

Carrollton-Farmers Branch Independent School District

Perry Middle School

2023-2024 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, 2023

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.

We are title one campus rich with culture and tradition. Perry's enrollment was 831 for the 2022-2023 school year (251 6th graders, 263 7th graders, and 317 8th graders). The staff includes 71 teachers, 13 paraprofessionals, and 3 administrators. The student population is 4.93% White, 3.97% African American, 80.99% Hispanic, and 9.39% Asian. Additionally, the campus serves 79.06% economically disadvantaged students, 18.05% special education students, 58.48% Emergent Bilingual students, and 76.41% at-risk students. The overall attendance rate was 94.02% and 79.91% economically disadvantaged.

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 utilizes the leadership capacity of 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 an 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-specialists and paraprofessionals attend PLCs and give feedback, participating fully in the PLC process when necessary. Finally, we are very proud of the Dyslexia Intervention program we have established on our campus. We have a dedicated teacher who solely teaches MTA (Multisensory Teaching Approach) and facilitates groups based on kit level to properly meet the needs of Dyslexic students.

Demographics Strengths

DeWitt Perry Middle School has many strengths some of which 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 95% that they trusted their principal and 97% reported the principal looks out for the well being of the teachers.
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 (Prioritized): Our new teacher mentoring program has not been effective in providing consistent support for new faculty members. **Root Cause:** The teacher mentoring program has some structure initially but very little follow-through after the school year gets started. This is due to time and prioritizing.

Problem Statement 2 (Prioritized): There have been limited culturally relevant activities available at Perry. **Root Cause:** Limited parent engagement and a lack of campus focus on cultural awareness.

Problem Statement 3 (Prioritized): Emergent bilingual students are not exiting programs in a timely manner compared to the number of years in the country and the number of years they have received services. **Root Cause:** Lack of teacher training or planning for emergent bilingual students' needs. Lack of student understanding of the components of the TELPAS exam.

Problem Statement 4 (Prioritized): The lack of parent involvement in student's education is sometimes non-existent due to a weak relationship between teachers & parents. **Root Cause:** Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 5 (Prioritized): At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Student Learning

Student Learning Summary

NWEA MAP

In the 2022-2023 school year the students of DeWitt Perry Middle School took the NWEA MAP tests three times during the school year (Fall, Winter, Spring) in the areas of Reading, Math, Algebra 1, and Science.

Reading NWEA MAP

67% of **6th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 53% of Hispanic students, 58% of African American students, 100% of Asian students, 94% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

68% of **7th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 58% of Hispanic students, 86% of African American students, 100% of Asian students, 83% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

76% of **8th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 65% of Hispanic students, 82% of African American students, 99% of Asian students, 92% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

Math NWEA MAP

78% of **6th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 69% of Hispanic students, 46% of African American students, 100% of Asian students, 94% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

70% of **7th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 64% of Hispanic students, 66% of African American students, 100% of Asian students, 100% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

67% of **8th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 63% of Hispanic students, 57% of African American students, 50% of Asian students, 75% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

Science NWEA MAP

75% of **8th grade students** achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency. This data also reflected 65% of Hispanic students, 67% of African American students, 86% of Asian students, 89% of White students achieved at the Approaches Grade Level or higher on NWEA MAP Reading STAAR projected proficiency.

STAAR

In May 2023 the 6th, 7th, and 8th grade students of DeWitt Perry Middle School took the STAAR tests in the areas of Reading, Math, Algebra 1, Science, and Biology.

Reading

% of 6th grade students achieved at the Approaches Grade level or higher.

% of 7th grade students achieved at the Approaches Grade level or higher.

% of 8th grade students achieved at the Approaches Grade level or higher.

Math

% of 6th grade students achieved at the Approaches Grade level or higher.

% of 7th grade students achieved at the Approaches Grade level or higher.

% of 8th grade students achieved at the Approaches Grade level or higher.

Algebra 1

93 8th grade students took the Algebra 1 EOC. 100% of these students scored Approaches Grade Level or Higher. 59% of these students scored Masters Grade Level or Higher, 94% of the students scored Meet Grade Level.

Social Studies

% of 8th grade students achieved at the Approaches Grade Level or higher.

