Port Arthur Independent School District

Abraham Lincoln Middle School

2022-2023 Campus Improvement Plan

Mission Statement

Our Campus Mission Shall be to meet the unique educational needs of our diverse population by providing a comprehensive quality education for students of the Port Arthur Independent School District.

Vision

Our Campus Vision shall be to become a leader in Texas in continuous school improvement by offering to its students a quality education necessary for them to achieve academic excellence.

Board of Trustees

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Abraham Lincoln Middle School is a Title 1 middle school in Port Arthur, TX, that serves 6th, 7th, and 8th grade students.

Lincoln Middle has 94 total staff members with 60 being instructional, 5 administrators, 2 counselors, 1 instructional coach, 1 social worker, 1 diagnostician , 1 cafeteria manager, 1 nurse, 4 custodians, 4 clerical staff, 1 communities in school, 1 librarian assistant, and 13 professional aides.

Lincoln Middle offers services and classes that cater to the needs of the diverse population we serve. Those populations include: Gifted/Talented, CTE, ESL, Special Education, Title 1, Fine Arts (band, choir, theater arts, and dance), and athletics. All staff members are educated on the needs of the many diverse populations even though they may not serve all of those populations.

School Environment Data

Category	Total
# of Discipline Referrals	106
# of Suspensions	25
# of Alternative campus assignments	23
# of Expulsions	0

Mobility Rate

26.4%

Average Class Size

Average Class Size	27
Student to Teacher Ratio	27 to 1

Students Race/Ethnicity

American Indian – Alaskan Native	**8**	**1.15%**
Asian	5	0.72%
Black – African American	408	58.54%
Hispanic – Latino	249	35.72%
Native Hawaiian-Pacific Islander	0	0.00%
White	18	2.58%

American Indian – Alaskan Native   8   1.15%

Two or More   9   1.29%

Number of males compare to the number of females by grade level

Grade	Male	Female	Total	% of Total Population
6th grade	114	106	220	31.56%
7th grade	120	113	233	33.43%
8th grade	126	118	244	35.01%

Student Groups

Student Group	Count	Percent
Dyslexia	31	4.45%
Gifted and Talented	47	6.74%
Section 504	72	10.33%
Special Education (SPED)	97	13.92%
Emergent Bilingual	128	18.36%
Bilingual	1	0.14%
English as a Second Language (ESL)	117	16.79%
At Risk	153	21.95%
Foster Care	2	0.29%
Immigrant	11	1.58%
Intervention Indicator	22	3.16%
Migrant	13	1.87%
Economically Disadvantaged	693	99.43%
Free Meals	679	97.42%
Reduced Price Meals	14	2.01%

Staff Data

	CERTIFIED	PENDING	SUB
Science	5		1
Math	7	4	1
ELAR	8	4	4
PE	3	1	
SPED	2	2	
Social Studies	1	4	

CERTIFIED PENDING SUB

| Fine Arts | 4 | 5 | 6 |

13 Paraprofessionals: 9 African-American; 4 Hispanic
50 Staff Members:

Parents/Guardians/Community

Port Arthur is a city in Jefferson County within the Beaumont–Port Arthur metropolitan area of the U.S. state of Texas. It is 90 mi (140 km) east of Houston. The largest oil refinery in the United States, the Motiva Refinery is located in Port Arthur. The population of Port Arthur was 56,039 at the 2020 census. Port Arthur was incorporated as a city in 1898 and soon developed into a seaport. It eventually became the center of a large oil refinery network.

Demographics (as of 2020 census)

Race	Number	Percentage
White (NH)	9,259	16.52%
Black or African	21,046	37.56%
Native American or Alaskan Native	105	.019%
Asian (NH)	3,272	5.84%
Pacific Islander (NH)	14	0.02%
Some Other Race (NH)	191	0.34%
Mixed/Multi-Racial (NH)	987	1.76%
Hispanic or Latino	21,165	37.77%
Total	56.039	

Demographics Strengths

We are a campus of diverse learners of African American, Hispanics, Caucasian and Asian students. Our staff is equally diversed with similiar references.

