

# Wichita Falls Independent School District

## Barwise Middle School

### 2023-2024 Campus Improvement Plan



# Mission Statement

*The mission of Barwise Leadership Academy is to provide all students the opportunity to perform to their full potential so that they may become life-long learners who are productive, responsible, and participating members of society.*

## Vision

*We at Barwise Leadership Academy believe in doing everything possible to ensure student success and well-being. In addition to providing a safe and secure environment, we are committed to building relationships, providing quality teaching, and maintaining high expectations for all students, regardless of race, sex, ethnicity, or socio-economic status.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Barwise Middle School serves a diverse population of students (6th-8th grade). During the year 2019-20, approximately 1178 students were enrolled at Barwise (399 6th graders, 385 7th graders, 394 8th graders). The demographic breakdown of the student population was: 8.6% African American, 50% Hispanic, 34.6% White, 0.4% American Indian, 1.6% Asian, 0.1% Pacific Islander, & 4.7% Two or More Races. Economically disadvantaged students made up 72.7% of the population, 11.4% were English Language Learners, 11.9% were in Special Education, & 58% of students are labeled At-Risk. Barwise Middle School saw a mobility rate of 15.2%. Class size averages ranged from 20.6-28.0 students per class.

The makeup of the staff is: 84.4% teachers, 98.1% professional staff, professional support 4.5%, Campus Admin. (School Leadership) 5.1%, and educational aides 1.9%. Of the total staff, 3.2% are African American, 7.7% Hispanic, 85.9% White, and 3.1% Asian. The majority of teachers, 31.1%, have 1-5 years of experience. Master's degrees are held by 30.7% of the teachers.

### Demographics Strengths

- Diverse student population
- Teachers are experienced and highly educated
- Good mixture of male & female staff members (42.1% Males; 57.9% Females)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Special programs are not aligned with the needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 2 (Prioritized):** Lack of identification of key community stakeholders for our key demographic groups. **Root Cause:** Failure of communication between community and school stakeholders

**Problem Statement 3 (Prioritized):** High volume of discipline issues **Root Cause:** High percentage of low socioeconomic status (SES) students/Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 4 (Prioritized):** Lack of participation in school events **Root Cause:** High percentage of low SES students & lack of transportation

**Problem Statement 5 (Prioritized):** Lack of school & community interaction **Root Cause:** Restraints on personnel time & resources

**Problem Statement 6 (Prioritized):** Discipline is not consistent among staff **Root Cause:** No campus-wide discipline expectations/enforcement

# Student Learning

## Student Learning Summary

Barwise Middle School received a "C" rating under the 2018-2019 STAAR accountability system. 69% of all students achieved the approaches grade level or above, 38% achieved meets grade level or above, and 17% achieved the masters grade level rating, overall. 65% of our students met the approaches grade-level standard or above in ELA/Reading, 74% in Math, 61% in Writing, 76% in Science, and 64% in Social Studies.

## Student Learning Strengths

Algebra 1 - Eby (100% Meets; 94% Mastered)

Aranda (8th math teacher) - Meets 8 of the 9 federal academic achievement categories (11 total) for closing the gaps (subpops)

8th Grade Math: beat district in approaches, meets AND masters!

8th Grade Science: beat district in percent, approaches, meets AND masters!

8th Grade Social Studies: beat district in percent, approaches AND meets!

6th Math African American subpopulation has gone up 20% from 2017 to 2019

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** A significant number of students are beginning this school year below grade level **Root Cause:** Many students missed a lot of learning time during the last year and a half due to the COVID-19 Pandemic

**Problem Statement 2 (Prioritized):** Not closing the gaps in sub-population groups **Root Cause:** Lack of effective intervention programs and oversight of intervention time.

**Problem Statement 3 (Prioritized):** Failed to meet ELP status target **Root Cause:** Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons

**Problem Statement 4 (Prioritized):** Need for effective data-driven instruction in every classroom **Root Cause:** Some teachers are still developing on effective lesson planning and delivery

**Problem Statement 5 (Prioritized):** Lack of consistent targeted intervention between grade levels and subjects **Root Cause:** Lack of resources, teacher training, and vertical/horizontal alignment, not enough programs, personnel to address TIERed students, and materials/supplies to meet all student needs

**Problem Statement 6 (Prioritized):** Teachers & students are not receiving all the supplies requested/needed for classes **Root Cause:** Insufficient funds in the budget

**Problem Statement 7 (Prioritized):** Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed **Root Cause:** Lack of

exposure to middle school until entering the 6th grade

**Problem Statement 8 (Prioritized):** Students and teachers have limited curriculum resources. **Root Cause:** Insufficient budget funds