Science

% of 8th grade students achieved at the Approaches Grade Level or higher.

Biology

18 8th grade students took the Biology EOC. 100% of these students scored Approaches Grade Level or Higher. 94% of these students scored Masters Grade Level or Higher, 100% of the students scored Meet Grade Level.

TELPAS

6th grade composite ratings show that % of students either scored the same rating or lower.

7th grade composite ratings show that % of students either scored the same rating or lower.

8th grade composite ratings show that % of students either scored the same rating or lower.

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, Dreambox, and IXL were used to provide extra support for our students and are used campus-wide.
5. Teacher-to-student ratio.
6. 67% of 6th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
7. 68% of 7th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
8. 76% of 8th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
9. 78% of 6th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
10. 70% of 7th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
11. 67% of 8th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
12. 75% of 8th grade students achieved at the Approaches Grade Level or higher on the Winter MAP Reading STAAR projected proficiency.
13. 93 8th grade students took the Algebra 1 EOC. 100% of these students scored Approaches Grade Level or Higher. 59% of these students scored Masters Grade Level or Higher, 94% of the students scored Meet Grade Level.
14. 18 8th grade students took the Biology EOC. 100% of these students scored Approaches Grade Level or Higher. 94% of these students scored Masters Grade Level or Higher, 100% of the students scored Meet Grade Level.
15. Individual meetings conducted with students to prepare for TELPAS (goal setting, exam review, platform exposure, appropriate test environments)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 2 (Prioritized): There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause:** Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 3 (Prioritized): MAP data shows a significant drop in students in the Masters category across all demographics and contents. **Root Cause:** Specific learning gaps are not addressed and are not accounted for in the curriculum.

Problem Statement 4 (Prioritized): The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.

Root Cause: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

Problem Statement 5 (Prioritized): Longitudinal STAAR Math data shows a decrease in masters level across all demographics (18-19 school year was 17.24%, 20-21 school year was 14.74%, 21-22 school year was 11.52%). **Root Cause:** All students are expected to perform on an accelerated math curriculum. This does not account for the individualized learning needs of all students.

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. 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 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 2022-2023 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 2023-2024 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. Additionally, we will build upon the PLC process by holding weekly campus-led learning through core PD which connects to our mission of providing top tier instruction to all students. We will alternate Wednesday learning with Wednesday Walks in which all core teachers will conduct classroom observations with their team to learn and build capacity through one another. We will also incorporate AVID strategies campus wide as we work on becoming an AVID demonstration campus.

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 Society
- Craft Club
- Perry Growers
- Photography Club
- Newspaper/Yearbook
- Model UN
- Gay-Straight Alliance
- Culture Club
- Green Team
- Dance Club
- Public Forum Debate Club
- Spanish Club
- Robotics Club
- Math Counts
- Academic UIL
- Crochet Club

- Dungeons & Dragons Club
- Video Game Club
- Girls Who Code

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): According to our Upbeat survey, 29% of teachers believe rules for students behavior are not consistently enforced by teachers in the school, even for students who are not in their classes. **Root Cause:** Inconsistent implementation of campus behavior plan, SOAR, among grade levels, classrooms, and common areas of the school. Inadequate training and follow up training for new teachers.

Problem Statement 2 (Prioritized): As we move towards becoming an AVID Demonstration Campus, we must continue to implement AVID strategies as our instructional foundation, campus-wide. This is not currently the case. **Root Cause:** New staff, inadequate PD. AVID strategies need to be reintroduced and partnered with the PLC process.

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

Discipline Action Reason Codes	2019 - 2020	2020 - 2021	2021 - 2022
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): According to our Upbeat Survey, 32% of faculty feel parents and teachers do not work together as partners. **Root Cause:** Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 2 (Prioritized): According to our Upbeat Survey, 19% of teachers feel our school is not a physically safe environment for students. **Root Cause:** Incomplete installation of shades, inadequate training; more dialogue is needed on the open layout concept of our building and the various safety measures in place.

Problem Statement 3 (Prioritized): According to our Upbeat Survey, 13% of teachers do not feel physically safe at school. **Root Cause:** Moving into a building that wasn't 100% complete with all safety features (shades, doors, etc), inadequate training due to the the transition in safety and security directors, not enough training and practice with our drills as adults so we didn't feel prepared with students.