Adequately staffed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Of the total student population, 99.43% are considered economically disadvantaged. **Root Cause:** The low socioeconomic status of the vast majority of the families within the city attributes to the cause of the economically disadvantaged population.

Problem Statement 2 (Prioritized): Cultural diversity causes conflict amongst students. **Root Cause:** Our campus is not a neighborhood campus causing approximately 75% of our students to be transported to school by district transportation.

Problem Statement 3 (Prioritized): Lack of certified personnel in core areas. **Root Cause:** We received few appropriately certified applicants.

Student Learning

Student Learning Summary

The campus systematically addresses reteaching for students who are absent, particularly for students who are at-risk of failing using a Titan Plan of Success. The Titan Plan of Success is a plan in which teachers record their attempt to contact parents, informing them of students who are failing or at risk of failing. Teachers host tutorial sessions and document the attendance to those sessions. They also contact parents regarding students' grades and behavior and document those conversations. This documentation is due to the principal at the end of each month. Teachers also post their lessons in our Learning Management System, Schoology. They include videos, PowerPoints, notes, and assignments, as well as practice assignments. Teachers also have classroom procedures on obtaining missing work due to an absence.

What is the academic performance for each student group?

In General, the 2022 Student Achievement for ELA/Reading at Approaches Grade Level or Above performance rate is 56%. At the Meets Grade Level or above, the 2022 performance rate for ELA/Reading is 22%. At the Masters Grade Level or Above, the 2022 performance rate for ELA/Reading is 13%. Root Cause:

There has been a 5% increase/growth for the 2022 Student Achievement for ELAR scores compared with the 2021 scores.In terms of the scores by race/Ethnicity, the 2022 STAAR Result scores for ELAR shows that students identified as White have scored higher-with 60% of the students reached Approaches Score, followed by Hispanic/Latino-with 45% reached Approaches score. Black/African American have scored the lowest with 45% of the students reached Approaches score.

In General, the 2022 Student Achievement for Math at Approaches Grade Level or Above performance rate is 35%. At the Meets Grade Level or above, the 2022 performance rate for Math is 11%. At the Masters Grade Level or Above, the 2022 performance rate for Math is 4%. Root Cause:

The 2022 Student Achievement scores for Math shows a decrease of 7% compared with the 2021 scores. In terms of the scores by race/Ethnicity, the 2022 STAAR Result scores for Math shows that students identified as Hispanic/Latino have scored higher-with 50% of the students reached Approaches Score, followed by Black/African American-with 45%students reached Approaches score. White students have scored the lowest with 40% of the students reached Approaches score.

The 2022 Student Achievement for Science at Approaches Grade Level or Above performance rate is 45%. At the Meets Grade Level or above, the 2022 performance rate for Science is 15%. At the Masters Grade Level or Above, the 2022 performance rate for Science is 5%. Root Cause:

There has been an 8% increase/growth for the 2022 Student Achievement for Science scores compared with the 2021 scores.In terms of the scores by race/Ethnicity, the 2022 STAAR Result scores for Science shows that students identified as Hispanic/Latino have scored higher-with 54% of the students reached Approaches Score, followed by Black/African-with 40% reached Approaches score. White students have scored the lowest with 25% of the students reached Approaches score.

The 2022 Student Achievement for Social Studies at Approaches Grade Level or Above performance rate is 19%. At the Meets Grade Level or above, the 2022 performance rate for Science is 4%. At the Masters Grade Level or Above, the 2022 performance rate for Science is 2%. Root Cause:

The 2022 Student Achievement scores for Social Studies shows a decrease of 3% compared with the 2021 scores. .In terms of the scores by race/Ethnicity, the 2022 STAAR Result scores for Social Studies shows that students identified as Hispanic/Latino have scored higher-with 27% of the students reached Approaches Score, followed by Black/African-with 14% reached Approaches score. White students have scored the lowest with 0% of the students reached Approaches score.

