Fort Worth Independent School District

049 Kirkpatrick Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: D

Board Approval Date: September 27, 2024
Public Presentation Date: October 1, 2024

Mission Statement

Inspire, in every student and
staff member, the passion to
learn through the KMS **PAWS.**

P- Pride for our School
A- Actions that are Responsible and Respectful
W- Wise Choices
S- Safety for Ourselves and Others

Vision

Igniting, in every student and staff member, a mindset for continuous growth, self-improvement, and lifelong learning.

Value Statement

Kirkpatrick Middle School,
where every student is
Known, Valued, and **Inspired.**

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Comprehensive Needs Assessment

Revised/Approved: May 22, 2024

Demographics

Demographics Summary

Kirkpatrick Middle School is an urban Middle school in the Northside area of Fort Worth, Texas. It was originally founded in 1923 and named after ML Kirkpatrick. KMS educates approximately 480 students in grades 6-8. Many of our students come from multigeneraltional families who speak a variety of languages, a total of eleven various languages spoken. The mass majority of our students are within walking distance to the school. The families are familiar with the area due to the fact that they grew up in the area. We have several invested community partners which help support our campus efforts including: Shiloh baptist Church, Walmart and TAFB.

Kirkpatrick Middle School is where every student is known, valued and inspired. This motto was implemented in 2009-2010 when the school became a model school. The school received numerous recognitions and presented workshops at the Texas School improvement conference on the topic of passion- purpose – persistence. Kirkpatrick achieved double digit gains in every content area and presented information on how easily your school can achieve excellent gains within one year.   These gains were achieved through the implementation of building positive relationships, clustering, camps, creation of effective master scheduling, core camps to motivate and energize students.   Stakeholders: churches, families, local business and community were vital sources for the schools' family- oriented atmosphere.

KMS has an enrollment breakdown as such:

Hispanic: 96%

African American: 3%

Other:1%

Sped 8.4%

Eco Dos. 97%

Demographics Strengths

We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for students, MacBook's for all students school supplies and a full food pantry. The Strength of our campus at Kirkpatrick Middle School is our extreme diversity within our student population. Many of our students come from multigenerational families who speak a variety of languages, a total of eleven various languages spoken. The campus is small in numbers within a tight knit community where we will only have 3 teachers leaving the school this year, .

 Our special programs align with the needs and desires of our Wildcat Community. Parents and community are given opportunities to be active participants in our school's climate, which are advertised through school class outs, school Facebook media, twitter, website, fliers, marquee posts and Google sites. Students are able to be active participants in Fine Arts: art, music, orchestra, band, JCC, after-school programs and athletics. My Brother's Keeper initiative is implemented to address gaps face by our young men of color and ensure that all young people can reach their full potential.

We have several SEL supports in place to assist students including: 2 full time counselors, CIS case manager, Go center case manager and an Intervention Specialist. We also offer after school enrichment opportunities including: Athletics, FWAS, clubs and tutoring.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus attendance rate for 2023-2024 is at 93% and does not meet the district goal of 95%. KMS has 20% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic   **Root Cause:** Though families have been engaged in many parent meetings the need additional specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students. Our attendance committee needs more specificity including: clear roles, responsibilities, goals and dates for consistent meetings.

Problem Statement 2 (Prioritized): Student Tardies - Tardy is increasingly affecting instructional time and causing students to feel disconnected with school, leading to behavior problems   **Root Cause:** Campus wide expectation not being followed with fidelity and lack of consistency in following through with consequences resulted in an increase in the number of tardy. Floor layout for each grade level is scattered making it difficult to redirect specific grade to specific area of the school

Student Learning

Student Learning Summary

Kirkpatrick Middle School is a Texas Education Agency B rated campus because of its extraordinary student growth in math and reading. The campus grew 18 points from its previous D campus rating prior to COVID. To help address learning gaps and to accelerate students, Kirkpatrick Middle School offers before and after school tutoring as well as our embedded CONNECT time where students are given intensive instruction on missed concepts over the week. We also have a full time Instructional Coach, Special Education inclusion, and dyslexia teacher to help identify and support students with additional academic needs. Additionally, Kirkpatrick Middle School has several part time staff which also help support identified students including: a speech teacher and Licensed Specialists in School Psychology

Summary of Student Needs

- Increase ELA scores by 10% in approaches and Meets, 5% Masters
- 7th grade math meets went down 8% and masters by 2% but did not reach that 5-10% increase we set our goal at.
- Our ELL TELPAS scores need to be @ 42% level increase and SPED data needs to increase in all subjects. We had 24% students show growth in 2023-2024.
- More effective PLC's wand data meetings across all contents and school wide data implementation.