Problem Statement 4 (Prioritized): There is a need to increase support for the social/emotional wellness of students. **Root Cause:** The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills. We are still dealing with the aftermath of this.

Problem Statement 5 (Prioritized): According to our Panorama Student Survey, 92% of students responded favorably to the question: how often are people disrespectful to others at your school? (14% once in a while, 32% sometimes, 30% frequently, 16% almost always) **Root Cause:** As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue.

Problem Statement 6 (Prioritized): According to our Panorama Student Survey, 70% of students responded favorably to the question: how likely is it that someone will bully you while you are at school? (24% slightly likely, 21% somewhat likely, 14% quite likely, 11% extremely likely) **Root Cause:** As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue. This leads to an increase in behaviors perceived as bullying.

Problem Statement 7 (Prioritized): According to our Panorama Student Survey, 60% of students reported to being verbally bullied by someone from school in the last year. **Root Cause:** As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue. This leads to an increase in behaviors perceived as bullying.

Priority Problem Statements

Problem Statement 1: Emergent bilingual students are not exiting programs in a timely manner compared to the number of years in the country and the number of years they have received services.

Root Cause 1: Lack of teacher training or planning for emergent bilingual students' needs. Lack of student understanding of the components of the TELPAS exam.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our new teacher mentoring program has not been effective in providing consistent support for new faculty members.

Root Cause 2: The teacher mentoring program has some structure initially but very little follow-through after the school year gets started. This is due to time and prioritizing.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There have been limited culturally relevant activities available at Perry.

Root Cause 3: Limited parent engagement and a lack of campus focus on cultural awareness.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The lack of parent involvement in student's education is sometimes non-existent due to a weak relationship between teachers & parents.

Root Cause 4: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 4 Areas: Demographics

Problem Statement 5: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8.

Root Cause 5: Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.

Root Cause 6: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals.

Root Cause 7: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: According to our Upbeat survey, 29% of teachers believe rules for students behavior are not consistently enforced by teachers in the school, even for students who are not in their classes.

Root Cause 8: Inconsistent implementation of campus behavior plan, SOAR, among grade levels, classrooms, and common areas of the school. Inadequate training and follow up training for new teachers.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: According to our Upbeat Survey, 32% of faculty feel parents and teachers do not work together as partners.

Root Cause 9: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 9 Areas: Perceptions

Problem Statement 10: According to our Upbeat Survey, 19% of teachers feel our school is not a physically safe environment for students.

Root Cause 10: Incomplete installation of shades, inadequate training; more dialogue is needed on the open layout concept of our building and the various safety measures in place.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: According to our Upbeat Survey, 13% of teachers do not feel physically safe at school.

Root Cause 11: Moving into a building that wasn't 100% complete with all safety features (shades, doors, etc), inadequate training due to the the transition in safety and security directors, not enough training and practice with our drills as adults so we didn't feel prepared with students.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to increase support for the social/emotional wellness of students.

Root Cause 12: The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills. We are still dealing with the aftermath of this.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: According to our Panorama Student Survey, 92% of students responded favorably to the question: how often are people disrespectful to others at your school? (14% once in a while, 32% sometimes, 30% frequently, 16% almost always)

Root Cause 13: As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: According to our Panorama Student Survey, 70% of students responded favorably to the question: how likely is it that someone will bully you while you are at school? (24% slightly likely, 21% somewhat likely, 14% quite likely, 11% extremely likely)

Root Cause 14: As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue. This leads to an increase in behaviors perceived as bullying.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: According to our Panorama Student Survey, 60% of students reported to being verbally bullied by someone from school in the last year.

Root Cause 15: As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue. This leads to an increase in behaviors perceived as bullying.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: MAP data shows a significant drop in students in the Masters category across all demographics and contents.

Root Cause 16: Specific learning gaps are not addressed and are not accounted for in the curriculum.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.

Root Cause 17: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Longitudinal STAAR Math data shows a decrease in masters level across all demographics (18-19 school year was 17.24%, 20-21 school year was 14.74%, 21-22 school year was 11.52%).