Student Learning Strengths

Student Advisory is a study tool that requires all students who failed to master the STAAR exam to complete HB4545 tutorial hours and for students who were successful with STAAR to utilize student time to work on skills needed to pass next test,

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2022 Student Achievement for ELA/Reading at Approaches Grade Level or Above performance rate is 56%. At the Meets Grade Level or above, the 2022 performance rate for ELA/Reading is 22%. At the Masters Grade Level or Above, the 2022 performance rate for ELA/Reading is 13%. **Root Cause:** Lack of foundational literacy, comprehension, inference, and analysis skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Problem Statement 2 (Prioritized): The 2022 Student Achievement for Math at Approaches Grade Level or Above performance rate is 35%. At the Meets Grade Level or above, the 2022 performance rate for Math is 11%. At the Masters Grade Level or Above, the 2022 performance rate for Math is 4%. **Root Cause:** Lack of foundational problem-solving and processing skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Problem Statement 3: The 2022 Student Achievement for Science at Approaches Grade Level or Above performance rate is 45%. At the Meets Grade Level or above, the 2022 performance rate for Science is 15%. At the Masters Grade Level or Above, the 2022 performance rate for Science is 5%. **Root Cause:** Lack of foundational critical thinking skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Problem Statement 4: The 2022 Student Achievement for Social Studies at Approaches Grade Level or Above performance rate is 19%. At the Meets Grade Level or above, the 2022 performance rate for Social Studies is 4%. At the Masters Grade Level or Above, the 2022 performance rate for Social Studies is 2%. **Root Cause:** Lack of foundational critical thinking skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Problem Statement 5 (Prioritized): Teachers are not efficiently utilizing data to drive instruction. **Root Cause:** Teachers are not adequately trained on the process or implementation of data-driven instruction.

School Processes & Programs

School Processes & Programs Summary

Staff development is designed to meet the needs of the campus under the advice of the administrative team and the instructional coach.

Communication: Newsletters (staff and parents), Parental involvement programs (Open House, Orientation, STAAR Parent Nights, etc.)

Master scheduling is completed based on the needs of the campus and its students.

The support services area is a part of the school district's design through the schools social worker and in collaboration with /Communities In Schools to provide support services for students in need.

Extra curricular activities are a major part of campus involvement. Male and female participation is usually accelerated with the more popular sports. An administrator is also assigned to oversee extra curricular activities. All of the administrative team members participate in these student engagements.

Co-curricular activities are introduced in department and PLC meetings to allow students the opportunity to utilize common practices across subject areas.

Our campus technology plan utilizes several technological equipment and programs. Each teacher is assigned a Boxlight for technology integration in their respective courses. Students are allowed to use the Boxlight and ChromeBooks in the classrooms for cooperative learning and independent practice. Chrome books are also used in the advisory teachers' rooms for students who are completing requirements for HB4545.

Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

High-quality instructional materials are used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs

Campus instructional leaders review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

AVID

TAME

School Processes & Programs Strengths

HB4545 is underway. All students are assigned to respective sections, and classes and tutorials have begun. Mondays and Wednesdays are math tutorials and Tuesdays and Thursdays ELAR tutorials.

The enrollment of students has increased which signifies the participation of special education, bilingual/ESL, gifted/talented, which includes AP?IBand advanced graduation plans from 18% to 62%.

Our campus is in the process of implementing AVID across the entire Core classes which will make our students more college and career ready.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Covering all designated materials within the curriculum pacing guide designed by the school district. **Root Cause:** With the students' lack of foundational skills, closing the gaps and reteaching efforts impede on the designated curriculum pacing.