STAAR (6-7) 2023

- Reading
  - Approaches-62% NC
  - Meets-33% -1%
  - Masters 12% -6%
- Math
  - Approaches-60% +7%
  - Meets-22% +3%
  - Masters 5% +1%
- Science
  - Approaches-49% -9%
  - Meets-21% -1%
  - Masters 2% -3%
- Social Studies
  - Approaches-40% NC
  - Meets-14% -3%
  - Masters 3% -3%

MAP Growth (3-6) 22-23

- MOY 49% of students met or exceeded their end of year expected growth measure in reading
- MOY 43% of students met or exceeded their end of year expected growth measure in math
- MOY 38% of students met or exceeded their end of year expected growth measure in Science

Student Learning Strengths

For the past 2 years at KMS we have implemented our CONNECT time. This is a 1 hour block of time in the middle of the day where students are pulled for 3 weeks at a time for intensive tutoring. We are able to fulfill HB4545 through this time. Students not being pulled will work on IXL for Math, Lexia Power up for Reading and Summit K-12 for TELPAS practice in listening and speaking.

- 53% of our ELL students showed growth in Math and Reading MAP from Fall 2023 (BOY)- Winter 2023 (MOY)
- 7th grade Math in MAP was in the Observed Growth area
- 2022-2023 STARR scores when compared to the district our students were higher than the district in:

> 6th grade Math App,Met,Mast
> 7th Math App
> 8th Math Met & Mast
>
> 8th Reading App & Met
> 8th Sci & S.S App& Met
> Alg1 & Bio App & Met

- Math MAP Data shows
- An increase of 3 RIT points for Math and Reading in all grade levels
- 7th grade Math has met the growth objective form Fall of 2023 to Winter of 2023
- 53% of our Math and Reading MAP cores showed growth from BOY-MOY

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022.   **Root Cause:** Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math

Problem Statement 2 (Prioritized): MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading.   **Root Cause:** Professional learning/support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

School Processes & Programs

School Processes & Programs Summary

Our campus' has been focusing on the improvement of high quality tier 1 instruction with the focus on alignment and following the lesson structure using high quality instructional materials and research based strategies. To create a campus culture which is focused on academic success for all students, our lesson plans follow the FWISD scope and sequence, curriculum, and resources. Daily lesson plan expectations include: the state TEKS, the learning objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS aligned learning objective. Teachers are expected to include scaffolds in their lessons to differentiate for student needs to ensure all students can access the level of rigor expected from the state standard (tier 1 instruction). To ensure our students are receiving the best instruction possible, we must select, retain, and support the best teachers possible which starts with the interview process. Teachers will continue to be provided with instructional coaching, mentors, embedded professional development, and a friendly/welcoming/community feel on campus to ensure retention of teachers.

To create and model a data-rich campus culture focused on student growth and achievement, teachers also use the daily formative assessments to monitor student learning and adjust instruction based-on student needs each day by focusing on the misconception from the previous day's learning and providing students with an opportunity to correct the misconception and master the skill.

When creating the master schedule, the content knowledge, amount of preps, comfort level with the grade level, and teacher preference will be considered when determining where to place teachers. The principal, assistant principal, and instructional coaches will discuss the purposeful placement of all teachers. There is more possibility for spreading out classes with the revamped master schedule. PLC period will be grade level focused to better align instruction. This will also help alleviate the "department meeting" feel of PLC and make it more beneficial to all the teachers. The teachers will utilize PLC to create quality tier 1 lessons that align to the state standards and district curriculum through collaboration and looking at data to inform instructional choices. Also, an intervention period has been added to the schedule to ensure that tested subjects (6th-8th Math and Reading, 8th Science and Social Studies, can pull small groups that need intervention through additional practice, reteach, or a smaller instructional setting.

Kirkpatrick Middle School utilizes the Ron Clark Academy House system as part of our Positive Behavior Management System. House names, colors, and history were created by campus staff and are unique to KMS. All staff and students, 6-9 are inducted into a house and able to earn "points" for their house in the following categories: academics, citizenship, effort, and school spirit. Each six weeks, the house with the most points is celebrated with a party. This also creates smaller communities within the school and provides opportunities for student leadership in their houses. These houses have also greatly increased school spirit. On Wednesday's staff and students wear their house colors and begin the day in the hallways participating in their house chants.

Additional student, staff, and family supports at KMS include: a full-time assistant principal, nurse, two counselors, CIS and Go Center case managers, FWAS and campus monitor.

For the 2023-2024 school year Kirkpatrick Middle School will have an active PTA comprised of parents and teachers.

Summary of School Processes & Programs needs

- Teachers need to include SE in lesson plans daily.
- Teachers need to discuss student work and data in PLCs.
- Lesson planning focus on high - leverage SE's.
- Teachers need to include defined I do, You do, We do sections in lesson plans daily.
- Lesson planning focus on alignment and focused formative assessments.

School Processes & Programs Strengths

Kirkpatrick Middle School has identified the following strengths:

- Teachers feel that the work environment is inviting.
- Staff feel the leadership team is friendly towards staff and understanding when personal challenges arise.
- Most teachers feel that they can continue to learn and grow in their content and teaching strategies.
- With a minimal turnover rate, most teachers have been on this campus for an average of 5+ years.
- 60%% of teachers have over 5 years of teaching experience.
- PLC period built into the master schedule for all tested areas.
- Two campus-based instructional coaches.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time. **Root Cause:** The campus must provide clear, written procedures and expectations that just be followed by all in order to provide clear consistent classroom management. Professional learning on Active Classroom management must be provided in order to ensure all expectations are clear.