Root Cause 18: All students are expected to perform on an accelerated math curriculum. This does not account for the individualized learning needs of all students.

Problem Statement 18 Areas: Student Learning

Problem Statement 19:

As we move towards becoming an AVID Demonstration Campus, we must continue to implement AVID strategies as our instructional foundation, campus-wide. This is not currently the case.

Root Cause 19: New staff, inadequate PD. AVID strategies need to be reintroduced and partnered with the PLC process.

Problem Statement 19 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: May 11, 2023




Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: All core content areas will practice the PLC framework 75% of the time by May 2024.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: PLC Meeting Data, Agendas, Calendars
 Data from: District Interim Assessments, MAP, and STAAR
 Observation/Feedback
 Lesson Plans
 DDI Protocol

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the established data protocol, including formulating action steps, for all district assessment in all core content areas.</p> <p>Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation skills necessary in using data to drive instruction, which will allow them to target students with learning deficits to address their needs and also allow them to implement enrichment activities to assist with student growth.</p> <p>Staff Responsible for Monitoring: Instructional Dean Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Engage all core department teachers in professional development in Emergent Bilingual best practices through Seidlitz training.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores</p> <p>Staff Responsible for Monitoring: At Risk Dean ESL Teachers</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Seidlitz training through a staff developer.</p> <p>Strategy's Expected Result/Impact: Increased understanding in how to work with and assist EBs. Increased achievement for EBs.</p> <p>Staff Responsible for Monitoring: Principal At Risk Dean</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Seidlitz Training - 211 Title I - 211-13-6299-00-042-99-000 - \$3,600</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				





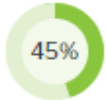
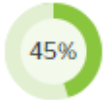
Goal 1 Problem Statements:








Demographics
<p>Problem Statement 3: Emergent bilingual students are not exiting programs in a timely manner compared to the number of years in the country and the number of years they have received services. Root Cause: Lack of teacher training or planning for emergent bilingual students' needs. Lack of student understanding of the components of the TELPAS exam.</p>
Student Learning
<p>Problem Statement 1: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By June 2024, the percentage of students at the All Subjects level will increase a minimum of 5% at the Meets level on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize our strengthened PLC culture to provide high quality tier one instruction and strategically plan for interventions based on data.</p> <p>Strategy's Expected Result/Impact: Student gaps are filled and achievement is increased.</p> <p>Staff Responsible for Monitoring: Instructional Dean Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Supplemental intervention for at-risk students including: Core-Subject Small Group Instruction, Emergent Bilingual Support, and AVID - 199-SCE State Comp Ed (SCE) - \$864,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support on instruction and differentiation; ensure interventions and support is evident in classrooms and provided for students.</p> <p>Strategy's Expected Result/Impact: Student gaps are filled and achievement is increased.</p> <p>Staff Responsible for Monitoring: Instructional Dean Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p> <p>Funding Sources: District Coaches - 211 Title I - 211-11-6119-00-042-30-000 - \$48,352</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutoring/small group instruction after school and possibly on the weekends. This could be from small group interventionists or teachers.</p> <p>Strategy's Expected Result/Impact: Increased achievement.</p> <p>Staff Responsible for Monitoring: Principal Instructional Dean</p> <p>Problem Statements: Student Learning 3, 5</p> <p>Funding Sources: Personnel: RTI Tutors or After School Tutoring - 211 Title I - 211-11-6117-00-042-30-000 - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.</p> <p>Problem Statement 2: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. Root Cause: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.</p> <p>Problem Statement 3: MAP data shows a significant drop in students in the Masters category across all demographics and contents. Root Cause: Specific learning gaps are not addressed and are not accounted for in the curriculum.</p> <p>Problem Statement 5: Longitudinal STAAR Math data shows a decrease in masters level across all demographics (18-19 school year was 17.24%, 20-21 school year was 14.74%, 21-22 school year was 11.52%). Root Cause: All students are expected to perform on an accelerated math curriculum. This does not account for the individualized learning needs of all students.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By June 2024, the percentage of Masters level in math will increase by 5% as measured by STAAR.