**Problem Statement 9 (Prioritized):** Insufficient instructional resources, including technology and tech hardware **Root Cause:** supply isn't meeting the demand of 21st century learners

# School Processes & Programs

## School Processes & Programs Summary

Instructional: Eagle Period (Intervention), before/during/after school tutoring, ESL class, PLC (Professional Learning Community), Grade Level Teams, Content PLC, Fundamental Five, CBA/Benchmarks, progress monitoring, Technology 1:1 program,

Curricular: Advanced classes, TEKS Resource System coupled with district developed curriculum, MTA

Personnel: recruitment programs, attendance at job fairs, mentoring programs, staff development in & out of district, curriculum & instruction specialist

Organizational: HRS (High Reliability Schools), CKH (Capturing Kids Hearts), Seidlitz, Student of the Month, Within the school day Eagle Club, NJHS (National Junior Honor Society), Student Council, CIS (Communities in Schools), Chess Club, Robotics, Fellowship of Christian Athletes, After-school clubs, One-Act Play, Choir, Cheerleader & PepSquad

Administrative: T-TESS (includes goal setting, professional growth,& student achievement), T-PESS...

## School Processes & Programs Strengths

-Campus is HRS Level 1 and level 2 certified/Continuing to level 2

-Majority of teachers are implementing CKH and Seidlitz strategies with fidelity

-Many teachers are Google Certified and adequately using technology in the classroom

-Students are comfortable in technology usage

-Celebrating student & staff success

-All ELAR teachers are ESL Certified

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Ability to retain high-quality staff **Root Cause:** Our teachers need more support/training with instruction and managing student behavior.

**Problem Statement 2 (Prioritized):** Not enough time for content area and grade level teachers to meet and plan **Root Cause:** Scheduling issues, some teachers teaching multiple grade levels

**Problem Statement 3 (Prioritized):** Unclear teacher goals **Root Cause:** Lack of training in goal setting

**Problem Statement 4 (Prioritized):** Need for well-written lesson plans with documented formative assessments **Root Cause:** Complacency with traditional ways of planning and insufficient opportunities to observe more effective teachers

**Problem Statement 5 (Prioritized):** Mentorship did not occur as adequately as intended **Root Cause:** Failure to provide training & expectations



**Problem Statement 6 (Prioritized):** A high number of At-Risk students (especially in out economically disadvantaged) **Root Cause:** Increase in low SES status students, failure to meet STAAR/Academic requirements

**Problem Statement 7 (Prioritized):** Many parents lack the knowledge and skills/abilities to assist students with academics at home. **Root Cause:** Lack of opportunities for parent training

**Problem Statement 8 (Prioritized):** High volume of discipline issues **Root Cause:** High percentage of low socioeconomic status (SES) students/Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 9 (Prioritized):** Special programs are not aligned with the needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 10 (Prioritized):** Getting all teachers to effectively incorporate technology **Root Cause:** Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

# Perceptions

## Perceptions Summary

Parents are kept up to date on school events through: Parentlink, social media, Remind, newsletter, etc. Student-, teacher-, parent-compact distributed & signed yearly. Parents are free to request meetings with school staff; most teachers have Remind and can quickly communicate with parents. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Teachers are vigilant in school safety efforts, before, during, and after school. Capturing Kids' Hearts is a campus-wide program. Discipline is handled in accordance with the discipline demerit system.

## Perceptions Strengths

- Road to College
- PTO
- Social Media
- Remind
- Most announcements are communicated in English & Spanish
- HRS Level 1 certified for Safe & Collaborative school
- Campus police officers are visible and supportive
- Campus safety drills are completed with fidelity

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** PIE Partners under-utilized **Root Cause:** Failure to schedule adequate time to do outreach

**Problem Statement 2 (Prioritized):** Need for social contracts in every classroom **Root Cause:** Lack of school-wide expectations

**Problem Statement 3 (Prioritized):** Seeing an increase in misbehavior **Root Cause:** Insufficient recognition for positive behavior

**Problem Statement 4 (Prioritized):** There is a disconnect between the campus and the community at large. **Root Cause:** Lack of communication/awareness of events going on at the schools

**Problem Statement 5 (Prioritized):** Lack of awareness of student achievement in behavior and academics **Root Cause:** Insufficient recognition for positive behavior and academic success

**Problem Statement 6 (Prioritized):** Special programs are not aligned with the needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 7 (Prioritized):** Lack of awareness of positive things that are occurring on campus **Root Cause:** Insufficient PR

