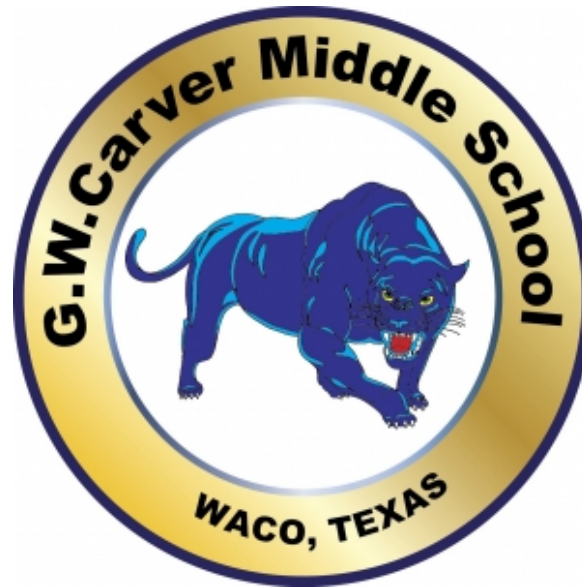


Waco Independent School District
G.W. Carver Middle School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Mission Statement

The mission of GW Carver/Indian Spring Middle School is to provide a strong educational foundation that empowers all students to control that education.

Vision

Vision

The vision of GW Carver/Indian Spring Middle School is to grow students and staff to create a productive learning environment for all.

Value Statement

Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment at the beginning of the year was 360 . Currently, enrollment is 411. This is slightly different from last year as the beginning numbers were 430, and the school year ended with 462 students enrolled on the campus. Moreover, during the 2020-21 school year, beginning enrollment was 461, and the ending enrollment was 461.

Ethnicity, gender, and special programs counts have fluctuated over the past three years. Special Education and 504 numbers have increased by around 5% annually whereas the numbers for Gifted and Talented have decreased by approximately 30% over a 3 year period. ESL numbers have increased an average of 18% since 2018-19. The At-Risk and Economically Disadvantaged population has decreased by 5 to 10 percent. Over 50% of students coded at risk have been identified as a result of STAAR assessment results. The other half are flagged because of other indicators with the majority being retention eligibility. Economically Disadvantaged population is the largest special or sub-population. Conversely, the gifted and talented population is underrepresented. Moreover, the trend would show that most students are remaining a part of special programs at Carver, and the dismissal of students from special programs is minimal.

For the 2022-2023 school year, Carver Middle School has 411 students, 57 faculty and staff which includes administrative, professional, teachers, support, and auxiliary staff. The teacher demographics are 15 female teachers and 14 male teachers; 18 White, 5 Hispanic, 6 African American and 1 unknown. The administrative, professional, and support demographics are as follows: There are 4 males and 11 females; 10 African American, 3 white, and 2 Hispanic. Carver is fortunate to have a good number of male teachers to support the male student population. However, the number of female teachers is still greater for the staff whereas among the student population the male numbers are higher than the female numbers.

Carver has behavior aides for each grade level, a Behavior Specialist, an At-Risk Interventionist, a Family Support Specialist, the BEAR Project, CIS, ACE, and Klaras to assist in maintaining an environment that is conducive to learning. We identified at-risk students at the beginning of the school year, and interventions were put into place to help these students become successful.

Of the 411 students, 43% are Hispanic/Latino, 50% are African American, 5% White, and 2 % two or more races. Carver has 79 students in ESL, 83 students in the Special Education Program, 40 students in the 504 program, and 12 students in the GT program. At Carver 50% of the students qualify as being 'at risk', and approximately 99% of the students are classified as economically disadvantaged.

Demographics Strengths

We provided additional support to the student population. We have behavior aides for each grade level, a Behavior Specialist for each grade level, an At-Risk Interventionist, a Family Support Specialist, the BEAR Project, CIS, ACE, and Klaras to assist in maintaining an environment that is conducive to learning. We

identified at-risk students at the beginning of the school year, and interventions were put into place to assist students with their education

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our at-risk students are not making adequate progress to close learning gaps. **Root Cause:** Behavior and absenteeism reduces time in class to help close those gaps.

