perry Warner.

Perry's enrollment was 863 for the 2021-2022 school year. We are title one campus rich with culture and tradition. The staff includes 71 teachers, 13 paraprofessionals, and 3 administrators. The student population is 4.43% White, 2.8% African American, 82.15% Hispanic, and 10.04% Asian. Additionally, the campus serves 76.9% economically disadvantaged students, 15.75% special education students, 57.27% Emergent Bilingual students, and 76.31% at-risk students. The overall attendance rate was 92.54%, including 90.19% African American, 92.73% Hispanic, 94.8% White, 96.97 Asian, and 92.51% economically disadvantaged. The most current data indicates the campus has a 5.5% mobility rate.

Most students who attend Perry Middle School live within walking distance of the school or are driven to school by a parent or guardian, with the attendance zone consisting of mostly single-family housing and apartment complexes close to the school. Students are involved in a variety of extracurricular activities and academic programming. The campus is home to several unique programs including LEAP (Leading Exceptional Academic Producers), two-way dual language, Robotics, AVID, and several CTE courses. Additionally, Perry offers a full menu of traditional fine arts and athletic programs along with many extracurricular clubs that students can get involved with.

The staff of Perry Middle School holds the status of highly qualified and retains highly qualified and effective paraprofessionals to assist our students in the classroom and their special education needs. We have Special Education classrooms in the areas of MAC (Modified Academic Content), Content Mastery, and Fundamentals Math & Reading. Perry also uses master teachers as Department Managers and Instructional Facilitators, who along with Administration make up the campus instructional leadership team. Department Managers oversee their specific department to ensure it is providing the highest quality of education and social-emotional development to our students. They assist in ensuring the teams follow the PLC (Professional Learning Community) process and use data to inform their instruction. Instructional facilitators also lead in the PLC process and data analysis while assisting with specific strategies to assist their colleagues in their professional growth. They lead professional development and serve as mentor teachers to new staff members while implementing the district mentoring program. District-level specialists also assist in the academic growth of our building and assist with the development of our staff's professional practice. These expert instructors assist our teachers with enhancing their strategies and tactics in meeting the academic needs of our students in their subject areas. They model various research-based strategies and supply our teams with the things they need to be successful with their instruction.

Perry has established a RtI/MTSS program that focuses on implementing the proper interventions based on a student's academic or behavioral needs. We triangulate various data sources to make sure we develop a plan to assist students with their growth. We also evaluate our intervention programs to observe if they are meeting the need. Also, our co-teachers and paraprofessionals work with their colleagues/partner teachers to ensure students are assisted with their academic growth. These co-teachers and paraprofessionals attend PLCs and give feedback, participating fully in the PLC process when necessary.

Demographics Strengths

DeWitt Perry Middle School has many strengths. Some of the most notable demographic strengths include:

1. Attendance rates have remained above 90% over the last 3 years although enrollment numbers have decreased.

2. We serve a diverse range of student populations, cultures, and ethnicities, which enhances our students' learning and growth.

3. Our teachers and leadership work diligently to build parent/campus partnerships and improve our community engagement.

4. Parents have multiple opportunities to engage in parent/school events including parent conferences, meet the teacher, open house. With over 80% Hispanic population, (many of whom will be first-generation high school graduates) families and students have a strong emphasis on family and respect. Our families trust our school and teachers with their child's education. They are supportive and responsive when called upon.

5. We work hard to foster a strong culture among the staff. Teachers reported at 97% that they trusted their principal and felt supported by the administration.

6. Students have an improved sense of belonging thanks to their involvement in campus clubs and extracurricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At the end of 2020, the population of students identified as Gifted and Talented was lower than both the district and state. **Root Cause:** The identification process needs to be re-evaluated.

Problem Statement 2 (Prioritized): Low reading performance levels & achievement among the Hispanic student population. **Root Cause:** Low income often results in less reading material at home; Parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet space where a child can read quietly. Large families mean older students often care for siblings. Poverty essentially means little leisure time, space, & money. Language acquisition.

Problem Statement 3 (Prioritized): The teacher mentoring program is not effectively meeting the needs of new staff members. **Root Cause:** The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.

Problem Statement 4 (Prioritized): Disparities in performance for Hispanic, Economically Disadvantaged, Emergent Bilinguals (formerly known as ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. **Root Cause:** The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.

Problem Statement 5 (Prioritized): STAAR data for 2022 in Reading shows a gap for Emergent Bilingual students who scored 17.96% meets versus 31.15% schoolwide in the 6th grade and scored 36.31% meets versus 53.9% schoolwide in the 8th grade. **Root Cause:** The under-utilization of accommodations and differentiation for Emergent Bilingual students to close the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.

Problem Statement 6 (Prioritized): There is inconsistency in how discipline is managed in the hallways and classrooms by teachers. There is also inconsistency in the proper implementation of our campus-wide behavior management program, SOAR. **Root Cause:** Staff turnover has resulted in unfamiliarity and proper training of campus policies.

Problem Statement 7 (Prioritized): Emergent Bilingual students scored significantly lower in all categories and in all grade levels in Reading. **Root Cause:** Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.

Problem Statement 8 (Prioritized): Special Education students scored drastically lower in all reporting categories for all grade levels in both Math and Reading. **Root Cause:** Special Education students are not getting the right balance of needed accommodations with Tier 1 instruction with scaffolded Tier 2 and Tier 3 support.

Student Learning

Student Learning Summary

Student learning has been challenging to assess since the start of COVID in March 2020. Students have learned remotely and traditionally. Absences for staff and students have been significant due to quarantine and positive cases. STAAR tests were canceled in the Spring of 2020 due to COVID. Variants of COVID have provided interruptions in learning every few months.

Student learning was assessed through STAAR data taken in May of 2022, NWEA MAP data taken three times per year (Fall, Winter, and Spring), and TELPAS collected through writing samples as well as reading/listening/speaking assessments.

TELPAS data and findings are noted below:

- 6th-grade composite ratings show that 78.79% of students either scored the same rating or lower.
- 7th-grade composite ratings show that 75.54% of students either scored the same rating or lower.
- 8th-grade composite ratings show that 84.85% of students either scored the same rating or lower.

In the 2021-22 school year the students of Perry Middle School took the NWEA MAP tests three times during the school year (Fall, Winter, and Spring) in the areas of Reading, Math, Algebra 1, and Science. A summary of the results is found below:

Reading NWEA MAP:

62% of 6th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Reading STAAR projected proficiency. This data also reflected 52% of all 6th-grade students met the projected growth from fall to spring and 68% of the 6th-grade students met their projected growth from winter to spring.

69% of 7th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Reading STAAR projected proficiency. This data also reflected 42% of all 7th-grade students met the projected growth from fall to spring and 53% of the 7th-grade students met their projected growth from winter to spring.

77% of 8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Reading STAAR projected proficiency. This data also reflected 50% of all 8th-grade students met the projected growth from fall to spring and 70% of the 8th-grade students met their projected growth from winter to spring.

Math NWEA MAP:

70% of 6th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Math STAAR projected proficiency. This data also reflected 57% of all 6th-grade students met the projected growth from fall to spring and 73% of the 6th-grade students met their projected growth from winter to spring.

68% of 7th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Math STAAR projected proficiency. This data also reflected 51% of all 7th-grade students met the projected growth from fall to spring and 51% of the 7th-grade students met their projected growth from winter to spring.

71% of
8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Math STAAR projected proficiency. This data also reflected 50% of all 8th-grade students met the projected growth from fall to spring and 64% of the 8th-grade students met their projected growth from winter to spring.