Problem Statement 2 (Prioritized): PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation. **Root Cause:** Systems for creating a consistent Data structure and expectations for PLC's have not been created.

Perceptions

Perceptions Summary

The faculty and staff at Kirkpatrick Middle School have a focus for professional learning on PBIS to ensure there is a use of positive reinforcement with students. A focus on incentives for PBIS, Professional learning on TBRI and student voice. at KMS we create a welcoming and accepting environment by acknowledging and greeting one another during encounters throughout the day. Students are welcomed and feel more accepted because all faculty and staff strive to be more accepting of each student's diversity which includes: culture, lifestyle, and background. Currently, all our students have access to various donations by community stakeholders. Every student is valued by having equitable access to important resources such as school supplies, lunches, athletic, JCC, and fine arts activities. The goal for our faculty and staff is to work to ensure each child is known, valued, and inspired.

 Campus Climate and Culture House System:

Parents, students, and staff are excited to belong to our House System. The four houses are modeled after the Ron Clark House System. House committee members attended Ron Clark training to ensure success with the system. All students 6-8 and all campus staff are inducted into one of the houses which they will be a part of their entire time at KMS. Students are able to earn points for their house through grades, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus by receiving point tickets. The points update weekly and are displayed for students to see easily in a power point during CONNECT time. Each six weeks, the house with the most points will receive a house party! These parties have included: laser tag,, hamsterball races, glow in the dark dance parties, movie parties, and more! This has been a positive addition to our campus to build campus spirit and to create smaller communities across the campus. It also allows 8th graders opportunities for leadership in their respective houses. Campus Committees: All staff sign up to be part of at least two committees each year. These committees might be attendance, Positive Behavior Intervention Support, LPAC, Grade Level Leads, House Leads, or monthly culture committees. The monthly culture committees are responsible for planning and communicating activities during their assigned month. These activities must include staff, student, and family components. Once the activities have been approved by the principal, the committee creates, posts, and distributes a monthly calendar, so all staff, students, and families can participate.

Summary of Perceptions needs

- Greater focus on Restorative practices to Focus on positive reinforcement with students.
- Student voice in leading attendance and discipline.
- Student Apathy Effective teacher lead conversations with students about their own data to enhance student understanding.

Perceptions Strengths

Smaller school environment/staff to student ratio(25-1), community involvement and support, experienced, dedicated, and generous faculty and staff, camaraderie, empathy, nurturing and supportive relationships which encourage mutual respect, experienced counselors and interventionists are readily available to all students, and student/staff and parent/staff relationships are often extended after school hours.

2022-2023 community poll results.

84% of students feel supported through their relationships with friends, family, and adults at school.

86% of students feel they have a teacher or other adult from school who they can count on to help them, no matter what.

55% of students have a strong the social connection between teachers and themselves within and beyond the classroom.

43% of students (9 points higher than the FWISD average) feel they are attentive and invested students are in class, where 43% are excited are you about going to their classes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a feel of lack of engagement/value in the black/African American and Hispanic students (according to notes taken by the counselors)
Root Cause: Professional learning needs to focus on strategies to obtain and use student voice and mindfulness to ensure they are familiar with the cultural norms of the school demographics.

Problem Statement 2: Black/African American/African, Latino, students comprise of 85% of all suspensions in 2022-2023. Hispanic and African American students are being disciplined disproportionately (ISS and OSS) from their peers.   **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Priority Problem Statements

Problem Statement 1: The campus attendance rate for 2023-2024 is at 93% and does not meet the district goal of 95%. KMS has 20% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic

Root Cause 1: Though families have been engaged in many parent meetings the need additional specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students. Our attendance committee needs more specificity including: clear roles, responsibilities, goals and dates for consistent meetings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student Tardies - Tardy is increasingly affecting instructional time and causing students to feel disconnected with school, leading to behavior problems

Root Cause 2: Campus wide expectation not being followed with fidelity and lack of consistency in following through with consequences resulted in an increase in the number of tardy. Floor layout for each grade level is scattered making it difficult to redirect specific grade to specific area of the school

Problem Statement 2 Areas: Demographics

Problem Statement 3: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022.

Root Cause 3: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math

Problem Statement 3 Areas: Student Learning

Problem Statement 4: MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading.

Root Cause 4: Professional learning/support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time.

Root Cause 5: The campus must provide clear, written procedures and expectations that just be followed by all in order to provide clear consistent classroom management. Professional learning on Active Classroom management must be provided in order to ensure all expectations are clear.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation.

Root Cause 6: Systems for creating a consistent Data structure and expectations for PLC's have not been created.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a feel of lack of engagement/value in the black/African American and Hispanic students (according to notes taken by the counselors)

Root Cause 7: Professional learning needs to focus on strategies to obtain and use student voice and mindfulness to ensure they are familiar with the cultural norms of the school demographics.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Early Literacy

Increase the percentage of all grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from _47% to _57% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _34% to _44% by May 2025.