Problem Statement 2: Attendance percentage continues to decrease below campus goal of district average. **Root Cause:** Increase in suspension due to increase of behavioral issues.

Student Achievement

Student Achievement Summary

Current campus STAAR data shows that incoming 6th grade Hispanic and Emergent bilingual students outperform African American and Economically Disadvantaged students. The Special Education population in this group performs significantly lower than the other subpops. For returning students, the data shows that the subpops are much closer in performance level, but those performance levels are lower overall. Until recently, 2 out of 3 of the campuses feeder schools have been an F or IR. This campus has been rated an F since the 18-19 school year. This past school year, the campus received a D rating due to improved performance in the academic growth and closing the gaps domains. State assessment data is lower than student report card grades. District test grades fluctuate in correlation to STAAR depending on the content in the unit and the structure of the tests. In 21-22, the 8th graders had the highest reading scores that the campus has had from this grade level in the last 4 years. Algebra students were consistent in all approaching the passing standard, even though the meets and masters numbers were lower. Compared to the other middle schools in the district, our student achievement needs the most improvement. There are many students who miss instruction because of behavior incidents and consequences. There is no consistent system for these students to make up work and receive the supporting instruction.

Student Achievement Strengths

21-22 8th grade reading scores

Consistent Algebra 1 scores

More students met their growth goals

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There are students who miss Tier 1 instruction because of behavior infractions. **Root Cause:** There is no defined structure in place to ensure that students are able to make up work and receive the corresponding instruction.

Problem Statement 2: Student achievement is lower than campuses with comparable student populations. **Root Cause:** There is more teacher and staff support needed for working with a diverse population.

School Culture and Climate

School Culture and Climate Summary

We are focused on developing a healthy school culture and climate. The campus is currently using CHAMPS, positive referrals and restorative practices. In addition to the other behavior supports, we use the Academy for Urban School Leadership (AUSL) model. Attendance, Academics and behavior incentives will be issued out individually, by classroom and grade level every 3 weeks.

School Culture and Climate Strengths

The dedication to Professional Learning Communities (PLC's) and working together with data, Response to Intervention (RTI), and parent communication will continue to strengthen the culture and climate. Campus administrators and teachers work collaboratively to improve parental involvement, student achievement, and recognition by hosting activities such as Fall Open House, Meet the Teacher Night, Teacher Appreciation, school dance, 8th Grade Prom, and hosting an incoming 5th-grade open house. These events and other special group celebrations have enhanced staff, parental, and community support. We will focus on being nice to all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student achievement is lower than campuses with comparable student populations. **Root Cause:** There is more teacher and staff support needed for working with a diverse population.

Problem Statement 2: Two schools were forced together with two leadership styles. **Root Cause:** GW Carver burned down just before school began and moved into Indian Spring doubling the school size.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

High expectations are placed upon the teachers. There is a large number of classroom walkthroughs followed up by face to face communication with the teachers, focus on supporting teacher growth. The teachers has a great deal of support from their mentors, coaches, instructional specialist, and content specialists. We want to increased buy-in to the campus vision and goals as the year progressed in all departments.

Staff Quality, Recruitment, and Retention Strengths

The district and campus mentoring program helped the new teachers. A monthly new teacher huddle was implemented to support teachers new to the profession and campus. New teachers will receive move individual training planned throughout the year with AUSL coaches.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Students are lacking basic common courtesy skills due to lack of school attendance following the COVID procedures. **Root Cause:** COVID attendance policy

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus curriculum is provided by the district. This curriculum is primarily from TEKS Resource System with adjustments made by content coordinators and some teachers. Students are assessed by unit tests that are created by the district curriculum department. The district has adopted Springboard as the curriculum for Pre-AP reading and math. The ELLA curriculum is English 3D, and there are partial unit plans. There is no curriculum for the resource students. Our Achieve and Aspire students use a program called Unique. All core content teachers participate in a daily PLC. There is a data review and discussion after each assessment. One of our priorities is strengthening Tier 1 instruction through TEK Analysis and ensuring that skills are taught to the appropriate level of the TEKS. We have reading and math lab classes for our Tier 3 students who have been unsuccessful on STAAR for several consecutive years. We have also implemented a daily intervention for our Tier 2 students. Our instructional team has an instructional specialist for each core subject and a master teacher for reading and math.