# Priority Problem Statements

**Problem Statement 1:** High volume of discipline issues

**Root Cause 1:** High percentage of low socioeconomic status (SES) students/Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** A significant number of students are beginning this school year below grade level

**Root Cause 2:** Many students missed a lot of learning time during the last year and a half due to the COVID-19 Pandemic

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Not closing the gaps in sub-population groups

**Root Cause 3:** Lack of effective intervention programs and oversight of intervention time.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Need for effective data-driven instruction in every classroom

**Root Cause 4:** Some teachers are still developing on effective lesson planning and delivery

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Teachers & students are not receiving all the supplies requested/needed for classes

**Root Cause 5:** Insufficient funds in the budget

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students and teachers have limited curriculum resources.

**Root Cause 6:** Insufficient budget funds

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Insufficient instructional resources, including technology and tech hardware

**Root Cause 7:** supply isn't meeting the demand of 21st century learners

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Ability to retain high-quality staff

**Root Cause 8:** Our teachers need more support/training with instruction and managing student behavior.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Unclear teacher goals

**Root Cause 9:** Lack of training in goal setting

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.

**Root Cause 10:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Lack of identification of key community stakeholders for our key demographic groups.

**Root Cause 11:** Failure of communication between community and school stakeholders

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Lack of participation in school events

**Root Cause 12:** High percentage of low SES students & lack of transportation

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Lack of school & community interaction

**Root Cause 13:** Restraints on personnel time & resources

**Problem Statement 13 Areas:** Demographics

**Problem Statement 14:** Discipline is not consistent among staff

**Root Cause 14:** No campus-wide discipline expectations/enforcement

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** Failed to meet ELP status target

**Root Cause 15:** Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** Lack of consistent targeted intervention between grade levels and subjects

**Root Cause 16:** Lack of resources, teacher training, and vertical/horizontal alignment, not enough programs, personnel to address TIERed students, and materials/supplies to meet all student needs

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed

**Root Cause 17:** Lack of exposure to middle school until entering the 6th grade

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** Not enough time for content area and grade level teachers to meet and plan

**Root Cause 18:** Scheduling issues, some teachers teaching multiple grade levels

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 19:** Need for well-written lesson plans with documented formative assessments

**Root Cause 19:** Complacency with traditional ways of planning and insufficient opportunities to observe more effective teachers

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** Mentorship did not occur as adequately as intended

**Root Cause 20:** Failure to provide training & expectations

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 21:** A high number of At-Risk students (especially in out economically disadvantaged)

**Root Cause 21:** Increase in low SES status students, failure to meet STAAR/Academic requirements

**Problem Statement 21 Areas:** School Processes & Programs

**Problem Statement 22:** Many parents lack the knowledge and skills/abilities to assist students with academics at home.

**Root Cause 22:** Lack of opportunities for parent training

**Problem Statement 22 Areas:** School Processes & Programs

**Problem Statement 23:** High volume of discipline issues

**Root Cause 23:** High percentage of low socioeconomic status (SES) students/Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 23 Areas:** School Processes & Programs

**Problem Statement 24:** Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.

**Root Cause 24:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 24 Areas:** School Processes & Programs

**Problem Statement 25:** Getting all teachers to effectively incorporate technology

**Root Cause 25:** Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

**Problem Statement 25 Areas:** School Processes & Programs

**Problem Statement 26:** PIE Partners under-utilized

**Root Cause 26:** Failure to schedule adequate time to do outreach

**Problem Statement 26 Areas:** Perceptions

**Problem Statement 27:** Need for social contracts in every classroom

**Root Cause 27:** Lack of school-wide expectations

**Problem Statement 27 Areas:** Perceptions

**Problem Statement 28:** Seeing an increase in misbehavior

**Root Cause 28:** Insufficient recognition for positive behavior

**Problem Statement 28 Areas:** Perceptions

**Problem Statement 29:** There is a disconnect between the campus and the community at large.

**Root Cause 29:** Lack of communication/awareness of events going on at the schools

**Problem Statement 29 Areas:** Perceptions

**Problem Statement 30:** Lack of awareness of student achievement in behavior and academics

**Root Cause 30:** Insufficient recognition for positive behavior and academic success

**Problem Statement 30 Areas:** Perceptions

**Problem Statement 31:** Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.

**Root Cause 31:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 31 Areas:** Perceptions

**Problem Statement 32:** Lack of awareness of positive things that are occurring on campus

**Root Cause 32:** Insufficient PR



**Problem Statement 32 Areas:** Perceptions

# Goals






**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** We will recruit a 100% highly qualified staff to begin the 2023-2024 school-year.