> **High Priority**
>
> **Evaluation Data Sources:** MAP Reading EOY data

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of Units and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

> **Strategy's Expected Result/Impact:** Support teacher skill and knowledge to plan effective lessons
>
> **Staff Responsible for Monitoring:** ILT
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 5: Effective Instruction
> - **Targeted Support Strategy**
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Hire 1 ELA teachers to help support structured literacy in 8th grade as well as reduce class size for more targeted Tier I instruction.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: ELA **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** Literacy **Delivery Method:** In Person **Funding Sources:** Teacher - TITLE I (211) - 211-11-6119-04N-049-30-510-000000-25F10 - $63,000				

Action Step 2 Details	Reviews			
Action Step 2: Provide 60 minuets of targeted daily instruction through CONNECT using data to identify students who failed STAAR. Purchase IXL for math and ELA	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers/Students **Provider / Presenter / Person Responsible:** Teachers/ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Math/ELA **Delivery Method:** In Person **Funding Sources:** Materials for CONNECT - TITLE I (211) - 211-11-6399-04N-049-30-510-000000-25F10 - $7,284				

Action Step 3 Details	Reviews			
Action Step 3: Provide after school tutoring for students who did not meet STAAR expectations on ELA	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Year Long **Collaborating Departments:** ELA **Delivery Method:** In Person				

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

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with 6-8 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons and increase growth in ELA MAP

Staff Responsible for Monitoring: ILT/Teachers

Title I:

2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ILT/Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Literacy **Delivery Method:** In person/Lesson Plans **Funding Sources:** Materials for instruction for lessons - SPED (199 PIC 23) - $3,898, Materials for instruction for lessons - GT (199 PIC 21) - $500				

Action Step 2 Details	Reviews			
Action Step 2: Provide 60 minuets of targeted daily instruction through CONNECT using data to identify students who failed STAAR.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers/Students **Provider / Presenter / Person Responsible:** Teachers/ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Math/ELA **Delivery Method:** In Person **Funding Sources:** Materials for CONNECT - SCE (199 PIC 24) - 199-11-6399-001-049-24-273-000000- - $3,560				

Action Step 3 Details	Reviews			
Action Step 3: Provide after school tutoring for students who did not meet STAAR expectations on ELA	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: Year Long				
Collaborating Departments: ELA				
Delivery Method: In Person				
Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-049-24-273-000000- - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022.   **Root Cause**: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math
Problem Statement 2: MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading.   **Root Cause**: Professional learning/ support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

Goal 1: Early Literacy

Increase the percentage of all grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in 6-8 ELA STAAR from 32_% to _37% by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _25% to 30_% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with 6-8 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons and increase growth in ELA MAP

Staff Responsible for Monitoring: ILT/Teachers

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ILT/Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Literacy **Delivery Method:** In person/Lesson Plans				

Action Step 2 Details	Reviews			
Action Step 2: Provide 60 minuets of targeted daily instruction through for RLA with Novels in CONNECT using data to identify students who failed STAAR.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers/Students				
Provider / Presenter / Person Responsible: Teachers/ILT				
Date(s) / Timeframe: Weekly				
Collaborating Departments: Math/ELA				
Delivery Method: In Person				
Funding Sources: Novels for RLA and Materials for CONNECT - TITLE I (211) - 211-11-6329-04N-049-30-510-000000-25F10 - $4,000				

Action Step 3 Details	Reviews			
Action Step 3: Provide after school tutoring for students who did not meet STAAR expectations on ELA	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: Year Long				
Collaborating Departments: ELA				
Delivery Method: In Person				
Funding Sources: Tutoring - UNDISTRIBUTED (199 PIC 99) - 199-23-6116-XXX-049-99-273-000000- - $2,948				

Action Step 4 Details	Reviews			
Action Step 4: ILT team will attend Solution Tree PD in June for PLC's	Formative		Summative	
Intended Audience: ILT	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal				
Date(s) / Timeframe: June 14,2024				
Collaborating Departments: none				
Delivery Method: In Person				
Funding Sources: Registration for conference - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-049-99-273-000000- - $3,196				

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

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of Units and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is

occurring daily.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide 60 minuets of targeted daily instruction through CONNECT using data to identify students who failed STAAR.	**Formative**		**Summative**	
Intended Audience: Teachers/Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers/ILT				
Date(s) / Timeframe: Weekly				
Collaborating Departments: Math/ELA				
Delivery Method: In Person				
Funding Sources: Materials for CONNECT - BASIC (199 PIC 11) - 199-11-6321-XXX-049-11-273-000000- - $3,560				

Action Step 2 Details	Reviews			
Action Step 2: Provide after school tutoring for students who did not meet STAAR expectations on ELA	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: Year Long				
Collaborating Departments: ELA				
Delivery Method: In Person				
Funding Sources: Tutoring - BASIC (199 PIC 11) - 199-11-6412-XXX-049-11-273-000000- - $3,000				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022.   **Root Cause**: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math
Problem Statement 2: MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading.   **Root Cause**: Professional learning/ support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

Goal 2: Early Math

Increase the percentage of Algebra I grade students who score at meets grade level or above on STAAR Mathematics from 68% to 75% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from _39% to _45% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _30% to _35% by May 2025.