Curriculum, Instruction, and Assessment Strengths

- Main curriculum is TEK aligned
- Interventions are in place for struggling students
- Staff available to address teachers' instructional needs

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Tier 1 instruction is lacking key components that allow for students to master learning objectives. **Root Cause:** Not all teachers understand their content area TEKS and the levels at which they should be taught.

Problem Statement 2: There are students who miss Tier 1 instruction because of behavior infractions. **Root Cause:** There is no defined structure in place to ensure that students are able to make up work and receive the corresponding instruction.

Problem Statement 3: Student achievement is lower than campuses with comparable student populations. **Root Cause:** There is more teacher and staff support needed for working with a diverse population.

Parent and Community Engagement

Parent and Community Engagement Summary

We have several avenues to engage our families and the surrounding community. We have campus evening activities for our parents to attend such as Open House, Meet the Teacher, Fine Arts night, choir and band performances, student vs. staff competitions, dances, and athletic events. We have also been able to reach parents who do not normally participate. This is due in part to our Family Support Specialist and her work in the community. Our parents and community are invited to attend Campus Decision-Making Committee (CDMC) Meetings. They can also participate in surveys twice a year and are welcomed to volunteer for various activities. We have been able to reach more parents this year with Social Media and Parent Square communications.

We have a wealth of services available to families that include Communities in Schools (CIS), Klaras (MHMR), BEAR Project, Campus Counseling, and vision screening/glasses purchasing. We also have resources to provide food and basic needs to families who are struggling. Our campus has families in which parents only speak Spanish. We have bilingual staff members who translate. We also provide written communication in Spanish and English so that all families are reached.

Parent and Community Engagement Strengths

Abundance of resources

Many opportunities for parental involvement

Able to show case star students during school hours

Events create a sense of family

Positive communication to parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We are charged with bringing together two schools to create one stronger group. **Root Cause:** Carver Middle school fire last summer, two schools were combined.

School Context and Organization

School Context and Organization Summary

Because our campus is part of an in-district charter, we receive support from Transformation Waco and Waco ISD. Because of the difficulty our students are having with transitioning from class to class, we are creating houses so that groups of students share the same core subject teachers and the same spaces in the building. This will prevent students from roaming and maximize instructional time. This will also help to build team camaraderie and sense of belonging in our school community. For students who have been unsuccessful in Reading or Math STAAR, they have a math or reading lab, or receive intervention during WIN time. There are several ways that teachers can become involved in the campus decision making process. Teachers can apply to a teacher leader and help address campus issues or needs. There are surveys, house meetings, and PLCs available so that teachers can give their input. During the summer, core teachers have the opportunity to participate in curriculum writing for the next school year. There is a need for campus sub-committees to increase staff participation and input into campus affairs.

School Context and Organization Strengths

- Teacher Leader Program
- Intervention for students with academic needs
- Transitioning to houses to increase student and staff belonging

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Faculty and staff have little confidence that there is a supportive culture that will lead to improved student outcomes. **Root Cause:** The faculty and staff perceive that the admin team is not on the same page with regards to carrying out expectations for student achievement and student behavior.

Problem Statement 2: Faculty and staff need more outlets to give input within the school community. **Root Cause:** The campus has not fully established committees for teachers to join and lead.

Technology

Technology Summary

Technology integration is part of our students daily learning routine. Each student and staff has their own device. The classrooms are set up where teachers can connect using Airtame system.