Problem Statement 2 (Prioritized): Varied ability of effective lesson delivery and differentiated instruction **Root Cause:** Lack of availability and relevancy of professional development provided

Problem Statement 3: Implementation of technological integration in the classroom is frequently interrupted **Root Cause:** The lack of adequate amount of student devices, internet outages, and inadequate bandwidth.

Problem Statement 4 (Prioritized): Observation and feedback from campus instructional leaders are not consistent. **Root Cause:** Interruptions within the school day amidst time constraints cause for the inconsistency of observations and feedback.

Perceptions

Perceptions Summary

Attendance rate is currently at an average of 90% among all ethic groups, which compares similarly to the beginning of the previous school year. At the end of last school year, there was a drop in attendance for students averaging 87.92%. There has been 106 referrals and 23 student placement to the alternative campus since school started. Other behavior issues have been solved using restorative discipline, redirection, in school suspension, after- school detention and parent conference. There has been no expulsion.

Staff turnover is the same as compared to the previous year, although the beginning of this school year recorded about 12 teacher absences. Professional developments, ,training and one-on-one mentorship by department supervisors are provided at the beginning of the school year to support both the veteran and new teachers. Mentorship within the department and expectations communicated to new teachers by department leaders and administrators seem to be more effective.

Parent/ Guardian/ Community Engagement- Attendance at the Beginning of School Year Orientation, Open House, parent/ teacher conferences, ARD meetings and attendance to school events/ sport activities are some of the rates used to measure participation. Newsletters/ notice of events, social media spages, direct communication, services from social workers and Communities in Schools are some of the ways used by the school to reach out to the outside population. The public servants e.g judge, police officers, and school board support the school by providing ways to minimize/eradicate common behavior issues among students.

The Covid 19 restriction is one of the major barriers used as an excuse for parent participation or involvement.

Students' perceptions about the school differ. While some engage in positive learning with a success mindset, others find excuses to escape classwork which leads to failure. Bell-to-bell instructional time supports student learning, and with most of the teachers using the student led learning system in the classroom, students are involved in class activity. Sometimes, students engaging in negative behavior during class instructions distract others who are willing to learn, and these students' inappropriate conduct reduces minutes of effective class engagement.

Parents and Guardians - Their perception differs. Some parents find excuses for their child(ren)'s behavior while others are willing to communicate with the school staff on the best way to help their child succeed and learn. Phone calls, emails, text messages, and remind apps, are some of the means of communication used by teachers to reach parents, depending on the class preference and what works best for the parents. Teacher conference periods are also used to discuss with parents who reach out with concerns, and rethere is an open-door policy in place with administrators for parents who have concerns about their child's academics or discipline. Progress reports and report cards are accessible online for parents to track their students' progress and the counselors or teachers are always available to help the parents access the reports.

Teachers- The veteran teachers seem to be more familiar with the daily routine and school expectations. Department conference periods are used by the department leaders and other s membersin the department to teach and support new teachers. All teachers have access to professional development at the beginning of the school year and on certain days specified in the district calendarscalendars. Department supervisors also communicate available professional developments at the education service centers that will benefit the staff while the school administrators approve attendance to support staff. Weekly Professional Learning Community (PLC's) are held with the instructional coach to set expectations, give updates and share knowledge. Departmental meetings are also used to support teachers individually and as a team.

Stakeholders- Meetings are held with the administrators to request support for the students and school at large.

Perceptions Strengths

Mostly positive. There are an array of ways to communicate. School administrators engage in open door policy and are readily available to meet with any stakeholder. Positive work environment, Good attendance rate and staff turnover, Positive work environment, access to professional development/ training, Effective communication among team members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2021-22 school year, approximately 22% of the disciplinary referrals resulted in DAEP placement. **Root Cause:** Students' lack of maturity and social-emotional development result in poor decision making.

Problem Statement 2: Staff perceptions of academic expectations of themselves and students. **Root Cause:** Student negative behavior, inconsistency among team members, and lack of accountability for students and staff.