High Priority

Evaluation Data Sources: MAP Math EOY data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with 6-8 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons with an increase in Math MAP scores

Staff Responsible for Monitoring: Teachers/ILT

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments.	**Formative**		**Summative**	
	Nov	Jan	Mar	June
Intended Audience: ILT/Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Literacy **Delivery Method:** In person/Lesson Plans **Funding Sources:** Materials for instruction for lessons - SPED (199 PIC 23) - $2,682, Materials for instruction for lessons - GT (199 PIC 21) - $593				

Action Step 2 Details	Reviews			
Action Step 2: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS.	**Formative**		**Summative**	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August-October **Collaborating Departments:** Math **Delivery Method:** In Person				

Action Step 3 Details	Reviews			
Action Step 3: Provide planning days for teachers to go over data as well as lesson planning	**Formative**		**Summative**	
	Nov	Jan	Mar	June
Intended Audience: ILT/Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Throughout the year. **Collaborating Departments:** Math **Delivery Method:** In person **Funding Sources:** Subs for Planning day - TITLE I (211) - 211-11-6112-0PD-049-30-510-000000-25F10 - $2,000				

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022. **Root Cause**: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math

Problem Statement 2: MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading. **Root Cause**: Professional learning/ support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

Goal 2: Early Math

Increase the percentage of Algebra I grade students who score at meets grade level or above on STAAR Mathematics from 68% to 75% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in 6-8 Math from _18% to _25% by May 2025.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _12_% to _20% by May 2025.

> **High Priority**
>
> **Evaluation Data Sources:** Math STAAR data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with 6-8 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

> **Strategy's Expected Result/Impact:** Support teacher skill and knowledge to plan effective lessons
>
> **Staff Responsible for Monitoring:** ILT
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 5: Effective Instruction
> - **Additional Targeted Support Strategy**
>
> **Problem Statements:** Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers					
Provider / Presenter / Person Responsible: ILT					
Date(s) / Timeframe: August-October					
Collaborating Departments: Math					
Delivery Method: In Person					

Action Step 2 Details	Reviews			
Action Step 2: Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations **Intended Audience:** ILT **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly throughout the year **Collaborating Departments:** Math **Delivery Method:** In person, on lesson plans, in STRIVE	**Formative**		**Summative**	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide teachers one day during each 6 weeks to plan for the next 6 weeks by aligning the TEKS look at student data and receive PD from Admin. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT/Teachers **Date(s) / Timeframe:** Every 6 Weeks **Collaborating Departments:** All Core **Delivery Method:** In Person	**Formative**		**Summative**	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Instructional Leadership Team provides timely professional development to staff about the purpose for and use of relevant district approved instructional supports. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Monthly **Collaborating Departments:** All Core **Delivery Method:** In Person **Funding Sources:** Technology for presentations - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-049-99-273-000000- - $4,000	**Formative**		**Summative**	
	Nov	Jan	Mar	June

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

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022.   **Root Cause**: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math

Problem Statement 2: MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading.   **Root Cause**: Professional learning/ support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from _32% to _40% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _25_% to _30_% by May 2025.

High Priority

Evaluation Data Sources: Reading STAAR data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Students receiving instruction at or above their grade level TEKS.

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: With the ILT, develop a plan of implementation for Teacher/Student individual lead data meetings in the classroom which will allow students to know where they need to grow and improve in MAP, Benchmarks, grades and attendance.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ILT/Teachers **Provider / Presenter / Person Responsible:** ILT/Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** ELA **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
Action Step 2: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August-October **Collaborating Departments:** ELA **Delivery Method:** In Person				

Action Step 3 Details	Reviews			
Action Step 3: Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ILT **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly throughout the year **Collaborating Departments:** ELA **Delivery Method:** In Person				

Action Step 4 Details	Reviews			
Action Step 4: The ILT will create a specific and detailed plan on how teachers will lead student data meetings in PLC's.	**Formative**		**Summative**	
Intended Audience: ILT/Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ILT **Date(s) / Timeframe:** On Going **Collaborating Departments:** ELA **Delivery Method:** In Person **Funding Sources:** materials for Data meetings - BASIC (199 PIC 11) - 199-11-6399-XXX-049-11-273-000000- - $3,495				

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

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Tracking student progress to ensure growth for all.