Technology Strengths

The school has many technological strengths. Classrooms are equipped with mounted ceiling projectors and a built-in speaker system. There are iPad carts, computer labs, extra laptop in each classroom and laptop carts. Last few school years we saw increase integration of computer based and online tools. IXL, Edmentum, Achieve 3000, let go learn, clever and google education suite saw a dramatic rise in use and implementation in all our classrooms. Teachers are provided with blended learning professional development throughout the school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: In order to teach to all learning styles, faculty and staff need to incorporate new technology to enhance learning/instruction to reach the 21st-century learner.

Root Cause: Provided technology on the campus is not being used effectively to provide students with engaging learning experiences.

Priority Problem Statements

Problem Statement 1: Tier 1 instruction is lacking key components that allow for students to master learning objectives.

Root Cause 1: Not all teachers understand their content area TEKS and the levels at which they should be taught.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals







Goal 1: By June 2023, recruit, develop, and retain highly qualified teachers and staff to decrease the turnover rate.








Performance Objective 1: Analyze school systems and processes to support teacher classroom development.

Evaluation Data Sources: Staff Satisfaction Surveys, Teacher walkthroughs, AUSL feedback, coaching feedback data, professional development logs/plans

Summative Evaluation: Met Objective

Next Year's Recommendation: Begin analyzing school systems in August

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Examine grade level meeting feedback during faculty meetings to collaborate school-wide to resolve perceived issues.</p> <p>Strategy's Expected Result/Impact: Increase staff buy-in and ownership. Boost school morale</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide consistent support for new teachers</p> <p>Strategy's Expected Result/Impact: Improve new teacher performance; grow new teachers' skillset</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, New Teacher Coordinator, AUSL partners</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue implementation of the Teacher Leader Project, using outstanding teachers with a track record of success, to mentor, model and provide other means of support to new teachers.</p> <p>Strategy's Expected Result/Impact: New teacher performance and retention will increase based on this interaction and coaching from outstanding teachers.</p> <p>Staff Responsible for Monitoring: New Teacher Coordinator and Project Coordinator</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Tier 1 instruction is lacking key components that allow for students to master learning objectives. Root Cause: Not all teachers understand their content area TEKS and the levels at which they should be taught.</p>


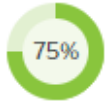
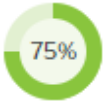



Goal 2: By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.





Performance Objective 1: The CLT will analyze campus and student group data to allocate funding resources for improving student achievement.

Evaluation Data Sources: MAP testing, District assessments, STAAR Exam Results, Attendance Records

Summative Evaluation: Met Objective

Next Year's Recommendation: Create a system for Saturday School to where it is expected and monitored

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Saturday School</p> <p>Strategy's Expected Result/Impact: Allows students an opportunity to catch up on missed instruction due to attendance or behavior</p> <p>Staff Responsible for Monitoring: CLT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After-School Tutoring</p> <p>Strategy's Expected Result/Impact: Increased student achievement; higher grades</p> <p>Staff Responsible for Monitoring: ILT, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus-wide AVID</p> <p>Strategy's Expected Result/Impact: Increased student achievement; higher grades</p> <p>Staff Responsible for Monitoring: ILT, Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Instructional Materials - Binders - Title I School Improvement - 211.11.6399.00.048.24.248 - \$7,857, Instructional Materials - Planners - Title I School Improvement - 211.11.6399.00.050.24.248 - \$4,000</p>	Formative		
	Jan	May	May
	N/A	N/A	N/A
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Goal 2: By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 2: Monitor and refine the Response to Intervention (RtI) plan to support improved student academic achievement.