**Evaluation Data Sources:** A list of resumes/applications of potential candidates from at least 2 job fairs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Select a team who will attend the job fairs &amp; compile a list of highly qualified candidates.</p> <p><b>Strategy's Expected Result/Impact:</b> We will begin the 2023-2024 school year fully staffed with highly qualified teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 25%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers hired will be highly qualified with the hope of increasing student achievement. If that cannot be achieved parents will be notified.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 50%		










Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will attend two job fairs in the 2023-24 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Help close learning gaps through explicit instruction by highly qualified teachers and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Teacher Salaries - Title 1 Part A</p>	Formative		
	Nov	Feb	May
	 25%		
<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 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 2:** Provide once a six weeks of mentorship to new and some continuing teachers with highly effective teachers/staff and CILs, beginning September 2023 and ending May 2024.







**Evaluation Data Sources:** Agendas and minutes from CILs PLCs  
Feedback notes from mentors, administration, and CILs on lesson plans and walkthroughs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each teacher new to campus, who has 3 or less years of teaching experience &amp; also some existing teachers, will be provided a mentor (go-to person - Campus Instructional Leaders) for a minimum of one year. The go-to person will be available to meet with the mentee as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support and build capacity in teachers to help provide quality instruction &amp; improve teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders Instructional Coach</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Title 1 Part A - 21113623900046930000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 3:** Provide professional development opportunities, at least once a month, including during staff meetings and other campus staff development days/activities, and off-campus training in the 2023-24 school year.






**Evaluation Data Sources:** Sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional development/opportunities will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Core subjects, Technology, Formative Assessments, Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop teachers in general and especially those who follow HRS recommendations, to ensure effective teaching in every classroom. Sped and ESL teachers work with general education teachers to plan/modify and discuss ways to help students improve</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title 1/SCE money will be used to purchase supplies for staff development, including books and other resources for staff, to improve the quality of instruction provided.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective teaching and consequently, better student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 4:** Campus administrators will meet with each teacher to plan at least 1 measurable student and 1 measurable professional growth goals, for the 2023-24 school year, beginning in August and continuing through September 2023.






**Evaluation Data Sources:** Measurable goals in Eduphoria (also posted outside teachers' classrooms).

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each teacher will write 2 goals for the school year 2023-2024 and will collect evidence to monitor the accomplishment of those goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance in the classrooms; Increased student performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 5:** Ensure effective lesson planning and instruction in every classroom through assessment/observation, coaching, and feedback on a weekly basis, beginning September 2023-May 2024.








**Evaluation Data Sources:** Written Feedback on Lesson plans and feedback to teachers from classroom observations provided by administration and CILs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administrators and Campus Instructional Leaders will conduct walk-throughs in teachers ' classrooms, review lesson plans, provide feedback and attend PLC meetings to assist teachers in the improvement of lesson planning and lesson delivery. Feedback will be provided accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in lesson planning, delivery of instruction and management of classrooms based on feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Instructional Leaders</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 6:** Provide additional support for staff & students with increase personnel and additional assistance with planning & teaching in mainly core content areas beginning August 2023 through the end of the 2023-2024 school year.





**Evaluation Data Sources:** CILs PLC minutes & planning agendas






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use SEC funds to pay for an additional planning period for 4 Campus Instructional Leaders.  <b>Strategy's Expected Result/Impact:</b> Assist teacher with developing/delivering effective lessons.  <b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Funding Sources:</b> - SCE</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** At least 50% of all students will get to meet or master level on the STAAR tests in all core subjects in all grade levels on the 2024 tests.

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be identified for and enrolled in Foundations/STAAR classes based on prior state reading and math assessments. The classes will provide smaller class sizes for more one-on-one instruction in preparation for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Focused instruction with smaller numbers for those who previously failed the state exams will help those students succeed</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Diags</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supp &amp; Mat - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SCE/Title funds will pay for an additional paraprofessional who will be scheduled into reading classes to help special education students by lowering the student to teacher ratio.</p> <p><b>Strategy's Expected Result/Impact:</b> The hope is that additional personnel will result in more individualized help for students and consequently, better results on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Diags</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Para Salaries - SCE</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure that as many classes as possible are provided with adequate supplies by supplementing the general budget with Title 1 and SCE funds to purchase and make those requested supplies available as much as possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in learning through the provision on enriched activities</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> supplies for classroom activities - Title 1 Part A - \$1,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** Increase the domain 3 score from 47% to at least 65% on the report card (in the closing the gaps category) in reading and math by the end of May 2024.

**High Priority**

**Evaluation Data Sources:** STAAR Math and Reading results




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be identified for and enrolled in Foundations/STAAR classes based on prior state math and reading assessments. The classes will be smaller in size to provide more one-on-one instruction in preparation for upcoming exams. In addition, the campus will pay for additional tutoring before and after school and also hire additional support for teachers to pull groups for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher academic achievement status met on the STAAR tests, in Math and Reading - more sub-populations meet targets of closing the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers/Tutors</p> <p><b>Funding Sources:</b> - Title 1 Part A, - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will schedule an intervention hour ("Eagle Hour") in which struggling students will be grouped and provided additional support. CILs will plan work for all students and utilize technology and special programs like, Pear Deck, Freckle, Quill, No Red Ink, Zearn, and Google apps to provide targeted practice for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved intervention/support/programs availability for assertive support for student, resulting in improved learning and performance on tests.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> CIL Salaries - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title 1 money will be used to purchase books to help build literacy (including for ESL/Bilingual students) through Literature circles (in reading classes during library days), to help develop students' abilities to make real-world connections - focusing mainly on identifying themes and recognizing characterization (areas in which students struggled during the course of the last school year).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase literacy that will result in an increase in STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> A collection of books on different themes for literature circles - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students in the AA, Hispanic, White, Two or More Races, Econ Dis, EB/EL, and SPED student groups did not meet Closing the Gaps targets in reading in the 2018, 2019, 2022, and 2023 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students in the AA, Hispanic, White, Econ Dis, EB/EL, and SPED student groups did not meet Closing the Gaps targets in math for the 2018, 2019, 2022, and 2023 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** Improve TELPAS scores from 23% to 36% and STAAR scores for our ELL students from 17% meets in reading and 28% meets in math to 40% overall with targeted interventions in our ESL classes for the 2023-24 school year.

**Evaluation Data Sources:** ESL committee formed/Program to serve TAG students/Programs to serve the interests of the general student population

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Title funds shall be utilized to to meet the identified needs of ESL students and leverage learning resources and support to improve their performance. Those needs would be identified by a committee of administrators and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in ELs scores.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL teachers, LPAC/ESL committe</p> <p><b>Funding Sources:</b> Contracted Services Supplies - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students passing TELPAS and State assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL staff, LPAC</p> <p><b>- Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> ESL students will monitor their own progress on various language and academic assessments throughout the year. Parents will see progress monitoring at ESL parent meetings 2 times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in academic performance throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin ESL Teacher ESL Committee</p> <p><b>- Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



No Progress



Accomplished



Continue/Modify










Discontinue

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Conduct weekly PLC meetings during the instructional day as was done last school year for core classes and add a Fine Arts PLC meeting at least twice a semester; also continue to have grade level teams to meet from 4 times each semester.

**Evaluation Data Sources:** PD plans for each semester, Data/minutes from meetings collected in a folder in google drive, Master schedule.






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Common planning times built into Master Schedule for all core subjects by PLC group</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in planning and instruction and data analysis, which consequently results in better student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Administrators/teacher leaders/head of departments</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 5:** Increase low performing sub-population performance on reading and math tests; for African American students from 25% to at least 30% and from 28% to 33% respectively, for Economically Disadvantaged students in reading from 28% to 33% and math from 35% to 40% and for ELs from 17% to 22% in Reading and 28% in Math to 33%, by May, 2024.

**High Priority**

**Evaluation Data Sources:** STAAR Data







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted intervention and tutorials for these sub-populations via Eagle Intervention Period, CIS, small group, pullout, and before/after school tutoring and providing needed resources and supplies like paper etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in % score for sub-populations on the STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team leaders, Administrators, CIS</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Tutors - Title 1 Part A, Tutors - SCE, Tutoring buses - SCE, Tutoring buses - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 6:** Increase low-performing sub-population performance on "All Subjects" tested: for SPED students from 11% to at least 16%, and ELs from 20% to at least 25% Meets standard on STAAR test by May 2024.

**High Priority**






**Evaluation Data Sources:** TAPR data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Progress monitoring, goal setting, and data analysis at PLC. Teachers &amp; Students will track students' performance, beginning with their level on the previous year's STAAR, Unit Test, CBA's, and/or MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> As students track their results, hopefully they will be motivated to perform higher than the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Targeted intervention and tutorials for these sub-populations via Eagle Period, CIS, small group, pullout, and before/after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scores of students on district's, School's and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team leaders, Asst. Principals, CIS</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 7:** Provide supplemental curriculum and or instructional materials for the core educational departments to aid instruction for the 2023-24 school year.

**Evaluation Data Sources:** Covid-19 requirements/assessment reports






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use Title I/SCE funds to purchase online curriculum and or other instructional materials to supplement district curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement in core areas</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 8:** Provide daily effective instruction to meet the needs of all students by increasing the available instructional technology and technology hardware inventory on campus by May 2024.



**Evaluation Data Sources:** Technology Inventory









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Title 1/SCE funds will be used to purchase additional Chromebooks/Chromebook chargers/charging carts/webcams/online instructional resources etc. to assist with effective virtual and face to face lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff being able to connect with easy and efficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> On-line programs - Title 1 Part A - 3000, On-line programs - SCE - \$9,200</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** Increase school-wide activities that allow students to explore college and career opportunities at the Career Education Center by May 2024.

**Evaluation Data Sources:** Schedule reports








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Seventh grade career classes, 8th grade field trip to the CEC, School-wide job fair, extracurricular clubs including Robotics, TAME, etc. will be used to increase students knowledge about future academic and career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and continuing education and/or career opportunities post secondary.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, academic counselors, college &amp; career advisor</p> <p><b>- TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Communities In Schools will work with students to provide information and activities that connect them to interests that can lead to a career path. Various community groups host clubs and after school learning and mentoring opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement with access to additional resources and programs both at school and outside of school.</p> <p><b>Staff Responsible for Monitoring:</b> CIS site coordinator, Admin liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> School wide Gallup Survey administered in Reading classes</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All 8th grade students take a trip to the Career Education Center to explore all programs and pathways offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and graduate.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Academic Counselors College &amp; Career Advisor</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Road to College program expanded from 2 to 3 grade levels of students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** Create opportunities for students to explore their interests beyond the regular curriculum offered at the Middle School by offering a number of clubs after school, including through CIS; we will also continue Robotics for students in advanced technology applications and additional activities, including Boat Float Projects etc. for the 2023-24 school year.






**Evaluation Data Sources:** Variety of clubs offered, A semester of robotics Robotics added to the curriculum as an elective option








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Tech Apps 8/Robotics will be offered as an elective option each semester for 8th grade students who are advanced in technology applications and are interested in pursuing even higher skills.</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - SCE - \$2,800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Design a Special Science project - Boat Float (Building boats that will stay afloat on the lake) for students in the 8th grade to utilize knowledge gained throughout the years in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate learning of scientific principles by building a boat that will stay afloat on water.</p> <p><b>Staff Responsible for Monitoring:</b> 8th Grade teachers</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Provide at least 5 school-wide family engagement activities by the end of May 2024.

**Evaluation Data Sources:** Family engagement activities, calendar, agendas, and audience







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Road 2 College program to have parents and students in our building for training at least 2 nights during the school year 2023-2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease dropout rate. Increase the college and career awareness and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> PE Contracts - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide both Fall and Spring events to engage parents in school-life. For example parent-teacher conference, Title I meeting w/ break out sessions, Technology Boot camp, painting night, Scare-O-Rama, 8th grade Promotion, and Award Ceremonies, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and training that will as a result help improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - Title 1 Part A, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct 2-4 ESL parent meetings this year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement will our ESL with the hope that this will result in increased student performance and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Printing - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus, in consultation with parents, will develop, implement, and review a parental involvement policy and student compact. The policy and student compact will be published on the school website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase involvement between stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** Increase overall campus attendance rate from 95.64% (2019) to at least 96% by May 2024.






**Evaluation Data Sources:** attendance reports and data each month

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in attendance rates and a decrease in chronic attendance issues will increase students academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk, Admin</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Make attendance visible for students and families and staff, give them an opportunity to take ownership through team competition - daily attendance will be posted for each grade level for everyone to see.</p> <p><b>Strategy's Expected Result/Impact:</b> Ownership of attendance rates will increase attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Reduce the number of discipline referrals by 5% from 18-19 (1619 total referrals) by May 2024.

**Evaluation Data Sources:** Skyward discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Capturing Kids Hearts and social contracts in every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Building a family within the classroom will increase student participation and positively effect classroom behavior and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Staff</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be evaluated and provided services as needed in special programs to include Vape/Tobacco Prevention-Awareness, Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking and intervention will ensure that students are receiving proper and adequate resources.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Staff</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Student Support Counselors - Salary &amp; Benefits - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p><b>Strategy's Expected Result/Impact:</b> Training will allow all staff members to identify and inform admin and counselors for early intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who are assigned to DAEP/County Juvenile Detention Center will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the occurrence of serious discipline issues and help students stay up-to-date with their expected learning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, teachers</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase visibility and supervision in common areas, particular before school. Utilize structure of auditorium over cafeteria. Develop relationship with students and praise for good behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student behavior/reduction in disciplinary incidents</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 4:** Maintain & improve upon the criteria established by certified level 2 High-Reliability School, through daily monitoring of classroom instruction throughout, 2023-24.





**Evaluation Data Sources:** Data collected on route to level 2; HRS certificate;

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> HRS leadership and ASOT admin and teacher teams will be formed and attend training and monitor and implement strategies learned to improve teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the delivery of instruction and ultimately, improvement in student scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Region 9 reps.</p>	Formative		
	Nov	Feb	May
			
<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:** Improve low performing schools.

**Performance Objective 5:** Lead teachers will create model lessons for F2F & remote students to assist teachers who are affected by COVID-19, so that other teachers on campus will have those as examples to improve their teaching and subsequently, enhance learning throughout the school year .



**Evaluation Data Sources:** Hard copies of plans and videos of exemplars






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lead teachers will compile effective plans/lessons/ videos of lessons(utilizing Swivls) to have as resources that teachers will use as resource to enhance their own learning.</p> <p><b>Staff Responsible for Monitoring:</b> Amin CILs</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Paying teachers to create model lessons - Title 1 Part A</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Improve low performing schools.

**Performance Objective 6:** Improve academic success in the classroom by reducing student failures by at least 5% every six weeks from the beginning of the 2023-24 school year, until May 24.






**Evaluation Data Sources:** Skyward reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Every teacher will have daily lesson plans with documented formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student understanding will be measured more effectively and often, thus allowing immediate feedback on student understanding of specific concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CILs Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teacher will implement data driven lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of students failing classes and increase the number of students Meeting expectations on STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Admin CILs Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The academic counselors will have academic planning meetings with low-performing students after each grading period. They will help them develop a tutoring plan, track homework, and make parent contact to get them involved with the academic plan as well.	Formative		
	Nov	Feb	May
			
<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:** Improve low performing schools.

**Performance Objective 7:** Adequately prepare incoming 6th grade students for a successful transition to middle school by planning an introductory event by the end of August 2024.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Plan and prepare a 6th grade Eagle Camp to introduce students to the programs and operations of the middle school and provide supplies and resources to help ease transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will be more confident and successful if they enter with prior knowledge of expectations and school process and practices.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, &amp; Teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
<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:** Improve low performing schools.

**Performance Objective 8:** Improve the whole child by meeting the physical, social, and emotional needs of students' families by providing SEL services throughout the school year 2023-24, utilizing CIS and SEL Counselor beginning August 2023.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Trauma informed care for At-Risks students through CIS case management  <b>Staff Responsible for Monitoring:</b> CIS Case Manager</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Building prevention and awareness for whole child health and wellness through informative posters, red-ribbon week, specialty groups.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SCE funds will be used to fund a full-time Social Emotional Counselor to meet the SEL needs of students.  <b>Strategy's Expected Result/Impact:</b> Reduce students stress and anxiety to increase academic performance.  <b>Staff Responsible for Monitoring:</b> SEL Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Student will be trained through Athletics/Physical Education classes to maintain physical health. A fitness gram will be utilized to measure the students physical health each year.  <b>Strategy's Expected Result/Impact:</b> Increase the physical health of students  <b>Staff Responsible for Monitoring:</b> PE/Athletic Coaches</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue



# State Compensatory

## Budget for Barwise Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7.175

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

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## Personnel for Barwise Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abubakar, Courtney	Teacher	0.125
Aranda, Lisa	Teacher	0.125
Chapman, Sandy	Teacher	0.125
Coppage, Walter	Teacher	0.125
Davison, John	Teacher	0.125
Eby, Bethlyn	Teacher	0.125
Flinn, Peter	Teacher	0.125
Flores, Megan	Teacher	0.125
Freeman, Mandi	Teacher	0.125
Hannah, Kimberly	Teacher	0.125
Hester, Alvin	Teacher	0.125
Jaramillo, Evelyne	College & Career Advisors	1
Keating, Shanda	Teacher	0.125
Mathis, Kerri	Teacher	0.125
Miller-Steward,	Geranda	0.125
Nash, Garron	Teacher	0.125
Owens, Dalisa	Teacher	0.125
Parker, Jennifer	Teacher	0.125

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Perez, Rudy	Aide	0.9
Perez, Rudy	Aide: MS	0.9
Picht, James	Teacher	0.125
Rice, Jennifer	Teacher	0.125
Rodriguez, Judith	Teacher	0.125
Rogers, Alice	Student Support Counselor	1
Spurgers, Jeffrey	Teacher	0.125
Spyra, Helen	Teacher	0.125
Tidmore, Christopher	Teacher	0.125
Wilkinson, Robert	Teacher	0.125
Wilson, Penny	Teacher	0.125
Wood, Adam	Teacher	0.125
Zylstra, Jennifer	Teacher	0.125

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ash, Janice	Teacher	School Wide	.125
Benson, Joy	Teacher	School Wide	.125
Browning, Jane	Teacher	School Wide	.125
Burkham, Elizabeth	Teacher	School Wide	.25
Burross, Kevin	CIL	School Wide	.25
Fanchier-Alsup, Chelsey	Teacher	School Wide	.875
Greene, Annette	Teacher	School Wide	.125
Kasper, Ferran	CIL	School Wide	.25
McDonald, Matthew	Teacher	School Wide	.25
Mundle, Bethany	Teacher	School Wide	.125
Schubert, Craig	Teacher	School Wide	.125

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teacher Salaries		\$0.00
1	2	1		21113623900046930000	\$0.00
2	1	1	Supp & Mat		\$0.00
2	1	3	supplies for classroom activities		\$1,000.00
2	2	1			\$0.00
2	2	2	CIL Salaries		\$0.00
2	2	3	A collection of books on different themes for literature circles		\$0.00
2	3	1	Contracted Services Supplies		\$0.00
2	5	1	Tutors		\$0.00
2	5	1	Tutoring buses		\$0.00
2	8	1	On-line programs	3000	\$0.00
4	1	1	PE Contracts		\$0.00
4	1	2			\$0.00
4	1	2			\$0.00
4	1	3	Printing		\$0.00
4	5	1	Paying teachers to create model lessons		\$0.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$219,300.00
<b>+/- Difference</b>					<b>\$218,300.00</b>
<b>Grand Total Budgeted</b>					\$219,300.00
<b>Grand Total Spent</b>					\$1,000.00
<b>+/- Difference</b>					<b>\$218,300.00</b>

# Addendums

## 2022-23 Title I Campus Budget

Barwise Middle School Peter Braveboy

Estimated 2022-23 Title I Budget Allocation: \$171,993

Estimated Discretionary Funds: **\$47,307**

Total **\$219,300**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
<b>Personnel:</b>									
211	11	6112	00	046	3	30	000	\$1,000	Substitutes
211	11	6118	67	046	3	30	000	\$20,000	Tutoring
211	11	6118	00	046	3	30	000	\$1,000	Teacher Extra Duty Stipend
211	13	6118	00	046	3	30	000	\$1,000	Teacher Extra Duty Stipend for PD
211	11	6119	00	046	3	30	000	\$171,993	Teacher Salaries, Stipends & Benefits
211	11	6129	00	046	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	046	3	30	000		Region Esc Services
211	11	6248	00	046	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	046	3	30	000	\$10,007	On-line services/Maint agreements
211	34	6294	67	046	3	30	000	\$7,000	Student busing for tutorials
211	11	6297	00	046	3	30	000	\$750	Printing
211	11	6299	00	046	3	30	000		Contracted Services - For Students
211	13	6299	00	046	3	30	000	\$1,000	Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	046	3	30	000	\$2,000	Instructional Reading materials/books
211	11	6339	00	046	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	046	3	30	000		Technology
211	11	6396	00	046	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	046	3	30	000		Software/Licenses
211	11	6399	00	046	3	30	000	\$1,000	Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	046	3	30	000	\$2,000	Teacher Staff Development Travel (not registration)
211	11	6412	00	046	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$219,300</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$3,617</b>	
211	61	6239	00	046	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	046	3	30	215		PFE Contracted Services
211	61	6297	00	046	3	30	215	\$500	PFE Printing
211	61	6399	00	046	3	30	215	\$2,500	PFE Supplies
211	61	6411	00	046	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	046	3	30	215	\$617	PFE Snacks
<b>TOTALS</b>								<b>\$3,617</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered										Non-transferrable: Must remain in PFE									
Principal Signature: <i>Peter Braveboy</i>																			
Date: 8/17/22																			