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Back-to-school professional development will emphasize the importance of a data-informed culture to foster student ownership of learning outcomes and goal setting.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: August				
Collaborating Departments: All departments				
Delivery Method: in Person				
Funding Sources: Book student on Data-informed culture - BASIC (199 PIC 11) - 199-11-6329-XXX-049-11-273-000000- - $2,992				

Action Step 2 Details	Reviews			
Action Step 2: ILT creates data for the campus instructional leadership team and teachers for analysis as well as data displays for the data room and hallways	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: On Going				
Collaborating Departments: ADQ				
Delivery Method: In Person				

Action Step 3 Details	Reviews			
	Formative		Summative	
Action Step 3: During PLCs and individual planning time, teachers and staff analyze student data for the purpose of: identifying student learning gaps, adjusting instruction to close the identified gaps, and creating assessments to ensure the gaps were closed.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Throughout the year at relevant times for data analysis **Collaborating Departments:** All Core **Delivery Method:** In Person				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022.   **Root Cause**: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math

School Processes & Programs
Problem Statement 1: Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time.   **Root Cause**: The campus must provide clear, written procedures and expectations that just be followed by all in order to provide clear consistent classroom management. Professional learning on Active Classroom management must be provided in order to ensure all expectations are clear.
Problem Statement 2: PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation.   **Root Cause**: Systems for creating a consistent Data structure and expectations for PLC's have not been created.

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 18% to 25% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _12% to _20% by May 2025.

High Priority

Evaluation Data Sources: Math STAAR data

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

    Strategy's Expected Result/Impact: Students receiving instruction at or above their grade level TEKS

    Staff Responsible for Monitoring: ILT/Teachers

    Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction

    Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Teachers
    Provider / Presenter / Person Responsible: ILT
    Date(s) / Timeframe: Aug-October
    Collaborating Departments: Math
    Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Provide 60 minuets of targeted daily instruction through CONNECT using data to identify students who Met and or Mastered STAAR to prevent them from dropping.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers/Students **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Math/CTE **Delivery Method:** In person **Funding Sources:** Materials - CTE (199 PIC 22) - $3,000				

Action Step 3 Details	Reviews			
Action Step 3: Each Math/ELA teacher will observe selected teachers each month beginning in September, focusing on the INSTRUCT portion of the FWISD IF: Aligned Instruction, Engagement, and Student Voice and the corresponding Indicators to help build collective efficacy. Observational data will be captured using a Google Form.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Math/ELA teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** September-May **Collaborating Departments:** Math/Literacy **Delivery Method:** In Person				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 43% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2022. **Root Cause**: Professional learning has not been provided to ELA and math teachers focusing on how to effectively differentiate instruction to meet the needs of EL students in ELA and Math
Problem Statement 2: MAP data shows a 4% increase in ELL student growth between the Fall 2022 and Winter 2022 in 6th grade reading. **Root Cause**: Professional learning/ support needs to be provided to 6th grade teachers addressing alignment, rigor & relevance of classroom activities, with a focus on Blooms taxonomy and Debt of Knowledge

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _32_ to _20_ by May 2025.

> **High Priority**
>
> **Evaluation Data Sources:** SUS data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

> **Strategy's Expected Result/Impact:** increase student attendance and parent engagement while decreasing negative student behaviors.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principal, SST
>
> **Title I:**
> 2.4, 2.6, 4.1, 4.2
> - **TEA Priorities:**
> Improve low-performing schools
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
> - **Additional Targeted Support Strategy**
>
> **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Celebration day to reward students with attendance, no Suspensions/ISS/OCI and passing grades		**Formative**		**Summative**	
Intended Audience: Students who meet criteria		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Staff					
Date(s) / Timeframe: last Friday of every 6 weeks					
Collaborating Departments: none					
Delivery Method: In person					

Action Step 2 Details	Reviews			
Action Step 2: Tardy Sweeps and Lunch detention for repeat students	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Syaff				
Date(s) / Timeframe: everyday after school				
Collaborating Departments: none				
Delivery Method: In Person				

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

Strategy 2: Convene with Leadership Team and review ADQ Cycle Report Data and Focus Discipline Data to determine student groups most impacted and in need of support.

Strategy's Expected Result/Impact: Decrease the number of student disruptions in the classroom and increase Tier I instruction.

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, ensure that your Leadership Team is familiar with and able to pull/analyze ADQ Cycle Report Data and Focus Discipline Data.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students				
Provider / Presenter / Person Responsible: SST				
Date(s) / Timeframe: twice per month				
Collaborating Departments: none				
Delivery Method: In Person				

Action Step 2 Details	Reviews			
Action Step 2: By September 30, review initial ADQ Cycle Report Data and Focus Discipline Data with your Leadership Team.	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: SST				
Date(s) / Timeframe: Twice per month				
Collaborating Departments: none				
Delivery Method: In Person				

Action Step 3 Details	Reviews			
Action Step 3: By October , share relevant data with your Student Support Team (SST) to review students with high numbers of suspensions, assign caseload to relevant staff, perform root cause analysis, and provide follow-up support.	Formative		Summative	
Intended Audience: Studebts	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: SST				
Date(s) / Timeframe: Twice per month				
Collaborating Departments: none				
Delivery Method: In Person				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The campus attendance rate for 2023-2024 is at 93% and does not meet the district goal of 95%. KMS has 20% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic   **Root Cause**: Though families have been engaged in many parent meetings the need additional specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students. Our attendance committee needs more specificity including: clear roles, responsibilities, goals and dates for consistent meetings.
Problem Statement 2: Student Tardies - Tardy is increasingly affecting instructional time and causing students to feel disconnected with school, leading to behavior problems **Root Cause**: Campus wide expectation not being followed with fidelity and lack of consistency in following through with consequences resulted in an increase in the number of tardy. Floor layout for each grade level is scattered making it difficult to redirect specific grade to specific area of the school

School Processes & Programs
Problem Statement 1: Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time.   **Root Cause**: The campus must provide clear, written procedures and expectations that just be followed by all in order to provide clear consistent classroom management. Professional learning on Active Classroom management must be provided in order to ensure all expectations are clear.
Problem Statement 2: PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation.   **Root Cause**: Systems for creating a consistent Data structure and expectations for PLC's have not been created.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from _40% to 35% by May 2025.
Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _6_% to _3_% by May 2025.

Evaluation Data Sources: EOY Attendance Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative student behaviors

Staff Responsible for Monitoring: Principal, FES, SST

Title I:
2.4, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Use Title I funding for a FES to continue to track students attendance and create family events	**Formative**		**Summative**	
Intended Audience: Students/Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal				
Date(s) / Timeframe: Aug-May				
Collaborating Departments: Student Engagement				
Delivery Method: In Person				
Funding Sources: FES - TITLE I (211) - 211-61-6129-04L-049-30-510-000000-25F10 - $32,276				

Action Step 2 Details	Reviews			
Action Step 2: Professional development will be offered to new staff members for documenting parent contacts, student behaviors, and interventions in Branching Minds. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Start of School **Collaborating Departments:** MTSS Department **Delivery Method:** In Person	**Formative**		**Summative**	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: The campus leadership will determine and communicate with staff a system to monitor that staff is meeting the campus expectations set for documenting (attendance, behavior, and academics) in Branching Minds. **Intended Audience:** ILT and Campus Staff **Provider / Presenter / Person Responsible:** Campus Leadership Team **Date(s) / Timeframe:** Start of the year **Collaborating Departments:** none **Delivery Method:** In Person	**Formative**		**Summative**	
	Nov	Jan	Mar	June

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

Strategy 2: Foster collaborative partnerships (Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, SST) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative student behaviors.

Staff Responsible for Monitoring: Principal, Assistant Principal, SST

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: The campus principal will follow district policies to create the campus SBDM and will determine and communicate to relevant stakeholders the dates for meetings at the start of the school year	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Stakeholders to participate on the SBDM **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** Start of the year **Collaborating Departments:** none **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
Action Step 2: The campus Family Engagement Specialist in consultation with campus leadership, and the PTA will create a year-long Parent Engagement plan to be communicated out at the start of the school year. Funds will be used to provide snacks at parent events	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Parents **Provider / Presenter / Person Responsible:** FES **Date(s) / Timeframe:** At the start of the year and throughout **Collaborating Departments:** none **Delivery Method:** In person **Funding Sources:** - TITLE I (211) - 211-11-6499-04N-049-30-510-000000-25F10 - $2,248				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus attendance rate for 2023-2024 is at 93% and does not meet the district goal of 95%. KMS has 20% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic   **Root Cause**: Though families have been engaged in many parent meetings the need additional specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students. Our attendance committee needs more specificity including: clear roles, responsibilities, goals and dates for consistent meetings.
Problem Statement 2: Student Tardies - Tardy is increasingly affecting instructional time and causing students to feel disconnected with school, leading to behavior problems **Root Cause**: Campus wide expectation not being followed with fidelity and lack of consistency in following through with consequences resulted in an increase in the number of tardy. Floor layout for each grade level is scattered making it difficult to redirect specific grade to specific area of the school

School Processes & Programs
Problem Statement 1: Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time.   **Root Cause**: The campus must provide clear, written procedures and expectations that just be followed by all in order to provide clear consistent classroom management. Professional learning on Active Classroom management must be provided in order to ensure all expectations are clear.
Problem Statement 2: PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation.   **Root Cause**: Systems for creating a consistent Data structure and expectations for PLC's have not been created.
Perceptions
Problem Statement 1: There is a feel of lack of engagement/value in the black/African American and Hispanic students (according to notes taken by the counselors)   **Root Cause**: Professional learning needs to focus on strategies to obtain and use student voice and mindfulness to ensure they are familiar with the cultural norms of the school demographics.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025.
Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Strategy 1: Communicate with parents our event calendar, ways to volunteer on the campus and the importance of family participation.

 Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours.

 Staff Responsible for Monitoring: FES, front office staff, ILT

 Title I:
4.1
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**

 Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By May 31, 2025, have at least 1 family engagement events each month to support and promote this school year.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Staff/families/students				
Provider / Presenter / Person Responsible: FES				
Date(s) / Timeframe: Monthly				
Collaborating Departments: Staff				
Delivery Method: In person				
Funding Sources: Supplies for events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-049-30-510-000000-25F10 - $2,916, Snacks for events - BEA (199 PIC 25) - 199-61-6499-001-049-25-273-000000 - $2,500				

Action Step 2 Details	Reviews			
Action Step 2: By August 31, convene SBDM to identify at least 3 family engagement events to support and promote this school year.	**Formative**		**Summative**	
Intended Audience: KMS families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal and Campus Staff				
Date(s) / Timeframe: Monthly offerings				
Collaborating Departments: none				
Delivery Method: In Person				

Action Step 3 Details	Reviews			
Action Step 3: Develop a communication and promotion plan for targeted activities and events for the school year	**Formative**		**Summative**	
Intended Audience: KMS families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal and Campus Staff				
Date(s) / Timeframe: Monthly				
Collaborating Departments: none				
Delivery Method: In Person				

Action Step 4 Details	Reviews			
Action Step 4: After each event, gather stakeholder and family feedback for assessment and future planning.	**Formative**		**Summative**	
Intended Audience: KMS Families/Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal and Campus Staff				
Date(s) / Timeframe: Monthly				
Collaborating Departments: ILT				
Delivery Method: In Person				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The campus attendance rate for 2023-2024 is at 93% and does not meet the district goal of 95%. KMS has 20% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic   **Root Cause**: Though families have been engaged in many parent meetings the need additional specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students. Our attendance committee needs more specificity including: clear roles, responsibilities, goals and dates for consistent meetings.

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-049-30-510-000000-25F10	$63,000.00
1	1	1	2	Materials for CONNECT	Supplies and materials for instructional use	211-11-6399-04N-049-30-510-000000-25F10	$7,284.00
1	2	1	2	Novels for RLA and Materials for CONNECT	Reading materials & Software for classroom use	211-11-6329-04N-049-30-510-000000-25F10	$4,000.00
2	1	1	3	Subs for Planning day	Subs for professional development	211-11-6112-0PD-049-30-510-000000-25F10	$2,000.00
4	2	1	1	FES	Family Engagement Specialist	211-61-6129-04L-049-30-510-000000-25F10	$32,276.00
4	2	2	2		Snacks or incentives for students	211-11-6499-04N-049-30-510-000000-25F10	$2,248.00
						Sub-Total	$110,808.00
						Budgeted Fund Source Amount	$110,808.00
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Supplies for events	Snacks for parents to promote participation	211-61-6499-04L-049-30-510-000000-25F10	$2,916.00
						Sub-Total	$2,916.00
						Budgeted Fund Source Amount	$2,916.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Materials for CONNECT	INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-049-11-273-000000-	$3,560.00
1	2	2	2	Tutoring	INSTRUCTION | TRAVEL - STUDENT	199-11-6412-XXX-049-11-273-000000-	$3,000.00
3	1	1	4	materials for Data meetings	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-049-11-273-000000-	$3,495.00
3	1	2	1	Book student on Data-informed culture	INSTRUCTION | OTHER READING MATERIALS	199-11-6329-XXX-049-11-273-000000-	$2,992.00
						Sub-Total	$13,047.00
						Budgeted Fund Source Amount	$13,047.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Materials for instruction for lessons	GENERAL SUPPLIES		$500.00
2	1	1	1	Materials for instruction for lessons	GENERAL SUPPLIES		$593.00
						Sub-Total	$1,093.00
						Budgeted Fund Source Amount	$1,093.00
						+/- Difference	$0.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Materials	GENERAL SUPPLIES		$3,000.00
						Sub-Total	$3,000.00
						Budgeted Fund Source Amount	$3,000.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Materials for instruction for lessons	INSTRUCTIONAL MATERIALS		$3,898.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Materials for instruction for lessons	INSTRUCTIONAL MATERIALS		$2,682.00
						Sub-Total	$6,580.00
						Budgeted Fund Source Amount	$6,580.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	Materials for CONNECT	Supplies and materials for instructional use	199-11-6399-001-049-24-273-000000-	$3,560.00
1	1	2	3	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-049-24-273-000000-	$3,000.00
						Sub-Total	$6,560.00
						Budgeted Fund Source Amount	$6,560.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Snacks for events	Snacks - parent/community to promote participation	199-61-6499-001-049-25-273-000000	$2,500.00
						Sub-Total	$2,500.00
						Budgeted Fund Source Amount	$2,500.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	Tutoring	SCHOOL LEADERSHIP | EXTRA DUTY - PROFESSIONAL	199-23-6116-XXX-049-99-273-000000-	$2,948.00
1	2	1	4	Registration for conference	SCHOOL LEADERSHIP | TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-049-99-273-000000-	$3,196.00

UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	4	Technology for presentations	SCHOOL LEADERSHIP | TECHNOLOGY < $5000	199-23-6396-XXX-049-99-273-000000-	$4,000.00
						Sub-Total	$10,144.00
						Budgeted Fund Source Amount	$15,500.00
						+/- Difference	$5,356.00
						Grand Total Budgeted	$162,004.00
						Grand Total Spent	$156,648.00
						+/- Difference	$5,356.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024