Evaluation Data Sources: STAAR Data, Targeted Intervention Plans in Branching Minds, School Progress Monitoring Measures, Reading Plus data, iReady Math data

Summative Evaluation: Met Objective

Next Year's Recommendation: Split WIN by grade level so that it can be better monitored

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading and Math Lab</p> <p>Strategy's Expected Result/Impact: Tier 3 math and reading students will meet or exceed growth expectations on STAAR</p> <p>Staff Responsible for Monitoring: ILT, Lab Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WIN Intervention</p> <p>Strategy's Expected Result/Impact: Tier 2 students will meet or exceed growth expectations on STAAR</p> <p>Staff Responsible for Monitoring: ILT, WIN teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Summer School for at risk learners</p> <p>Strategy's Expected Result/Impact: Students will improve academically</p> <p>Staff Responsible for Monitoring: Lead Teacher and summer school teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title 1 - 282.11.6118.00.050.11.000</p>	Formative		
	Jan	May	May
			



No Progress



Accomplished



Continue/Modify



Discontinue








Goal 2: By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 3: Increase achievement for advanced learners.

Evaluation Data Sources: STAAR Masters Level Data, Number of Students Recognized at Special Events

Summative Evaluation: Met Objective

Next Year's Recommendation: Increase professional development opportunities for Pre AP teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Advanced Academics professional development in PLCs</p> <p>Strategy's Expected Result/Impact: Increase teachers' ability to serve Pre-AP and advanced students; Improve advanced student performance</p> <p>Staff Responsible for Monitoring: ILT</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











Goal 2: By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 4: Implement professional development plan to support increased student achievement.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, Session Survey Results, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

Summative Evaluation: Met Objective

Next Year's Recommendation: Increase AVID participation throughout the campus

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Master PD Calendar</p> <p>Strategy's Expected Result/Impact: Align professional development with campus goals</p> <p>Staff Responsible for Monitoring: CLT, Teacher Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide AVID specific PD for AVID instructors through AVID Summer Institute</p> <p>Strategy's Expected Result/Impact: Improved student achievement through Advancement Via Individual Determination.</p> <p>Staff Responsible for Monitoring: AVID Campus Coordinator, AVID teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - Title I School Improvement - 211.13.6411.00.048.24.248 - \$5,000</p>	Formative		
	Jan	May	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: By June 2023, create and sustain safe and supportive learning environments.

Performance Objective 1: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Training Sign-In Sheets, Number and Type of Anonymous Reports, Professional Development Calendar

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to use AUSL routines and procedures with closer monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continuous training on AUSL routines and procedures to ensure that staff understand and can implement the strategies.</p> <p>Strategy's Expected Result/Impact: Universal expectations established for the campus to improve behavior school-wide</p> <p>Staff Responsible for Monitoring: Behavior Specialists, and Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: By June 2023, create and sustain safe and supportive learning environments.

Performance Objective 2: Evaluate effectiveness of behavior intervention programs and make necessary adjustments to ensure equity and student success.

Evaluation Data Sources: Student Discipline Records, Climate Surveys, Job Descriptions, Branching Minds entries, Behavior Staff meeting

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Have bi-weekly meetings with the behavior team to review discipline data and make adjustments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Perform weekly reviews of discipline reports to look for trends in behavior and whether they are being addressed</p> <p>Strategy's Expected Result/Impact: Observe patterns of behavior and see where we can implement or tweak systems</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, APs and Behavior Specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: By June 2023, create and sustain safe and supportive learning environments.








Performance Objective 3: Monitor and refine the Response to Intervention (RtI) plan to support improved student behavior.

High Priority

Evaluation Data Sources: TEAMS data (attendance), Discipline referrals, 5lab, PBIS Rewards,

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Hold RtI meetings to review students' accommodations in Pod meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review RTI plans every six weeks to ensure that they have been implemented and followed.</p> <p>Strategy's Expected Result/Impact: Ensure that students are receiving accommodations and services specific to their academic and behavioral needs.</p> <p>Staff Responsible for Monitoring: CLT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: By June 2023, increase student achievement for all students.

Performance Objective 1: Use Data-Driven Instruction to inform and respond to student data, reteaching plans and alignment.








High Priority

HB3 Goal

Evaluation Data Sources: TCAs, MAP, STAAR, Teacher Formative and Summative assessments, renaissance

Summative Evaluation: Met Objective

Next Year's Recommendation: Establish a more consistent protocol for reviewing data; require teachers to maintain a data binder

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each week, one PLC meeting in each core content area will be devoted to data discussions.</p> <p>Strategy's Expected Result/Impact: Student performance will increase due to the targeted focus of data to drive instructional improvements.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional specialists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	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: By June 2023, increase student achievement for all students.

Performance Objective 2: Implement WIN time for academic enrichment and intervention to help close learning gaps.

High Priority

HB3 Goal

Evaluation Data Sources: WIN time strategies, classroom walkthroughs, teacher comments and student assessment results

Summative Evaluation: Met Objective

Next Year's Recommendation: Split WIN by grade level so that it can be better monitored

Goal 4: By June 2023, increase student achievement for all students.

Performance Objective 3: Increase STAAR scores in all areas, including passing rates, progress measure rates, and meets and masters measure rates through flexible WIN time scheduling.








High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Provide more specified roles for tutors

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will use retired teachers as tutors to work with students who are at risk of failure without additional interventions.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased achievement as a result of tutoring.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Jan	May	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: By June 2023, increase student achievement for all students.





Performance Objective 4: Provide alternative learning/tutoring opportunities, such as Saturday activities, for students wanting to advance

Evaluation Data Sources: STAAR scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Create a system for Saturday School to where it is expected and monitored.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Science games/activities such as "Escape Room" tutoring model as Saturday activity.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased science achievement as a result of tutoring.</p> <p>Staff Responsible for Monitoring: Science Department teachers & IS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Title I School Improvement - 211.11.6118.00.048.30.248 - \$1,000</p>	Formative		
	Jan	May	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide summer learning opportunities for at risk students .</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased academic achievement as a result of tutoring/summer learning opportunities.</p> <p>Staff Responsible for Monitoring: Lead teacher and staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Buses - State Compensatory Education - 161.11.6494.00.048.30.000 - \$5,245</p>	Formative		
	Jan	May	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Addressing SEL needs, it is important that we make-up these opportunities by providing student enrichment, allowing then to develop leadership, responsibility, teamwork and new skills.</p> <p>Strategy's Expected Result/Impact: The students will utilize these resources to enhance their learning and will develop new academic, social-emotional, and innovative skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and support staff.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: ESSER II Funds - Title 1 - \$75,200</p>	Formative		
	Jan	May	May
	N/A	N/A	N/A
<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 5: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Increase opportunities for family engagement at the campus level

Summative Evaluation: Met Objective

Next Year's Recommendation: Specify needed committees early in the school year and ask for volunteers to sign up

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide materials and resources necessary to serve families involved in Family Engagement activities.</p> <p>Strategy's Expected Result/Impact: Families will be well served especially concerning refreshments and other dietary incentives for participation.</p> <p>Staff Responsible for Monitoring: Parent Involvement and Community Support Specialists.</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - Title 1 - 211.60.6399.00.48.30.247 - \$350</p>	Formative		
	Jan	May	May
	 90%	 90%	 90%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	2	Buses	161.11.6494.00.048.30.000	\$5,245.00
Sub-Total					\$5,245.00
Budgeted Fund Source Amount					\$693,591.00
+/- Difference					\$688,346.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		282.11.6118.00.050.11.000	\$0.00
4	4	3	ESSER II Funds		\$75,200.00
5	1	1		211.60.6399.00.48.30.247	\$350.00
Sub-Total					\$75,550.00
Budgeted Fund Source Amount					\$167,164.00
+/- Difference					\$91,614.00
Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional Materials - Binders	211.11.6399.00.048.24.248	\$7,857.00
2	1	3	Instructional Materials - Planners	211.11.6399.00.050.24.248	\$4,000.00
2	4	2		211.13.6411.00.048.24.248	\$5,000.00
4	4	1		211.11.6118.00.048.30.248	\$1,000.00
Sub-Total					\$17,857.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					-\$12,857.00
Grand Total Budgeted					\$865,755.00
Grand Total Spent					\$98,652.00
+/- Difference					\$767,103.00