Evaluation Data Sources: STAAR, DCFA

Strategy 1 Details	Reviews			
<p>Strategy 1: Skill-based progress monitoring and data-driven interventions.</p> <p>Strategy's Expected Result/Impact: Overall increased achievement in student math masters levels.</p> <p>Staff Responsible for Monitoring: Instructional Dean Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase instructional resources (digital and print) to support learning and improve instruction. Also, purchase materials specific to tier two and three supports. Renew campus software licenses and ensure that all purchased resources are directly linked to academic intervention/extension.</p> <p>Strategy's Expected Result/Impact: Improved tier one instruction and small group support.</p> <p>Staff Responsible for Monitoring: Administration Instructional Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Various Instructional Resources for Teachers and Students - 211 Title I - 211-11-6399-00-042-99-000 - \$16,950</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3 Problem Statements:

Student Learning

Problem Statement 2: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause:** Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 5: Longitudinal STAAR Math data shows a decrease in masters level across all demographics (18-19 school year was 17.24%, 20-21 school year was 14.74%, 21-22 school year was 11.52%). **Root Cause:** All students are expected to perform on an accelerated math curriculum. This does not account for the individualized learning needs of all students.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By June 2024, students receiving services through Special Education will increase performance by 3% at the Approaches and Meets level on STAAR as measured across all subjects and all grade levels tested.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase support for students receiving special services in the general education classroom by focusing on Name & Need Conferences and an improved co-teach model.</p> <p>Strategy's Expected Result/Impact: Increased performance on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Special Education Department Manager Teachers (Gen Ed and SPED)</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase collaboration among general education and special services teachers through inclusion in PLCs</p> <p>Strategy's Expected Result/Impact: Increased performance on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Special Education Department Manager Core Instructional Facilitators and Department Manager</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				








Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 5: Longitudinal STAAR Math data shows a decrease in masters level across all demographics (18-19 school year was 17.24%, 20-21 school year was 14.74%, 21-22 school year was 11.52%). Root Cause: All students are expected to perform on an accelerated math curriculum. This does not account for the individualized learning needs of all students.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2024, AVID will be included in our regular PLC rotation calendar and our coordinator will be tasked with leading the learning to train and support staff with AVID strategies that impact student academic success.

Evaluation Data Sources: Roster of campuses trained and method of delivery of the professional development activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop training for core departments and deliver on a regular PLC rotation. This will be done by the AVID coordinator.</p> <p>Strategy's Expected Result/Impact: Campus staff and students will have a comprehensive understanding of the instructional, organizational, and social-emotional components of AVID</p> <p>Staff Responsible for Monitoring: AVID Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: AVID materials, conferences, and staff PD books - 211 Title I - 211-13-6329-00-042-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>75%</p>	 <p>100%</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue				











Goal 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: As we move towards becoming an AVID Demonstration Campus, we must continue to implement AVID strategies as our instructional foundation, campus-wide. This is not currently the case. Root Cause: New staff, inadequate PD. AVID strategies need to be reintroduced and partnered with the PLC process.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2023-2024 school year, teachers in core subject areas will have fully implemented DDI structures around PLCs, collaborative lesson planning, and instructional strategies and will be meeting in a common area.

Evaluation Data Sources: PLC calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a position for an Instructional Dean to work with administration, Instructional Facilitators, and Department Managers to ensure our instructional focus remains focused on data and student-focused intervention.</p> <p>Strategy's Expected Result/Impact: A strengthened PLC culture and tier one instruction.</p> <p>Staff Responsible for Monitoring: Instructional Dean Instructional Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend professional development/conferences focused on PLC, instruction, achievement, and growth.</p> <p>Strategy's Expected Result/Impact: Strengthened PLCs Increased achievement</p> <p>Staff Responsible for Monitoring: Principal Instructional Dean</p> <p>Problem Statements: Demographics 5 - Student Learning 1</p> <p>Funding Sources: PD opportunities - 211 Title I - 211-13-6411-00-042-99-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6 Problem Statements:

Demographics

Problem Statement 5: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Student Learning



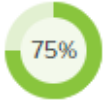




Problem Statement 1: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 2: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause:** Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By June 2024, students in the Eco Dis sub population will increase in Reading and Math by 3% at the meets grade level in all grade levels on STAAR.