Problem Statement 3 (Prioritized): Lack of parental academic involvement **Root Cause:** Lack of knowledge of updated school processes and procedures, socioeconomically disadvantaged, less involvement at the secondary level, campus proximity to home, and access to transportation

Priority Problem Statements

Problem Statement 9: Of the total student population, 99.43% are considered economically disadvantaged.

Root Cause 9: The low socioeconomic status of the vast majority of the families within the city attributes to the cause of the economically disadvantaged population.

Problem Statement 9 Areas: Demographics

Problem Statement 1: The 2022 Student Achievement for ELA/Reading at Approaches Grade Level or Above performance rate is 56%. At the Meets Grade Level or above, the 2022 performance rate for ELA/Reading is 22%. At the Masters Grade Level or Above, the 2022 performance rate for ELA/Reading is 13%.

Root Cause 1: Lack of foundational literacy, comprehension, inference, and analysis skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: In the 2021-22 school year, approximately 22% of the disciplinary referrals resulted in DAEP placement.

Root Cause 4: Students' lack of maturity and social-emotional development result in poor decision making.

Problem Statement 4 Areas: Perceptions

Problem Statement 8: Cultural diversity causes conflict amongst students.

Root Cause 8: Our campus is not a neighborhood campus causing approximately 75% of our students to be transported to school by district transportation.

Problem Statement 8 Areas: Demographics

Problem Statement 2: The 2022 Student Achievement for Math at Approaches Grade Level or Above performance rate is 35%. At the Meets Grade Level or above, the 2022 performance rate for Math is 11%. At the Masters Grade Level or Above, the 2022 performance rate for Math is 4%.

Root Cause 2: Lack of foundational problem-solving and processing skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Varied ability of effective lesson delivery and differentiated instruction

Root Cause 3: Lack of availability and relevancy of professional development provided

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 10: Lack of certified personnel in core areas.

Root Cause 10: We received few appropriately certified applicants.

Problem Statement 10 Areas: Demographics

Problem Statement 5: Lack of parental academic involvement

Root Cause 5: Lack of knowledge of updated school processes and procedures, socioeconomically disadvantaged, less involvement at the secondary level, campus proximity to home, and access to transportation

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Observation and feedback from campus instructional leaders are not consistent.

Root Cause 6: Interruptions within the school day amidst time constraints cause for the inconsistency of observations and feedback.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers are not efficiently utilizing data to drive instruction.

Root Cause 7: Teachers are not adequately trained on the process or implementation of data-driven instruction.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: We will provide positive, safe, and respectful learning environments.

Performance Objective 1: By 2023, 100% of PAISD students will be taught using a vibrant, challenging, engaging curriculum that will ensure they are college and/or career ready upon graduation.

High Priority

Evaluation Data Sources: Curriculum Based Assessments, Renaissance Assessment, iStation ISIP Assessments, STAAR Interim Assessments, PSAT, Study Island Assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement the district student behavior management plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The expected results are reduced number of disciplinary referrals, in-school suspensions, out-of-school suspensions, DAEP placements, and expulsions.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus administrators, Counselors, Teachers, Social Workers, Communities in School, Security monitors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
Strategy 2 Details	Reviews			
Strategy 2: Implement restorative practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective relationships formed between students and staff increasing effective student decision-making.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus administrators, Counselors, Teachers, Social Workers, Communities in School, Security monitors, Instructional Coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Cultural diversity causes conflict amongst students. **Root Cause**: Our campus is not a neighborhood campus causing approximately 75% of our students to be transported to school by district transportation.

Perceptions
Problem Statement 1: In the 2021-22 school year, approximately 22% of the disciplinary referrals resulted in DAEP placement. **Root Cause**: Students' lack of maturity and social-emotional development result in poor decision making.

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 1: By 2023, 100% of PAISD students will graduate with a well-articulated path to college and/or career.