100% of 7th and 8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Algebra I STAAR projected proficiency. This data also reflected 92% of 7th grade and 74% of all 8th-grade students met the projected growth from fall to spring.

Science NWEA MAP:

60% of all 6th-grade students met the projected growth from fall to spring and 65% of the 6th-grade students met their projected growth from winter to spring.

61% of all 7th-grade students met the projected growth from fall to spring and 64% of the 7th-grade students met their projected growth from winter to spring.

80% of 8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Science STAAR projected proficiency. This data also reflected 64% of all 8th-grade students met the projected growth from fall to spring and 71% of the 8th-grade students met their projected growth from winter to spring.

Next, is STAAR data comparing 2022 to 2021 and specifically noting year-to-year growth.

	May 2022 STAAR Grade 6 Reading			**May 2021 STAAR Reading, Grade 6**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	258	56.59%	31.40%	19.38%	284	54.58%	27.46%	16.20%	2.01%	3.94%	3.18%
	May 2022 STAAR Grade 7 Reading			**May 2021 STAAR Reading, Grade 7**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	312	71.47%	45.51%	32.37%	251	60.96%	34.66%	19.92%	10.51%	10.85%	12.45%
	May 2022 STAAR Grade 8 Reading			**April 2021 STAAR Reading, Grade 8**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	282	77.30%	53.90%	36.88%	298	71.81%	43.29%	22.82%	5.49%	10.61%	14.06%

	May 2022 STAAR Grade 6 Mathematics			**May 2021 STAAR Mathematics, Grade 6**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	235	68.09%	22.98%	6.38%	250	60%	25.20%	8%	8.09%	-2.22%	-1.62%
	May 2022 STAAR Grade 7 Mathematics			**May 2021 STAAR Mathematics, Grade 7**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	190	46.84%	15.26%	1.05%	161	29.81%	6.21%	4.35%	17.03%	9.05%	-3.30%
	May 2022 STAAR Grade 8 Mathematics			**April 2021 STAAR Mathematics, Grade 8**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	339	76.70%	46.61%	20.94%	349	66.76%	43.84%	24.36%	9.94%	2.77%	-3.42%

	May 2022 STAAR Grade 8 Science			**May 2021 STAAR Science, Grade 8**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	297	66.33%	40.07%	26.26%	287	59.58%	35.54%	22.30%	6.75%	4.53%	3.96%

	May 2022 STAAR Grade 8 Social Studies EOC Preliminary			**May 2021 STAAR Social Studies, Grade 8**				**2021-2022 Growth**		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Perry Middle School	282	52.13%	25.89%	18.44%	290	50.34%	25.86%	17.59%	1.79%	0.03%	0.85%

Every reporting category, with the exception of 8th-grade math "masters", showed growth.

Also worth reviewing is the data comparison prior to COVID 19, from May of 2019 as a campus. While these are completely different students, it provides a snapshot of our campus both in 2019 and 2022.

	May 2019 STAAR Reading, Grade 6			May 2022 STAAR Grade 6 Reading				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	328	66.16%	34.76%	21.34%	260	56.15%	31.15%	19.23%	-10.01%	-3.61%	-2.11%
	May 2019 STAAR Mathematics, Grade 6				May 2022 STAAR Grade 6 Mathematics				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	285	85.26%	40%	13.68%	235	68.09%	22.98%	6.38%	-17.17%	-17.02%	-7.30%

	May 2019 STAAR Reading, Grade 7				May 2022 STAAR Grade 7 Reading				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	301	68.11%	36.88%	24.25%	315	71.11%	45.40%	32.06%	3.00%	8.52%	7.81%
	May 2019 STAAR Mathematics, Grade 7				May 2022 STAAR Grade 7 Mathematics				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	184	72.83%	27.17%	4.89%	190	46.84%	15.26%	1.05%	-25.99%	-11.91%	-3.84%

	April 2019 STAAR Reading, Grade 8				May 2022 STAAR Grade 8 Reading				2019-2022 Growth		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	363	74.38%	45.45%	21.21%	282	77.30%	53.90%	36.88%	2.92%	8.45%	15.67%

	April 2019 STAAR Mathematics, Grade 8				May 2022 STAAR Grade 8 Mathematics				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	429	88.58%	67.83%	24.71%	339	76.70%	46.61%	20.94%	-11.88%	-21.22%	-3.77%

	May 2019 STAAR Science, Grade 8				May 2022 STAAR Grade 8 Science				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Perry	370	85.95%	51.62%	30.27%	297	66.33%	40.07%	26.26%	-19.62%	-11.55%	-4.01%

	May 2019 STAAR Social Studies, Grade 8				May 2022 STAAR Grade 8 Social Studies				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master

	362	71.27%	33.70%	22.10%	282	52.13%	25.89%	18.44%		-19.14%	-7.81%	-3.66%
Perry												

	Spring 2019 STAAR EOC, Algebra I				**May 2022 STAAR Algebra I**				**2019-2022 Growth**		
	Students	**Approaches**	**Meets**	**Masters**	**Students**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Master**
Perry	94	100%	100%	97.87%	94	100%	98.94%	97.87%	0%	-1%	0%

In looking at sub-populations, the findings are below:

	May 2022 STAAR Grade 6 Reading Preliminary				May 2022 STAAR Grade 7 Reading Preliminary				May 2022 STAAR Grade 8 Reading Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Perry Middle School	260	56.15%	31.15%	19.23%	315	71.11%	45.40%	32.06%	282	77.30%	53.90%	36.88%	857	68.61%	43.87%	29.76%
Economic Disadvantage	202	50.50%	21.78%	8.91%	242	68.60%	37.19%	21.90%	214	74.30%	47.20%	28.04%	658	64.89%	35.71%	19.91%
American Indian/Alaskan Native	-	-	-	-	1	100%	0%	0%	1	100%	0%	0%	2	100%	0%	0%
Asian	26	100%	92.31%	80.77%	31	96.77%	96.77%	87.10%	28	100%	96.43%	89.29%	85	98.82%	95.29%	85.88%
Black/African American	5	80%	60%	40%	10	70%	50%	50%	5	40%	20%	20%	20	65%	45%	40%
Hispanic	216	49.54%	21.30%	9.26%	257	66.15%	36.58%	22.18%	233	73.82%	47.21%	27.90%	706	63.60%	35.41%	20.11%
Two or More Races	-	-	-	-	3	100%	100%	66.67%	2	100%	50%	50%	5	100%	80%	60%
White	13	69.23%	61.54%	53.85%	13	100%	84.62%	76.92%	13	100%	100%	92.31%	39	89.74%	82.05%	74.36%
Gifted Talented	43	100%	95.35%	88.37%	62	100%	98.39%	93.55%	48	100%	97.92%	97.92%	153	100%	97.39%	93.46%
Currently Emergent Bilingual	167	43.71%	17.96%	5.99%	178	60.11%	26.97%	14.04%	157	64.97%	36.31%	18.47%	502	56.18%	26.89%	12.75%
Special Ed Indicator	44	25%	9.09%	6.82%	47	38.30%	17.02%	10.64%	37	24.32%	10.81%	2.70%	128	29.69%	12.50%	7.03%

	May 2022 STAAR Grade 6 Mathematics Preliminary				May 2022 STAAR Grade 7 Mathematics Preliminary				May 2022 STAAR Grade 8 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters

	May 2022 STAAR Grade 6 Mathematics Preliminary				May 2022 STAAR Grade 7 Mathematics Preliminary				May 2022 STAAR Grade 8 Mathematics Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Perry Middle School	235	68.09%	22.98%	6.38%	190	46.84%	15.26%	1.05%	339	76.70%	46.61%	20.94%	764	66.62%	31.54%	11.52%
Economic Disadvantage	202	68.32%	20.79%	4.46%	165	46.67%	15.15%	0.61%	249	72.69%	36.55%	6.43%	616	64.29%	25.65%	4.22%
American Indian/Alaskan Native	-	-	-	-	1	0%	0%	0%	1	100%	0%	0%	2	50%	0%	0%
Asian	8	100%	75%	50%	1	0%	0%	0%	47	100%	97.87%	85.11%	56	98.21%	92.86%	78.57%
Black/African American	5	80%	60%	40%	5	40%	0%	0%	6	50%	16.67%	16.67%	16	56.25%	25%	18.75%
Hispanic	214	65.89%	19.16%	2.80%	179	46.37%	15.08%	0.56%	267	71.91%	36.70%	8.24%	660	63.03%	25.15%	4.39%
Two or More Races	-	-	-	-	1	100%	0%	0%	2	100%	50%	0%	3	100%	33.33%	0%
White	8	87.50%	50%	37.50%	3	100%	66.67%	33.33%	16	93.75%	75%	50%	27	92.59%	66.67%	44.44%
Gifted Talented	18	100%	88.89%	61.11%	1	100%	100%	100%	75	100%	90.67%	76%	94	100%	90.43%	73.40%
Currently Emergent Bilingual	167	65.87%	16.77%	1.80%	130	40.77%	10.77%	0.77%	183	66.67%	31.69%	5.46%	480	59.38%	20.83%	2.92%
Special Ed Indicator	43	41.86%	6.98%	0%	40	30%	5%	0%	39	30.77%	10.26%	5.13%	122	34.43%	7.38%	1.64%

Data for our campus reveals a need to focus on four major subgroups in relation to STAAR data: Economically Disadvantaged, Hispanic, Emergent Bilingual, and Special Education. An analysis of scores for each student group at each grade level in READING revealed the following:

- **Economically disadvantaged students scored lower than the whole school in all STAAR results.**

	May 2022 STAAR Grade 6 Reading Preliminary				May 2022 STAAR Grade 7 Reading Preliminary				May 2022 STAAR Grade 8 Reading Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Perry Middle School	260	56.15%	31.15%	19.23%	315	71.11%	45.40%	32.06%	282	77.30%	53.90%	36.88%	857	68.61%	43.87%	29.76%

	May 2022 STAAR Grade 6 Reading Preliminary				May 2022 STAAR Grade 7 Reading Preliminary				May 2022 STAAR Grade 8 Reading Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Economic Disadvantage	202	50.50%	21.78%	8.91%	242	68.60%	37.19%	21.90%	214	74.30%	47.20%	28.04%	658	64.89%	35.71%	19.91%

- **Hispanic students represent approximately 82% of the school population and scored lower than the whole school in all STAAR results.**

	May 2022 STAAR Grade 6 Reading Preliminary				May 2022 STAAR Grade 7 Reading Preliminary				May 2022 STAAR Grade 8 Reading Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Perry Middle School	260	56.15%	31.15%	19.23%	315	71.11%	45.40%	32.06%	282	77.30%	53.90%	36.88%	857	68.61%	43.87%	29.76%
Hispanic	216	49.54%	21.30%	9.26%	257	66.15%	36.58%	22.18%	233	73.82%	47.21%	27.90%	706	63.60%	35.41%	20.11%

- **Emergent Bilingual students scored significantly lower in all categories and in all grade levels.**

	May 2022 STAAR Grade 6 Reading Preliminary				May 2022 STAAR Grade 7 Reading Preliminary				May 2022 STAAR Grade 8 Reading Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Perry Middle School	260	56.15%	31.15%	19.23%	315	71.11%	45.40%	32.06%	282	77.30%	53.90%	36.88%	857	68.61%	43.87%	29.76%
Currently Emergent Bilingual	167	43.71%	17.96%	5.99%	178	60.11%	26.97%	14.04%	157	64.97%	36.31%	18.47%	502	56.18%	26.89%	12.75%

- **Special Education students also scored lower in all categories in all grade levels.**

	May 2022 STAAR Grade 6 Reading Preliminary				May 2022 STAAR Grade 7 Reading Preliminary				May 2022 STAAR Grade 8 Reading Preliminary				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Perry Middle School	260	56.15%	31.15%	19.23%	315	71.11%	45.40%	32.06%	282	77.30%	53.90%	36.88%	857	68.61%	43.87%	29.76%
Special Ed Indicator	43	41.86%	6.98%	0%	40	30%	5%	0%	39	30.77%	10.26%	5.13%	122	34.43%	7.38%	1.64%

Student Learning Strengths

Perry Middle School has a population of hard-working students and staff. We are proud of many different student achievement strengths, including:

1. Student goal-setting before MAP testing was implemented campus-wide.

3. MTSS and RTI interventions are in place with tracking to ensure compliance and growth. Part-time instructional interventionists were utilized to provide small-group interventions.

4. iStation and Dreambox provide extra support for our students and are used campus-wide.

5. Teacher-to-student ratio.

6. 62% of 6th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Reading STAAR projected proficiency.

7. 69% of 7th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Reading STAAR projected proficiency.

8. 77% of 8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Reading STAAR projected proficiency.

9. 70% of 6th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Math STAAR projected proficiency.

10. 68% of 7th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Math STAAR projected proficiency.

11. 71% of 8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Math STAAR projected proficiency.

12. 100% of 7th and 8th-grade students achieved at the Approaches Grade Level or higher on the Spring NWEA MAP Algebra I STAAR projected proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students and Hispanic scored significantly lower in all STAAR reporting categories and in all grade levels in Reading. **Root Cause:** Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.

Problem Statement 2 (Prioritized): Special Education students scored significantly lower in all STAAR reporting categories and in all grade levels in both Math and Reading. **Root Cause:** Special Education students are not getting the right balance of Tier 1 instruction with scaffolded Tier 2 and Tier 3 support, and co-teach and inclusion methods are an identified gap at Perry.

Problem Statement 3 (Prioritized): 69.4% of all students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. **Root Cause:** Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.

Problem Statement 4 (Prioritized): 69.4% of all students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency. **Root Cause:** Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for

reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.

Problem Statement 5 (Prioritized): 80.1% of all students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. **Root Cause:** Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.

Problem Statement 6 (Prioritized): Economically Disadvantaged students scored lower in all STAAR reporting categories and in all grade levels in Reading. **Root Cause:** Lack of instructional tools at home and lack of education of parents on how to assist their students.

Problem Statement 7 (Prioritized): The renovated building has created new spaces that previously did not exist (flex spaces, think spaces, etc). Teachers have not been trained on what the use of these spaces should be. **Root Cause:** We didn't have them before and need to provide ideas for uses, norms, etc.

Problem Statement 8 (Prioritized): Inconsistent student attendance over the last 4 years. **Root Cause:** COVID, hybrid learning, families' fear of returning to school, little to no support from the district truancy officer, no training or explanations for attendance clerks or admin, and no provided tips or strategies from the district level.

School Processes & Programs

School Processes & Programs Summary

The Perry culture is strong and family-oriented! We work hard and support each other through all endeavors. The recent Covid-related drop in achievement has been tough but we are committed to coming out on top.

Perry strives to attain high achievement for all students and this begins with strong teams in instruction, campus procedures, and programs. Our goal is to to know our students by name and need and implement effective instructional practices that align with this.

The campus Instructional leadership team consists of administration, instructional facilitators, department managers, and other teacher leaders. Together we create, plan, and facilitate a professional learning calendar and schedule that is anchored in data and learning.

New teachers are provided support from their departments and a campus mentor. The campus mentor is someone from outside of their department. This is done intentionally to encourage new teachers to connect to the Perry staff and culture. We have found a need to strengthen our new hire onboarding. Many staff members are not aware of school/district policies and procedures due to the lack of information, professional development, and focus on the needs of staff during this difficult school year and new normal.

For the 2021-2022 school year, the district chose to focus on learning how to design and implement a more effective PLC process. A team of our instructional facilitators led the development of our practices and norms around PLCs. During PLCs, teams meet to discuss TEKS and data to make informed decisions focused on meeting the academic needs of all students. Teams map out the specific skills and standards to be taught and assessed during the given time frame and how to revise lessons to ensure students understand and can apply strategies, skills, and concepts. They review exemplars and ensure students are meeting the standards. Perry will continue looking for ways to strengthen the assessment/data analysis/instructional planning process while discovering ways to meet the professional development needs of the staff.

During the 2022-2023 school year, Perry will continue to work on ensuring that policies, procedures, and student expectations are concrete and have maximum follow-through by all parties.

Various student clubs and organizations: Many of the activities offered by clubs help students to extend and elaborate on the more formal knowledge learned in school. Club membership provides an opportunity to participate in new roles. The leadership roles that are available in clubs provide a valuable experience that is not generally available to young people. Adults and peers at these organizations can serve as models and as sources of social support, friendship, and caring. Clubs and student organizations found at Perry include:

- Student Council
- National Junior Honor
- Craft Club
- Perry Growers
- Fellowship of Christian Athletes
- Photography Club
- Newspaper/Yearbook
- Model UN
- Gay-Straight Alliance
- Culture Club
- Green Team
- Dance Club
- Public Forum Debate Club
- Spanish Club
- Robotics Club
- Chess Club

- Math Counts
- UIL

School Processes & Programs Strengths

Perry Middle School has identified the following strengths:

1. The campus has implemented a PLC process and strengthened expectations surrounding these practices.

2. Perry PLC teams work effectively and efficiently in reviewing data and making instructional decisions based on the data.

3. Teachers have a dedication to ensuring the success of students and a strong urgency to implement the best instructional practices in every classroom and for all students.

4. Teachers are highly qualified and highly motivated. Many strive to continue to advance their careers and attend professional development to sharpen their skills.

5. The AVID program is strong and working towards becoming a demonstration campus.

6. Teacher leaders are engaged through various committees and leadership roles.

7. Teachers have embraced the DDI process and want to utilize it to further strengthen their capacity as instructional leaders and improve achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is inconsistency in the implementation of our campus-wide behavior management program, SOAR. **Root Cause:** Staff turnover has resulted in unfamiliarity and proper training of campus policies.

Problem Statement 2 (Prioritized): Perry has great systems, procedures, and instructional practices that align well with tenants of AVID. However, the site team needs to train staff and ensure the implementation of school-wide strategies. **Root Cause:** Lack of whole-staff training about AVID--what it is, who it benefits, and how the strategies are effective campus-wide.

Problem Statement 3 (Prioritized): Our massive construction project has created an increase in a need to review safety and security protocols with all staff, students, and families to ensure proper evacuations in emergency situations. Our goal is to be transparent with all stakeholders in order to ensure a safe environment at Perry. **Root Cause:** Families are concerned with the amount of glass in our building in light of unfortunate recent situations. These situations outside of the school/district's control have heightened concerns and fears on a national level.

Problem Statement 4 (Prioritized): We have seen an increase in damaged and lost devices along with a need for additional digital literacy instruction for both students and families. **Root Cause:** The increased dependency in the last few years (a lot of it from home) has made students and families forget the rules and expectations. Some reteaching is needed.

Perceptions

Perceptions Summary

DeWitt Perry is an established family-oriented, comprehensive middle school with a diverse student population. We maintain high expectations for student work and rigor while prioritizing real-life experience and learning. We truly will do whatever it takes to help a child succeed. With that, we are very competitive and strive to celebrate as often as possible.

Our campus also receives a tremendous amount of support from our community. Our outreach partners who pour into our school include She Supply, Just Because, Heartland Church, Rio Valley Relief Project, Jack & Jill of America Inc, Family Accounting Advisors, H-Tea-O, Raising Cane's, Sprinkles Cupcakes, and local favorite Joe's Pizza.

Motto
High Expectations for ALL

Mission Statement
The mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision Statement
CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

This upcoming August staff will be creating Perry-specific vision and mission statements.

We have a campus-wide behavior management system called SOAR. Discipline data shows an increase in disciplinary infractions, specifically in drug offenses, fighting, and DAEP placements. However, the new restorative practices program established fall of 2020 gave us another tool to address students' behaviors and re-establish student expectations as can be evidenced in the decrease in violations of the student code of conduct. We will take a proactive approach in re-setting expectations for fighting as we head into a new year.

Discipline Action Reason Codes	2019 - 2020	2020 - 2021	2021 - 2022
04	5	7	9
09	--	1	--
12	--	--	2
21	220	8	131
26	--	1	--
27	1	--	2
28	4	--	2
35	1	--	--
36	2	--	5
41	20	4	34
58	1	--	--
61	--	--	2

Discipline Action Reason Codes

(04) - "Possessed, Sold, Used, Or Was Under Influence Of Marijuana Or Other Controlled Substance"
(09) - "Conduct Occurring Off-Campus/Student Not In Attendance/Felony Title 5 "
(12) - "Unlawful Carrying of a Location-Restricted Knife (blade longer than 5.5 inches)"
(21) - "Violation Of Student Code Of Conduct"
(26) - "Terroristic Threat"
(27) - "Assault against employee/volunteer"
(28) - "Assault against someone other than school employee/volunteer"
(35) - "False Alarm/False Report"
(36) - "Felony Controlled Substance Violation"
(41) - "Fighting/Mutual Combat"
(58) - "Breach of Computer Security"
(61) - "Bullying"

Perry Middle School prioritizes creating a family and community-friendly school environment. Our goal is to not only acquire support from our community but to connect to our community so that we can also give back. Our PTA has gone from being all staff to mostly parents for the upcoming school year. Perry was awarded various PTA awards in the 21-22 school year that we are very proud of.

We communicate with family and the community through a weekly newsletter called News from the Nest. It is sent through ParentSquare and shared on our Facebook and Twitter pages. It goes out in English and Spanish. We also have a strong social media presence on Facebook, Twitter, and Instagram where we not only disseminate information but also share the great things happening at Perry. We were awarded the social media award from the district during the Spring semester.

In an effort to get feedback on the steps we are taking as a staff with regard to our collective culture, climate, values, and beliefs, a staff survey is given each year through UpBeat. We know that research shows the most impactful element to student academic growth is the teachers. Here is a summary of the findings:

Campus Areas of Strength

- Principal/Teacher Trust 96%
- Instructional Leadership 97%
- Equity 95%
- Inclusion 95%
- Care and Commitment 93%
- Collaboration 93%
- Self-Efficacy 93%
- Satisfaction & Purpose 90%

Campus Areas of Growth

- Appreciation 79%
- Recruitment, Hiring & Onboarding 82%
- Autonomy 89%
- Parent/Teacher Communication 82%
- School Safety and Order 76%
- Work/Life Balance 71%
- Resources and Facilities 77%
- Compensation and Career Path 55%

- Cultural Competence 78%
- Evaluation 89%
- Professional Development 76%
- Teacher Voice & Leadership 78%
- Belonging & Well-being 88%
- Diversity 68%
- Student Engagement 73%

In an effort to get feedback on staff/campus effectiveness with regard to our classroom culture, classroom engagement, classroom rigorous expectations, classroom teacher-student relationships, and pedagogical effectiveness students participated in an anonymous survey called Panorama. Here is a summary of the findings compared to CFBISD:

- Pedagogical Effectiveness: Perceptions of the quality of teaching and amount of learning students experience from a particular teacher. 75% of students indicated a favorable response compared to the CFBISD average of 74%.

- Classroom Rigorous Expectations: How much do students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class. 72% of students indicated a favorable response compared to the CFBISD average of 73%.

- Classroom Climate: Perceptions of the overall social and learning climate of the classroom. 70% of students indicated a favorable response compared to the CFBISD average of 71%.

- Classroom Teacher-Student Relationships: How strong the social connection is between teachers and students within and beyond the classroom. 66% of students indicated a favorable response compared to the CFBISD average of 68%.
- Classroom Engagement: How attentive and invested students are in class. 49% of students indicated a favorable response compared to the CFBISD average of 50%.

Perceptions Strengths

Campus Areas of Strength from Upbeat Staff survey:

- Principal/Teacher Trust 96%
- Instructional Leadership 97%
- Equity 95%
- Inclusion 95%
- Care and Commitment 93%
- Collaboration 93%
- Self-Efficacy 93%
- Satisfaction & Purpose 90%

The new restorative practices program established fall of 2020 gave us another tool to address students' behaviors and re-establish student expectations as can be evidenced in the decrease in violations of the student code of conduct.

Our open-door policy allows parents and the community to know that we are always here to listen to their ideas and feedback about perceived issues at school. This information

allows the Perry staff to make adjustments when necessary to meet the needs of all partnerships including the community, parents, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 63% of staff feel that parents and teachers work together as partners. **Root Cause:** Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Problem Statement 2 (Prioritized): While we have seen a decrease in discipline referrals and use of OSS over the last three years, there is an uptick in disciplinary offenses related to fighting/mutual combat and drug-related incidents. **Root Cause:** Drug use and lack of parent/student education on the dangers of drugs, specifically vaping. Education during Covid times resulted in a widespread lack of appropriate social-emotional behaviors

Problem Statement 3 (Prioritized): Over the years counselors have strayed from their original focus of SEL and Guidance. **Root Cause:** Additional duties were added at the campus level without proper guidance or expectations at the district level.

Priority Problem Statements

Problem Statement 14: Emergent Bilingual students and Hispanic scored significantly lower in all STAAR reporting categories and in all grade levels in Reading.

Root Cause 14: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.

Problem Statement 14 Areas: Student Learning

Problem Statement 17: There is inconsistency in the implementation of our campus-wide behavior management program, SOAR.

Root Cause 17: Staff turnover has resulted in unfamiliarity and proper training of campus policies.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 9: Only 63% of staff feel that parents and teachers work together as partners.

Root Cause 9: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Problem Statement 9 Areas: Perceptions

Problem Statement 13: Low reading performance levels & achievement among the Hispanic student population.

Root Cause 13: Low income often results in less reading material at home; Parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet space where a child can read quietly. Large families mean older students often care for siblings. Poverty essentially means little leisure time, space, & money. Language acquisition.

Problem Statement 13 Areas: Demographics

Problem Statement 15: Special Education students scored significantly lower in all STAAR reporting categories and in all grade levels in both Math and Reading.

Root Cause 15: Special Education students are not getting the right balance of Tier 1 instruction with scaffolded Tier 2 and Tier 3 support, and co-teach and inclusion methods are an identified gap at Perry.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Perry has great systems, procedures, and instructional practices that align well with tenants of AVID. However, the site team needs to train staff and ensure the implementation of school-wide strategies.

Root Cause 16: Lack of whole-staff training about AVID--what it is, who it benefits, and how the strategies are effective campus-wide.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 10: While we have seen a decrease in discipline referrals and use of OSS over the last three years, there is an uptick in disciplinary offenses related to fighting/mutual combat and drug-related incidents.

Root Cause 10: Drug use and lack of parent/student education on the dangers of drugs, specifically vaping. Education during Covid times resulted in a widespread lack of appropriate social-emotional behaviors

Problem Statement 10 Areas: Perceptions

Problem Statement 2: The teacher mentoring program is not effectively meeting the needs of new staff members.

Root Cause 2: The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.

Problem Statement 2 Areas: Demographics

Problem Statement 6: 69.4% of all students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency.

Root Cause 6: Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.

Problem Statement 6 Areas: Student Learning

Problem Statement 18: Our massive construction project has created an increase in a need to review safety and security protocols with all staff, students, and families to ensure proper evacuations in emergency situations. Our goal is to be transparent with all stakeholders in order to ensure a safe environment at Perry.

Root Cause 18: Families are concerned with the amount of glass in our building in light of unfortunate recent situations. These situations outside of the school/district's control have heightened concerns and fears on a national level.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 21: Over the years counselors have strayed from their original focus of SEL and Guidance.

Root Cause 21: Additional duties were added at the campus level without proper guidance or expectations at the district level.

Problem Statement 21 Areas: Perceptions

Problem Statement 12: Disparities in performance for Hispanic, Economically Disadvantaged, Emergent Bilinguals (formerly known as ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts.

Root Cause 12: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.

Problem Statement 12 Areas: Demographics

Problem Statement 7: 69.4% of all students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency.

Root Cause 7: Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.

Problem Statement 7 Areas: Student Learning

Problem Statement 20: We have seen an increase in damaged and lost devices along with a need for additional digital literacy instruction for both students and families.

Root Cause 20: The increased dependency in the last few years (a lot of it from home) has made students and families forget the rules and expectations. Some reteaching is needed.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 1: STAAR data for 2022 in Reading shows a gap for Emergent Bilingual students who scored 17.96% meets versus 31.15% schoolwide in the 6th grade and scored 36.31% meets versus 53.9% schoolwide in the 8th grade.

Root Cause 1: The under-utilization of accommodations and differentiation for Emergent Bilingual students to close the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.

Problem Statement 1 Areas: Demographics

Problem Statement 8: 80.1% of all students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency.

Root Cause 8: Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 3: There is inconsistency in how discipline is managed in the hallways and classrooms by teachers. There is also inconsistency in the proper implementation of our campus-wide behavior management program, SOAR.

Root Cause 3: Staff turnover has resulted in unfamiliarity and proper training of campus policies.

Problem Statement 3 Areas: Demographics

Problem Statement 11: Economically Disadvantaged students scored lower in all STAAR reporting categories and in all grade levels in Reading.

Root Cause 11: Lack of instructional tools at home and lack of education of parents on how to assist their students.

Problem Statement 11 Areas: Student Learning

Problem Statement 5: Emergent Bilingual students scored significantly lower in all categories and in all grade levels in Reading.

Root Cause 5: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.

Problem Statement 5 Areas: Demographics

Problem Statement 19: The renovated building has created new spaces that previously did not exist (flex spaces, think spaces, etc). Teachers have not been trained on what the use of these spaces should be.

Root Cause 19: We didn't have them before and need to provide ideas for uses, norms, etc.

Problem Statement 19 Areas: Student Learning

Problem Statement 4: Special Education students scored drastically lower in all reporting categories for all grade levels in both Math and Reading.

Root Cause 4: Special Education students are not getting the right balance of needed accommodations with Tier 1 instruction with scaffolded Tier 2 and Tier 3 support.

Problem Statement 4 Areas: Demographics

Problem Statement 22: Inconsistent student attendance over the last 4 years.

Root Cause 22: COVID, hybrid learning, families' fear of returning to school, little to no support from the district truancy officer, no training or explanations for attendance clerks or admin, and no provided tips or strategies from the district level.

Problem Statement 22 Areas: Student Learning

Guiding Objectives

Revised/Approved: May 11, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2022 TELPAS will increase by 10%.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Train teachers in TELPAS with a specific focus on the spoken portion. Provide strategies to be used in the classroom to create opportunities to practice; Increase English as Second Language sections to provide targeted instruction time to meet the needs of the students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase of Assessment scores in the area of TELPAS progress indicator. **Staff Responsible for Monitoring:** Principal ESL Teacher/ELL Assistant **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 5, 7				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1 Problem Statements:

Demographics
Problem Statement 4: Disparities in performance for Hispanic, Economically Disadvantaged, Emergent Bilinguals (formerly known as ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. **Root Cause**: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.
Problem Statement 5: STAAR data for 2022 in Reading shows a gap for Emergent Bilingual students who scored 17.96% meets versus 31.15% schoolwide in the 6th grade and scored 36.31% meets versus 53.9% schoolwide in the 8th grade. **Root Cause**: The under-utilization of accommodations and differentiation for Emergent Bilingual students to close the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.

Demographics
Problem Statement 7: Emergent Bilingual students scored significantly lower in all categories and in all grade levels in Reading. **Root Cause**: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May of 2023, the percentage of Special Education students for Approaches level on Math and Reading STAAR will increase by 5%.

Evaluation Data Sources: NWEA MAP Scores (Fall, Winter, End of Year) for STAAR projection and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning on tier 1, tier 2, and tier 3 instruction with a specific focus on small groups and data-driven instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in assessment scores in the area of Math and Reading. **Staff Responsible for Monitoring:** Administrative Team Guiding Coalition **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 8 - Student Learning 2 **Funding Sources:** Part Time Interventionists - 211 Title I - $30,000, Teacher Tutoring Groups (after school) - 211 Title I - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2 Problem Statements:

Demographics
Problem Statement 4: Disparities in performance for Hispanic, Economically Disadvantaged, Emergent Bilinguals (formerly known as ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. **Root Cause**: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.
Problem Statement 8: Special Education students scored drastically lower in all reporting categories for all grade levels in both Math and Reading. **Root Cause**: Special Education students are not getting the right balance of needed accommodations with Tier 1 instruction with scaffolded Tier 2 and Tier 3 support.

Student Learning
Problem Statement 2: Special Education students scored significantly lower in all STAAR reporting categories and in all grade levels in both Math and Reading. **Root Cause**: Special Education students are not getting the right balance of Tier 1 instruction with scaffolded Tier 2 and Tier 3 support, and co-teach and inclusion methods are an identified gap at Perry.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By October 2022, 100% of students identified with Dyslexia will receive the services needed to ensure that their academic needs are met (with the exception of parent denials which we will discourage).

Evaluation Data Sources: MTA coordinator tracking and documentation

Strategy 1 Details	Reviews			
Strategy 1: Ensure a teaching unit is fully dedicated to providing MTA services in the master schedule.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading abilities.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Dyslexia Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 5, 7, 8 - Student Learning 1				

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

Goal 3 Problem Statements:

Demographics
Problem Statement 2: Low reading performance levels & achievement among the Hispanic student population. **Root Cause**: Low income often results in less reading material at home; Parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet space where a child can read quietly. Large families mean older students often care for siblings. Poverty essentially means little leisure time, space, & money. Language acquisition.
Problem Statement 5: STAAR data for 2022 in Reading shows a gap for Emergent Bilingual students who scored 17.96% meets versus 31.15% schoolwide in the 6th grade and scored 36.31% meets versus 53.9% schoolwide in the 8th grade. **Root Cause**: The under-utilization of accommodations and differentiation for Emergent Bilingual students to close the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.
Problem Statement 7: Emergent Bilingual students scored significantly lower in all categories and in all grade levels in Reading. **Root Cause**: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.
Problem Statement 8: Special Education students scored drastically lower in all reporting categories for all grade levels in both Math and Reading. **Root Cause**: Special Education students are not getting the right balance of needed accommodations with Tier 1 instruction with scaffolded Tier 2 and Tier 3 support.
Student Learning
Problem Statement 1: Emergent Bilingual students and Hispanic scored significantly lower in all STAAR reporting categories and in all grade levels in Reading. **Root Cause**: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2023, we will recognize 9 Week Awards in various ways (announcements, posters, social media posts, small treats, etc). This will include A Honor Roll, A/B Honor Roll, and Perfect Attendance as well as our district students. It will be done 100% every 9 weeks.

Evaluation Data Sources: Social media posts
End of year awards ceremonies

Strategy 1 Details	Reviews			
Strategy 1: Run appropriate reports before designated timelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive recognition and increased positive feedback on Panorama student survey and parent survey.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Campus Webmaster				
ESF Levers: Lever 3: Positive School Culture				
Problem Statements: Perceptions 1				

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

Goal 4 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2023 district coaches and Title One Instructional Dean will work with core teachers to strengthen tier 1 instruction with a focus on small groups. Materials and resources will be purchased to support instruction and learning.

Evaluation Data Sources: Improved lesson plans
PLC schedule
MAP scores
STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Scheduled PLCs with district coaches and campus Guiding Coalition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in planning and tier one instruction.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Instructional Facilitators				
Problem Statements: Student Learning 4, 5, 6				
Funding Sources: Instructional Coaches - 211 Title I - $49,409, Title One Instructional Dean - 211 Title I - $86,841				

Strategy 2 Details	Reviews			
Strategy 2: Purchase instructional resources (digital and print) to support learning and improve instruction. Also, purchase materials specific to Dyslexia intervention and tier two and three supports. Renew campus software licenses and ensure that all purchased resources are directly linked to academic intervention/extension.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved tier one instruction and small group support.				
Staff Responsible for Monitoring: Administration Instructional Facilitators Title One Instructional Dean Dyslexia Specialist				
Problem Statements: Student Learning 4, 5, 6				
Funding Sources: Instructional Materials (technology based) - 211 Title I - $9,000, Instructional Materials (print and supply based) - 211 Title I - $9,000, Books - 211 Title I - $8,000				

Strategy 3 Details	Reviews			
Strategy 3: Attend conferences to improve our skillset and	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** Conference registration and travel costs, if applicable - 211 Title I - $10,000				

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

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: Emergent Bilingual students and Hispanic scored significantly lower in all STAAR reporting categories and in all grade levels in Reading. **Root Cause**: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Perry.
Problem Statement 2: Special Education students scored significantly lower in all STAAR reporting categories and in all grade levels in both Math and Reading. **Root Cause**: Special Education students are not getting the right balance of Tier 1 instruction with scaffolded Tier 2 and Tier 3 support, and co-teach and inclusion methods are an identified gap at Perry.
Problem Statement 3: 69.4% of all students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. **Root Cause**: Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.
Problem Statement 4: 69.4% of all students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency. **Root Cause**: Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.
Problem Statement 5: 80.1% of all students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. **Root Cause**: Instruction and MTSS are based on various campus, district and state assessments analyzed in PLC, by department and grade level, at times not within an appropriate time frame for reteaching and reassessing. Campus-wide implementation of a systematic approach to Data-Driven Instruction is at the emerging stages to inform instruction and adjust based on student needs.
Problem Statement 6: Economically Disadvantaged students scored lower in all STAAR reporting categories and in all grade levels in Reading. **Root Cause**: Lack of instructional tools at home and lack of education of parents on how to assist their students.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By October 2022, 100% of staff and students will be trained on district and campus safety protocols and procedures in order for Perry Middle School to maintain a safe and secure facility.

Evaluation Data Sources: Completion of all crisis and safety drill training & evacuation plans, CRASE training, and Safe School training completion.

Strategy 1 Details	Reviews			
Strategy 1: Train 100% of the staff during in-service days about safety measures and drills in place. Train 100 % of students during the first week of school. Share safety plans with families.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All will be knowledgeable about ERP and campus protocols **Staff Responsible for Monitoring:** Assistant Principal Safety & Security Department **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Our massive construction project has created an increase in a need to review safety and security protocols with all staff, students, and families to ensure proper evacuations in emergency situations. Our goal is to be transparent with all stakeholders in order to ensure a safe environment at Perry. **Root Cause**: Families are concerned with the amount of glass in our building in light of unfortunate recent situations. These situations outside of the school/district's control have heightened concerns and fears on a national level.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By December 2022, 100% of the new building at Perry Middle School will be organized and effectively used the way it was designed to be used in renovations.

    Evaluation Data Sources: School walk-throughs and Upbeat Survey

Strategy 1 Details	Reviews			
Strategy 1: Consult with teacher leaders/instructional leadership team on the various uses for the new spaces and how our systems and procedures might need to change to maximize the updated learning environment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Effective use of spaces with teacher buy-in.
    Staff Responsible for Monitoring: Administrative team
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Student Learning 7				

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

Goal 2 Problem Statements:

Student Learning
Problem Statement 7: The renovated building has created new spaces that previously did not exist (flex spaces, think spaces, etc). Teachers have not been trained on what the use of these spaces should be. **Root Cause**: We didn't have them before and need to provide ideas for uses, norms, etc.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 3: By May 2023, 95% of student and teacher laptops will be returned, outstanding fees will be paid for technology fees, ID fines, and library books.

    Evaluation Data Sources: Incident IQ

Strategy 1 Details	Reviews			
Strategy 1: Communication clear expectations and procedures to staff, students, and families. Ensure understanding of protocol for lost or damaged technology.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in technology inventory and paid fines.
    Staff Responsible for Monitoring: Librarian
Principal
 	
    Problem Statements: School Processes & Programs 4				

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

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 4: We have seen an increase in damaged and lost devices along with a need for additional digital literacy instruction for both students and families. **Root Cause**: The increased dependency in the last few years (a lot of it from home) has made students and families forget the rules and expectations. Some reteaching is needed.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 4: By May 2023, Perry will be recognized as a Common Sense School.

> **Evaluation Data Sources:** Application for Common Sense School Badge accepted by Common Sense Education organization indicating completion of their Digital Literacy instruction requirements.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with campus librarian to create a plan that ensures completion of Digital Literacy Instruction requirements.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Completion of all Digital Literacy Instruction requirements. **Staff Responsible for Monitoring:** Librarian Principal **Problem Statements:** School Processes & Programs 4				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4 Problem Statements:

School Processes & Programs
Problem Statement 4: We have seen an increase in damaged and lost devices along with a need for additional digital literacy instruction for both students and families. **Root Cause**: The increased dependency in the last few years (a lot of it from home) has made students and families forget the rules and expectations. Some reteaching is needed.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, Perry Middle School will add at least 3 community partnerships.

Evaluation Data Sources: District community partner database
Social Media Appreciation posts

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of school and community partnerships by 3.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing community partnerships will provide more opportunities to meet the needs of our students and families.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

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

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By October 2023, 100% of parents will be contactable on Parent Square. We will increase the percentage of parent interaction from 31% to 50%.

Evaluation Data Sources: ParentSquare Admin dashboard reports/analysis.

Strategy 1 Details	Reviews			
Strategy 1: Include a Parent Square support booth as part of our back-to-school events. Staff will ensure parents can log in and have the app downloaded on their phones.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent communication through ParentSquare.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 3: Optimize Community Engagement

Goal 3: By October 2023, all staff will be trained on ParentSquare and will increase usage by 50%.

Evaluation Data Sources: Attendance sheets from training with ParentSquare Coordinator
ParentSquare Admin dashboard reports/analysis

Strategy 1 Details	Reviews			
Strategy 1: Train all new teachers on ParentSquare. Create parent contact logs to track communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent communication through ParentSquare.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 3: Optimize Community Engagement

Goal 4: By October 2023, 75% of parents will download the ParentSquare app. This will be an increase from 44%.

Evaluation Data Sources: ParentSquare Admin dashboard reports/analysis.

Strategy 1 Details	Reviews			
Strategy 1: Include a Parent Square support booth as part of our back-to-school events. Staff will ensure parents can log in and have the app downloaded on their phones.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent communication through ParentSquare. **Staff Responsible for Monitoring:** Administrative Team **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Goal 4 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 3: Optimize Community Engagement

Goal 5: By May 20203 at least 3-5 parent events will be held at the campus so that they feel welcomed at our school and will feel more comfortable partnering with us in their child's education.

High Priority

Evaluation Data Sources: Parent Sign-in Sheets
Social Media posts

Strategy 1 Details			Reviews			
Strategy 1: Host 3-5 community events for families to attend.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal						
ESF Levers:						
Lever 3: Positive School Culture						
Problem Statements: Perceptions 1						
Funding Sources: Parent Engagement Funds - 211 Title I - $3,657						
Strategy 2 Details			Reviews			
Strategy 2: Provide translation assistance through our paraprofessionals to eliminate language barriers.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved relationships between parents and staff.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal's Secretary						
Problem Statements: Perceptions 1						
Funding Sources: Translation Assistance - 211 Title I - $1,580						
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue			

Goal 5 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: Beginning in August of 2022, 100% of Perry counselors will adhere to the 80/20 policy, thus ensuring that the majority of their time is dedicated to supporting students' SEL needs, including an increase in classroom guidance lessons and small counseling groups. This will continue through May of 2023.

Evaluation Data Sources: Counselor records
Guidance calendar
Evidence of small groups
Evidence of counseling led parent/student events

Strategy 1 Details	Reviews			
Strategy 1: Meet with Counselors quarterly to discuss counseling guidance schedules, logs, and distribution of their time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compliance with the 80/20 rule.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 3: Over the years counselors have strayed from their original focus of SEL and Guidance. **Root Cause**: Additional duties were added at the campus level without proper guidance or expectations at the district level.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2023, Perry will decrease the number of out-of-school suspensions by 10%.

Evaluation Data Sources: PEIMS discipline coding
On Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Increase the use of restorative practices, implement a campus-wide behavior management program (SOAR), and increase communication with parents through their involvement in restorative meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in disciplinary actions that result in out-of-school suspensions. **Staff Responsible for Monitoring:** Administrative Team Positive Action Center Specialist **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2 Problem Statements:

Perceptions
Problem Statement 2: While we have seen a decrease in discipline referrals and use of OSS over the last three years, there is an uptick in disciplinary offenses related to fighting/mutual combat and drug-related incidents. **Root Cause**: Drug use and lack of parent/student education on the dangers of drugs, specifically vaping. Education during Covid times resulted in a widespread lack of appropriate social-emotional behaviors

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: By May of 2023, Perry will decrease the number of physical altercations by 50%.

Evaluation Data Sources: PEIMS discipline coding
On Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Utilize Positive Action Center and increase SEL lessons on resolving conflict through advisory.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Empowering students with strategies for conflict resolution that do not involve physical force.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals Positive Action Center Specialist **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3 Problem Statements:

Perceptions
Problem Statement 2: While we have seen a decrease in discipline referrals and use of OSS over the last three years, there is an uptick in disciplinary offenses related to fighting/mutual combat and drug-related incidents. **Root Cause**: Drug use and lack of parent/student education on the dangers of drugs, specifically vaping. Education during Covid times resulted in a widespread lack of appropriate social-emotional behaviors

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 4: Beginning in August 2022 restorative practices will continue through the Positive Action Center. They will be led by our PAC Specialist, administrators, and the addition of a Title-One Behavior paraprofessional. Our goal is to continue to see a decrease in disciplinary actions that result in out-of-school placements and an increase in restorative measures. We will use year-to-year data to measure progress.

Evaluation Data Sources: PAC Specialist documentation
TEAMS Disciplinary reports
On Data Suite

Strategy 1 Details		Reviews		
Strategy 1: Utilize Positive Action Center and increase SEL lessons on resolving conflict through advisory.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Empowering students with strategies for conflict resolution that do not involve physical force.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team				
ESF Levers:				
Lever 3: Positive School Culture				
Problem Statements: Demographics 6 - Perceptions 2				
Funding Sources: Title One Behavior Assistant - 211 Title I - $26,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 4 Problem Statements:

Demographics
Problem Statement 6: There is inconsistency in how discipline is managed in the hallways and classrooms by teachers. There is also inconsistency in the proper implementation of our campus-wide behavior management program, SOAR. **Root Cause**: Staff turnover has resulted in unfamiliarity and proper training of campus policies.
Perceptions
Problem Statement 2: While we have seen a decrease in discipline referrals and use of OSS over the last three years, there is an uptick in disciplinary offenses related to fighting/mutual combat and drug-related incidents. **Root Cause**: Drug use and lack of parent/student education on the dangers of drugs, specifically vaping. Education during Covid times resulted in a widespread lack of appropriate social-emotional behaviors

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 5: By May 2023 Perry Counselors will plan and facilitate a campus-wide career day to bring in community members and expose our students to various career paths, including both college-related and CTE pathways. At least 90% of students will participate.

Evaluation Data Sources: Organization meeting notes
Social Media posts
Participation records

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Perry counselors to facilitate a career day on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Participation in career day.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors Principal and AVID teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5 Problem Statements:

Perceptions
Problem Statement 3: Over the years counselors have strayed from their original focus of SEL and Guidance. **Root Cause**: Additional duties were added at the campus level without proper guidance or expectations at the district level.

Guiding Objective 5: Optimize All Available Resources

Goal 1: Perry Middle School will ensure that 100 % of its financial and personnel resources are optimized and focused on meeting the needs of all students and staff during the 2022-2023 school year.

Evaluation Data Sources: Campus Budget
Title 1 Budget and Resources
Weekly meetings with campus secretary

Strategy 1 Details	Reviews			
Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, families, and staff.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Resources will be tailored to students, family, and staff by specific need and all financial resources will be adequately used to support student academic and socio-emotional growth, as well as teacher professional growth. **Staff Responsible for Monitoring:** Principal Principal's Secretary **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

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

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Only 63% of staff feel that parents and teachers work together as partners. **Root Cause**: Many of our parents work multiple jobs and long hours and often there is a language barrier. Covid also virtually eliminated opportunities for parents to become involved on campus.

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2023, Perry will increase student daily attendance to 96%.

    Evaluation Data Sources: PEIMS attendance data
On Data Suite
Attendance meeting records
Truancy prevention records and interventions.

Strategy 1 Details	Reviews			
Strategy 1: Refine attendance processes and procedures to accurately account for student attendance and also by sub-population.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student daily attendance.				
Staff Responsible for Monitoring: Assistant Principal				
PEIMS Specialist/Attendance Clerk				
ESF Levers:				
Lever 1: Strong School Leadership and Planning				
Problem Statements: Student Learning 8				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2 Problem Statements:

Student Learning
Problem Statement 8: Inconsistent student attendance over the last 4 years. **Root Cause**: COVID, hybrid learning, families' fear of returning to school, little to no support from the district truancy officer, no training or explanations for attendance clerks or admin, and no provided tips or strategies from the district level.

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2023, Perry will increase the recruitment, hiring, and retention of highly qualified teachers and staff by 10%.

Evaluation Data Sources: UpBeat Teacher Survey
Retention Data
Effectiveness of New Teacher Mentor Program
Feedback from New Hires

Strategy 1 Details	Reviews			
Strategy 1: Strengthen the Mentor Program to support new hires on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the retention of teachers and staff annually. **Staff Responsible for Monitoring:** Principal Mentors **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 6 - School Processes & Programs 1	**Oct**	**Jan**	**Mar**	**June**

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

Goal 3 Problem Statements:

Demographics
Problem Statement 3: The teacher mentoring program is not effectively meeting the needs of new staff members. **Root Cause**: The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.
Problem Statement 6: There is inconsistency in how discipline is managed in the hallways and classrooms by teachers. There is also inconsistency in the proper implementation of our campus-wide behavior management program, SOAR. **Root Cause**: Staff turnover has resulted in unfamiliarity and proper training of campus policies.
School Processes & Programs
Problem Statement 1: There is inconsistency in the implementation of our campus-wide behavior management program, SOAR. **Root Cause**: Staff turnover has resulted in unfamiliarity and proper training of campus policies.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Victoria Cisneros	Principal - Standing Member
Administrator	Lisa Bates	Assistant Principal - Standing Member
Administrator	Matt Smith	Assistant Principal - Standing Member
Classroom Teacher	Madison Arnold	Science, Year 2
Classroom Teacher	Jenny Walstrom	Social Studies, Year 2
Classroom Teacher	Kennedy Yoder	Special Education, Year 2
Classroom Teacher	Jamie Macedo	Electives, Year 2
Non-classroom Professional	Raechel Campbell	Counselor, Year 2
Business Representative	Carolyn Benavides	Business/Community Representative, Year 2
Community Representative	Alex Sagcal	Business/Community Representative, Year 2
District-level Professional	Olivia Perez	District Representative, Year 2
Classroom Teacher	Amy Brenders	ELA/Librarian, Year 1
Paraprofessional	Monica Villafuerte	Positive Action Center Specialist, Year 1
Parent	Jessie Frishman	Parent, Year 1
Parent	Miguel Cisneros	Parent, Year 1
Parent	Nancy DeLeon	Parent, Year 1

Campus Funding Summary

			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Part Time Interventionists		$30,000.00
1	2	1	Teacher Tutoring Groups (after school)		$10,000.00
1	5	1	Title One Instructional Dean		$86,841.00
1	5	1	Instructional Coaches		$49,409.00
1	5	2	Books		$8,000.00
1	5	2	Instructional Materials (technology based)		$9,000.00
1	5	2	Instructional Materials (print and supply based)		$9,000.00
1	5	3	Conference registration and travel costs, if applicable		$10,000.00
3	5	1	Parent Engagement Funds		$3,657.00
3	5	2	Translation Assistance		$1,580.00
4	4	1	Title One Behavior Assistant		$26,000.00
				Sub-Total	$243,487.00
				Budgeted Fund Source Amount	$243,830.00
				+/- Difference	$343.00
				Grand Total Budgeted	$243,830.00
				Grand Total Spent	$243,487.00
				+/- Difference	$343.00