Evaluation Data Sources: STAAR
MAP
District Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and improve student access to academic support. Strategy's Expected Result/Impact: Skill-based progress monitoring and data-driven interventions. Staff Responsible for Monitoring: Instructional Dean Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 1: By May 2024, DWP will have consistently implemented processes, routines, and procedures in regards to safety, security, and discipline and review quarterly.








Evaluation Data Sources: Discipline Data
 Student & Staff Survey Results
 Incident Reports
 Safe Schools

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement all safety and security procedures established by the district including all safety drills.</p> <p>Strategy's Expected Result/Impact: The campus will be fully prepared to address safety and security concerns that may arise.</p> <p>Staff Responsible for Monitoring: Crisis Team Members (district and campus)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, 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			
<p>Strategy 1: Foster positive relationships with community partners that can contribute in a positive manner to the campus.</p> <p>Strategy's Expected Result/Impact: Increasing community partnerships will provide more opportunities to meet the needs of our students and families.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2, 4 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: There have been limited culturally relevant activities available at Perry. Root Cause: Limited parent engagement and a lack of campus focus on cultural awareness.</p>
<p>Problem Statement 4: The lack of parent involvement in student's education is sometimes non-existent due to a weak relationship between teachers & parents. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>
Perceptions
<p>Problem Statement 1: According to our Upbeat Survey, 32% of faculty feel parents and teachers do not work together as partners. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024 DWP will host 3-5 family events to encourage a sense of community and emphasize the importance of a partnership between home and school.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a campus committee to lead the planning and facilitating of the family events. Strategy's Expected Result/Impact: Increased parent involvement. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4 Funding Sources: Parent Ed - 211 Title I - 211-61-6399-00-042-99-000 - \$3,657</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 55%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 2 Problem Statements:

Demographics
<p>Problem Statement 4: The lack of parent involvement in student's education is sometimes non-existent due to a weak relationship between teachers & parents. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2024 DWP will purchase intervention books that can be used with parents. They are books that can be read to students with headphones - they will be a great resource for small group instruction and certain groups of students (Dyslexia students, for example, or students identified through our SNAP process as needing intervention). They can also be used by parents as they come with comprehension questions.

Evaluation Data Sources: Check out of the books

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase reading materials that meet the needs aligned in the goal statement.</p> <p>Strategy's Expected Result/Impact: Improved reading/comprehension skills</p> <p>Staff Responsible for Monitoring: Librarian CIS</p> <p>Problem Statements: Demographics 4 - Perceptions 1</p> <p>Funding Sources: Books - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Demographics
<p>Problem Statement 4: The lack of parent involvement in student's education is sometimes non-existent due to a weak relationship between teachers & parents. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>
Perceptions
<p>Problem Statement 1: According to our Upbeat Survey, 32% of faculty feel parents and teachers do not work together as partners. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>

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

Goal 1: Perry, in partnership with the district, will ensure that programming for social-emotional development and support of students are implemented throughout the school year and will be reviewed in May 2024.

- Evaluation Data Sources:** Counselor Newsletters
 Guidance Lessons
 Assemblies
 Advisory Lessons and Schedule
 Counselor Trainings for staff
 Safe Schools

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff members on the topics of social/emotional health to help with identification and support including but not limited to Suicide Prevention, Sexual Abuse, Physical and Emotional Abuse, Dating Violence, and Drug Abuse.</p> <p>Strategy's Expected Result/Impact: Teachers will have the knowledge to identify students in crisis and adequately report and respond.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Problem Statements: Perceptions 4, 5, 6, 7</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend conferences for counseling staff development and bring back learning to campus for counseling groups, parent workshops, and staff trainings.</p> <p>Strategy's Expected Result/Impact: Updated learning on social emotional trends and behaviors and parent/family engagement opportunities.</p> <p>Staff Responsible for Monitoring: Counselors Principal</p> <p>Problem Statements: Perceptions 1, 4, 7</p> <p>Funding Sources: Attend Counseling Conferences - 211 Title I - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1 Problem Statements:

Perceptions

Problem Statement 1: According to our Upbeat Survey, 32% of faculty feel parents and teachers do not work together as partners. **Root Cause:** Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 4: There is a need to increase support for the social/emotional wellness of students. **Root Cause:** The effects of the pandemic resulted in a negative impact on our students' social-emotional and conflict resolution skills. We are still dealing with the aftermath of this.