High Priority

Evaluation Data Sources: PSAT, Kuder Interest Assessment, STAAR, Career and Technology course offerings, student enrollment in honors courses

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement systems for curriculum, instruction, and assessment alignment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and administrators collaboratively plan to ensure continuity of lessons in like courses.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Department Leaders				
Title I: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
Strategy 2: Implement the curriculum to address the unique educational needs of each student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher student achievement for students served in programs such as Special Education, Section 504, Dyslexia, RtI, ESL, and Gifted and Talented.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Counselors, Instructional Coach, Teachers, ARD committees, RtI committees, LPAC, Educational Diagnostician				
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details		Reviews			
Strategy 3: Develop an aligned district-wide system that cultivates college and career readiness.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student participation in the AVID school-wide program and Career and Technology Education courses.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus administrators, Counselors, AVID Committee					

Strategy 4 Details		Reviews			
Strategy 4: Develop vertical district-wide systems for clearly communicating and connecting staff to ensure student success		**Formative**			**Summative**
Strategy's Expected Result/Impact: Alignment of implementation of state curricular guidelines and expectations across campuses		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Curriculum Supervisors, Campus administrators, Department Leaders **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Teachers are not efficiently utilizing data to drive instruction. **Root Cause**: Teachers are not adequately trained on the process or implementation of data-driven instruction.
School Processes & Programs
Problem Statement 2: Varied ability of effective lesson delivery and differentiated instruction **Root Cause**: Lack of availability and relevancy of professional development provided

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 2: By May 2023, 42% of all students will achieve MEETS or above in Reading as measured by STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: CBA and Interim Assessment

Strategy 1 Details			Reviews		
Strategy 1: All students will engage in reading tutorials during the school day that will calibrate the students needs with comprehension and fluency.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Outcome: All students will have growth in reading. Progress Monitoring: IStations reports, IXL reports **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, and ELAR teachers **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 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Dec**	**Feb**	**Apr**	**June**

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The 2022 Student Achievement for ELA/Reading at Approaches Grade Level or Above performance rate is 56%. At the Meets Grade Level or above, the 2022 performance rate for ELA/Reading is 22%. At the Masters Grade Level or Above, the 2022 performance rate for ELA/Reading is 13%. **Root Cause**: Lack of foundational literacy, comprehension, inference, and analysis skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 3: By May 2023, 26% of all students will achieve MEETS or above in Math as measured by STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: CBA and Interim Assessment

Strategy 1 Details	Reviews			
Strategy 1: All students will engage in math tutorials during the school day that will provide additional reinforcement of foundational math skills.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Outcome: All students will have growth in math. Progress Monitoring: Study Island reports, IXL reports **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, and Math teachers **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 **Problem Statements:** Student Learning 2				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: The 2022 Student Achievement for Math at Approaches Grade Level or Above performance rate is 35%. At the Meets Grade Level or above, the 2022 performance rate for Math is 11%. At the Masters Grade Level or Above, the 2022 performance rate for Math is 4%. **Root Cause**: Lack of foundational problem-solving and processing skills needed to access grade-level content, inability to engage in cooperative learning, and difficulty for students and staff to reacclimate to the school environment.

Goal 3: We will partner with families and communities to increase family support and engagement in the educational process.

Performance Objective 1: By 2023, 100% of PAISD families will be positively engaged in the educational process.

> **Evaluation Data Sources:** Social media outlets, Parent Engagement flyers and invitations, Monthly newsletter, Site-Based Committee Meetings, Parent/Teacher Conferences, Parent meetings, Parent-Teacher-Student Association, Mentorship programs

| Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a plan to increase positive family engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Active participation of parents in the education process.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers, Receptionist, Attendance Clerk, Social Worker, Nurse, Educational Diagnostician, CIS **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Of the total student population, 99.43% are considered economically disadvantaged. **Root Cause**: The low socioeconomic status of the vast majority of the families within the city attributes to the cause of the economically disadvantaged population.
Perceptions
Problem Statement 3: Lack of parental academic involvement **Root Cause**: Lack of knowledge of updated school processes and procedures, socioeconomically disadvantaged, less involvement at the secondary level, campus proximity to home, and access to transportation

Goal 4: We will attract, retain, and build capacity in employees by developing and enhancing the learning environment.

Performance Objective 1: By 2023, 100% of PAISD teachers will be certified and demonstrate competency in their specialized content area(s).

    Evaluation Data Sources: Human Resource records, T-TESS, Informal observations

Strategy 1 Details	Reviews			
Strategy 1: Develop a district-wide promotional plan to recruit certified teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: District job fairs and job vacancy postings	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Human Resource, Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
Strategy 2: Develop an aligned district-wide teacher professional development system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher instructional and classroom management strategies alignment with the district's format and best practices.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coach **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Increase observations and feedback for teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The ongoing support and coaching of teachers by campus instructional leaders.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 4				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of certified personnel in core areas. **Root Cause**: We received few appropriately certified applicants.
School Processes & Programs
Problem Statement 2: Varied ability of effective lesson delivery and differentiated instruction **Root Cause**: Lack of availability and relevancy of professional development provided
Problem Statement 4: Observation and feedback from campus instructional leaders are not consistent. **Root Cause**: Interruptions within the school day amidst time constraints cause for the inconsistency of observations and feedback.

Goal 5: We will provide fiscal stability, accountability, and sufficient resources necessary to create an environment to support student success.

Performance Objective 1: By 2023, 100% of PAISD campuses and departments will have sufficient funds necessary to effectively operate.

    Evaluation Data Sources: Campus budget, ESSER funds, Title I funds

Strategy 1 Details	Reviews			
Strategy 1: Develop a plan to find alternative funding sources and identify ways to increase revenues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Partner with community-based businesses and organizations to encourage the support for educational programs **Staff Responsible for Monitoring:** Principal, Financial Secretary	**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Strengthen the district-wide plan to evaluate the use and implementation of our current resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor, maintain, and adjust as needed the distribution of allotted funds to support new and innovative educational programs. **Staff Responsible for Monitoring:** Campus Administrators, Financial Secretary, Instructional Coach, Counselors	**Dec**	**Feb**	**Apr**	**June**

    ⊘ 0% No Progress   ✓ 100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Principal	Dr. Glenn Mitchell	Principal
Classroom Teacher	June Landry	Teacher (ELAR)
Classroom Teacher	DeAndrea Oliver	Teacher (Math)
Classroom Teacher	Ieshia Nicholas	Teacher (Social Studies)
Classroom Teacher	Cynthia Quejado	Teacher (Science)
Classroom Teacher	Alvin Jackson	Special Programs Representative
Classroom Teacher	Bolatito Fatoki	Special Education Representative
Non-classroom Professional	Carlecia Roberts	EB Representative
Non-classroom Professional	Jean Babineaux-Bergeron	G/T Representative
Paraprofessional	Shericka Sam	Paraprofessional
Parent	Lawrence Getwood	Parent
Parent	Robin Morrison	Parent
Community Representative	Rodney Broussard	Community Representative
Community Representative	James Gamble	Community Representative
Business Representative	Leonard Gabriel	Business Representative
Business Representative	Linda Spears	Business Representative
Assistant Principal	Dwight Wagner	Assistant Principal
Assistant Principal	Albert Moses	Assistant Principal
Assistant Principal	Loyce Comeaux	Assistant Principal
Assistant Principal	Donna Laverne	Assistant Principal

Attendance Committee

Committee Role	Name	Position
Principal	Dr. Glenn Mitchell	Principal
Assistant Principal	Donna Laverne	Assistant Principal
Counselor	Jean Babineaux-Bergeron	Counselor
Counselor	Tracy Andrus	504 Representative
Non-classroom Professional	Latonya Hollins	Attendance Clerk/Registrar
Classroom Teacher	Nadria Turner	Teacher