Problem Statement 5: According to our Panorama Student Survey, 92% of students responded favorably to the question: how often are people disrespectful to others at your school? (14% once in a while, 32% sometimes, 30% frequently, 16% almost always) **Root Cause:** As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue.








Problem Statement 6: According to our Panorama Student Survey, 70% of students responded favorably to the question: how likely is it that someone will bully you while you are at school? (24% slightly likely, 21% somewhat likely, 14% quite likely, 11% extremely likely) **Root Cause:** As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue. This leads to an increase in behaviors perceived as bullying.

Problem Statement 7: According to our Panorama Student Survey, 60% of students reported to being verbally bullied by someone from school in the last year. **Root Cause:** As an admin team we have not set specific expectations to disrespectful language and taken a zero tolerance stance. Students have not seen a consequence for their disrespectful language and therefore feel freely to continue. This leads to an increase in behaviors perceived as bullying.

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

Goal 2: Perry will enforce our campus-wide behavior plan, SOAR, and continue to implement Restorative Practices to improve student behavior by May 2024.

Evaluation Data Sources: Discipline Data
Student and Staff Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: In depth explanation of SOAR with new teachers and review with all staff during August in-service. Staff will implement campus wide plans and support for discipline management consistently.</p> <p>Strategy's Expected Result/Impact: This will decrease incidents of disciplinary placements.</p> <p>Staff Responsible for Monitoring: All Staff Administration to maintain accountability</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our new teacher mentoring program has not been effective in providing consistent support for new faculty members. Root Cause: The teacher mentoring program has some structure initially but very little follow-through after the school year gets started. This is due to time and prioritizing.</p>
School Processes & Programs
<p>Problem Statement 1: According to our Upbeat survey, 29% of teachers believe rules for students behavior are not consistently enforced by teachers in the school, even for students who are not in their classes. Root Cause: Inconsistent implementation of campus behavior plan, SOAR, among grade levels, classrooms, and common areas of the school. Inadequate training and follow up training for new teachers.</p>

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 2023-2024 school year.











Evaluation Data Sources: Campus Budget
 Title 1 Budget and Resources
 Weekly meeting agendas with campus secretary
 Teams report

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, families, and staff.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2024, Perry will work with the district truancy officer and stay in compliance with all district and state attendance processes and procedures.

Evaluation Data Sources: Attendance Records
 Teams Reports
 Attendance Committee Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a parent liaison to foster a supplemental connection between home, school, and community. This person will assist in the coordination of parent engagement/community involvement activities. Parent outreach regarding attendance, behavior, grades, etc will be a regular duty. Attendance and truancy will be a specific focus.</p> <p>Strategy's Expected Result/Impact: Improvement in attendance rates. Compliance with district and state processes and procedures. Truancy filed in a timely manner, when necessary.</p> <p>Staff Responsible for Monitoring: At Risk Dean Principal</p> <p>Problem Statements: Demographics 4 - Perceptions 1</p> <p>Funding Sources: Personnel, Parent Liaison - 211 Title I - 211-61-6129-00-042-30-000 - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire an At-Risk Dean to oversee all programs related to the services needed for our high need, at-risk students (MTSS, RTI, SNAP, Attendance Supervision, etc).</p> <p>Strategy's Expected Result/Impact: Proper supports in place for all at-risk students Documentation for all supports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 5</p> <p>Funding Sources: Personnel, At-Risk Dean - 211 Title I - 211-11-6119-00-042-30-000 - \$87,391</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Demographics

Problem Statement 4: The lack of parent involvement in student's education is sometimes non-existent due to a weak relationship between teachers & parents. **Root Cause:** Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 5: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Perceptions

Problem Statement 1: According to our Upbeat Survey, 32% of faculty feel parents and teachers do not work together as partners. **Root Cause:** Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

State Compensatory

Budget for Perry Middle School

Total SCE Funds: \$864,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Perry's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

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

Perry's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations