

Fort Worth Independent School District
054 Morningside Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Morningside Middle School is to prepare and empower all students to be lifelong learners and productive citizens in a global society.

Vision

Continuous Improvement to Develop Young Men and Women

Value Statement

Morningside Middle School believes in promoting an environment that embodies the core values of teamwork, communication, care, responsibility, honesty, respect, positivity and responsibility.

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Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Demographics

Demographics Summary

On May 15, 1952, a bond issued was passed by a vote of 11-1. This building program enabled Morningside Junior High School to be built. The bid on the original building was \$634,685. The architect for Morningside Junior High School was Wyatt C. Hendrick. Morningside Junior High officially opened in September of 1956. The principal was Herbert A. Wilson (1956-1961). In 1961 K. W. McMillan (1961-1970) assumed the principalship. In the fall of 1970, Robert McDaniel (1970-1985) became the principal of the school. During the 1970-71 school year, the east annex was added to the main building. In 1973, the school was changed to a sixth grade school and remained that way until 1983 when it became Morningside Middle School to accommodate sixth through eighth graders. In 1985, Odessa Ravin (1985-1997) became the fourth principal and first female to assume the principalship.

Morningside Middle has 450 students currently enrolled in grades 6th- 8th. Many of our students come from multigenerational families who speak a variety of languages including but not limited to: English, Spanish, and Burmese. We have several invested partners which help support our campus efforts including: Fort Worth After School All Stars, Mt. Olive Baptist Church, Big Rocks Educational Services, Region 11 & AUSL. The average teacher- student ratio is 1:28 for a core content class and 1:32 for an elective class. Average Attendance Rate for students in 2023-2024 was 92% with a chronic absenteeism rate of 28% which is higher than the district but lower than previous years.

We provide regular programming, emergent bilingual, gifted and talented, and special education classes. The school, also, provide extra curricular activities for students beyond the school day including: Fort Worth After School programming via the After School All Stars, girl scouts, basketball, football, volleyball, track, soccer, tutoring and several school clubs and organizations.

MMS enrollment breakdown:

Hispanic: 55%

African American: 40%

Other: 5%

Emergent Bilingual: 46%

Special Education: 13%

Economic Disadvantage: 96%

School Community: Nearly 65% are African-American, young (median age is between 30 and 35), and impoverished (the average household income falls below the federal poverty level). Statistics also show that about 45 percent of residents didn't finish high school. Our campus is 96% Economically Disadvantaged which is higher than the district of 85%.

Staff- For the 2023-2024 school year, the teacher retention rate was 85%. The Campus was reconstituted for 22-23 school year therefore 40% of the Teachers have 0-5 years of teaching, 20% have 6-10 years of experience and 40% returning.

Demographics Strengths

MMS had the highest growth during the 21-22 school year within the district.

School has several community partners including a Tarrant Area Food Bank partnership that houses a food pantry on campus.

Campus has over nine different countries represented.

75% of the families in the community and school are 3rd generation students.

MMS has over 7 different languages represented.

MMS has a strong alumni presence that hold a reunion every year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus chronically absent average (28%) is higher than the district average by 6% where, on the campus level, the chronically absent rate of African American is maintaining from previous year at 37%. **Root Cause:** Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2: According to our ESF Diagnostic completed in February 2024, the data indicated the need for improvement in the observation and feedback cycle to ensure effective implementation of lesson plan and use of high quality instructional materials and strategies. **Root Cause:** Instructional leaders and teachers need support in engaging in the observation and feedback cycles to ensure objective-driven rigorous daily lesson plans with formative assessment is being implemented across all core content areas on our campus.

Problem Statement 3 (Prioritized): African American students are being disciplined disproportionately (3.4%) (ISS and OSS) from their peers (2.2%). **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 and other proactive and reactive social- emotional and behavioral skill building skills.

Problem Statement 4: According to our ESF Diagnostic that was completed in February 2024, the data (22% RLA & 33% Math) indicates a need to improve lesson planning and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven lesson plans and instruction following the DDI process. **Root Cause:** The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and interim and formative assessments.

Student Learning

Student Learning Summary

Morningside had previously been a low achieving campus for several years and recently (for the 2021 - 2022 school year) was had an overall rating of a C with a score of 72 for School progress and 70 for Closing the Gap. The attendance rate for the campus for this school year was 91.9% with a campus economic disadvantage of 98.2%.

Ratings for the 2023 - 2024 are

2022-2023 are currently delayed but the current campus attendance rate for 2023 was 89.34%.

Morningside TEA Accountability grade for the 2021- 2022 school year was an overall rating of a C. (Overall 71)

Morningside TEA Accountability grade for the 2020-2021 school year was cancelled due to Covid-19 (Campus keeps previous grade rating)

Morningside TEA Accountability grade for the 2019-2020 school year was a F rating (Overall 53)

Morningside TEA Accountability grade for the 2018-2019 school year was a F rating (Overall 58)

Student Learning Strengths

Morningside students who are scheduled to receive support services are scheduled to receive all services including Special Education, Dyslexia, 504 and EB services. Campus uses multiple data points and sources to assess student data such as Lexia, NWEA MAP data, Demonstration of Learning, District interim Assessments and Campus Common Assessments.

Compared to the 2022 - 2023 school year, students this school year have shown growth in Reading across all grade levels in Approaches, Meets and Masters and in 6th grade Math on Interim assessments especially in the area of Sped in Approaches and Meets. The majority of students showed growth on MAP in reading, math and science.

Advanced classes on campus included accelerated 6th grade science, accelerated 6th grade math, Algebra I (7th & 8th Grade), (7th grade class), Algebra I (8th grade class), Advanced RLA (6th-8th), Advanced Math (6th-8th), Advanced Social Studies (6th-8th), 7th Grade Advance Science. Campus was a C rated campus for the 2021- 2022 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All 6th-8th grade students(11%) are underperforming the district at the Meets level (25%) on the STAAR 2023 Math assessment. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

Problem Statement 2 (Prioritized): All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

School Processes & Programs

School Processes & Programs Summary

Morningside Middle uses Paul Bambrick culture practices as part of our campus Behavior Management System. MMS also uses Viking bucks as incentives for behavior and class effort. Each third and six weeks, students are able to use their bucks to purchase incentives.

Another culture-building aspect at MMS is Students of the Month and Teacher and Faculty of the month. A culture committee comprised of teachers, campus leadership and support staff meet bi-weekly. Student Support Teach comprised of grade level leads, campus leadership and support staff meet bi-weekly as well.

Morningside Middle has active parent - school relationships. Tutorials are offered before school and on Saturdays. Content specialist provide instructional support for all teachers.

For campus leadership, the Instructional Leadership Team consists of the principal, assistant principal, data analyst, and two instructional coaches that meet weekly. Each grade level, including electives, has a grade level leader and at the start of the year, the faculty votes on the CERC team comprised of staff members who act as an advising body to the principal. Grade levels meetings are held monthly.

School Processes & Programs Strengths

- All tested teachers have PLC time that meet daily within the school day
- Mentor Program to support new teachers
- Family Engagement Specialist that promotes school- community partnership
- Active Student Council meets with campus principal
- Staff and student culture and school spirit is celebrated as a campus strength.
- Staff feel as though they have strong instructional support through instructional coaching, weekly PLCs, and feedback from the
- Instructional Leadership Team meets weekly as well as conducts weekly collaborative walks
- Communication to staff and families via newsletters, activity calendars, call outs, and social media is a culture building strength
- MTSS plan for students and teachers and meets bi-weekly
- Parent programs
- Social Workers who support students on the campus and home support
- Mobile Health Care Unit
- Resource Portable and Food Pantry (in partnership with Tarrant Area Food Bank, Rainwater Foundation and FWISD Parent Partnership) housed on campus for the community

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. **Root Cause:** Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 2: Although maintaining with district, there was an increase in sped suspension rate from previous year (3%) in SPED. **Root Cause:** Students are showing signs of having greater needs for assistance with their reoccurring discipline issues.

Problem Statement 3: MMS has a higher suspension rate for African American students in comparison to the district by 8% **Root Cause:** Students are showing signs of having greater needs for assistance with their reoccurring discipline issues.

Perceptions

Perceptions Summary

Parent participation:

Our biggest parent participation events are as follows: Open House, Holiday Festival, Academic Rally, community events and awards assemblies. We usually average between 75 - 150 parents/family members at these events.

Community Partnerships: Our campus' partners include TCU, FWPD, Tarrant Area Food Bank and others which supports our campus in several different areas including providing the opportunity for our students to attend educational trips, provide food and resources for students and families.

Morningside Middle School faculty, staff and community stakeholders developed the campus graduate portrait where they identified the look fors of a student and teacher of Morningside Middle.

Survey sent at the beginning of the year to staff for input and to examine staff values for incorporating into school goals and vision.

Campus Culture survey sent to staff at the middle of the year for feedback

Morningside Middle implemented a monthly calendar with incentives for teachers and student to remind all stakeholders that we care about them as well as have students of the month and teacher and faculty of the months.

We implement attendance and grade incentives every six weeks to encourage students to come to school and do well in class.

Students can earn V-bucks daily from staff which can be used at the campus store each 3 and 6 weeks. This was to help Scholars earn money based on their good deads in school.

MMS attempts to post regularly to social media sites such as Facebook and Instagram to communicate events and showcase campus achievements.

Community members and parents are members of the SBDM (Site Based Decision Making) committee and LPAC committee.

Perceptions Strengths

- Students and staff feel valued
- Strong and collaborative campus climate and culture
- Good staff attendance usually 50% of staff have perfect attendance each six weeks.
- Student attendance consistently stayed above 90% each 6 weeks.
- Fun activities and dress up days planned and communicated with families to increase student and staff experience such as College Mondays & Spirit Fridays
- Opportunities for collaboration and involvement with school, community and feeder / partner schools

Problem Statements Identifying Perceptions Needs

Problem Statement 1: African American students are disciplined disproportionately (about 7%) from their peers (ISS and OSS).

showing signs of having greater needs for assistance with their reoccurring discipline issues.

Root Cause: Students are

Problem Statement 2 (Prioritized): Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high.

Root Cause: Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.

Problem Statement 3: The campus chronically absent average (28%) is higher than the district average by 5% where, on the campus level, the chronically absent rate of African American is maintaining from previous year at 35%. **Root Cause:** Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events as well as have a clear understanding of the root cause of individual student absences.

Priority Problem Statements

Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%.

Root Cause 1: Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: All 6th-8th grade students(11%) are underperforming the district at the Meets level (25%) on the STAAR 2023 Math assessment.

Root Cause 2: Teachers need support understanding the depth of the state standards and the district curriculum be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high.

Root Cause 3: Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English.

Root Cause 4: Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: African American students are being disciplined disproportionately (3.4%) (ISS and OSS) from their peers (2.2%).

Root Cause 5: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

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

Goals

Revised/Approved: September 27, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd 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 45 % to 55 % by May 2025.

Increase the percentage of African American students and emergent bilingual students to 48 % by May 2025.

Evaluation Data Sources: MAP scores

Strategy 1: Improve Tier 1 instruction through utilizing the PLC cycle in all content areas to includes culturally. response and linguistic accommodating instruction with standards aligned planning, delivery and analyzation of performance data.

Strategy's Expected Result/Impact: Build a foundation for reading and math, increase rigor across all content, provide appropriate scaffolds for students

Staff Responsible for Monitoring: Teachers / ILT

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Train teachers on effective lesson planning utilizing the TEKS aligned high quality instructional materials based upon student performance data including appropriate lesson alignment and exit ticket development, best practices and strategies in engagement, instruction and data review (DDI)</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: ILT / Lead Teacher</p> <p>Date(s) / Timeframe: August - May</p> <p>Collaborating Departments: ILT / Content departments</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Supplies & Materials - TITLE I (211) - 211-11-6399-04N-054-30-510-000000-25F10 - \$4,000, Professional development - TITLE I (211) - 211-13-6116-0PD-054-30-510-000000-25F10 - \$12,000, - TITLE I (211) - 211-11-6112-0PD-054-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Involve parents, guardians, students and staff in data review of student's work each semester during a campus wide data day</p> <p>Intended Audience: Parent / guardians & students</p> <p>Provider / Presenter / Person Responsible: FES, ILT, Teachers, Staff</p> <p>Date(s) / Timeframe: Oct. / Nov. Feb. / Mar.</p> <p>Collaborating Departments: FES/ ILT/ Content dept/ counseling</p> <p>Delivery Method: face to face and virtual</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-054-30-510-000000-25F10 - \$300, - TITLE I (211) - 211-11-6121-04N-054-30-510-000000-25F10 - \$200</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Improve the quality of lesson alignment and tier 1 instruction including classroom checks for understanding, differentiation and rigor aligned to the standard through professional learning, data driven instructional practices and the observation and feedback cycle

Strategy's Expected Result/Impact: Increase student performance scores and teacher quality of instruction

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations</p> <p>Intended Audience: Teachers / ILT</p> <p>Provider / Presenter / Person Responsible: ILT/ Admin</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Collaborating Departments: ILT</p> <p>Delivery Method: face to face and virtual</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-054-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd 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 STAAR Reading from 21 % to 35 % by May 2025.

Increase the percentage of African American students from 18 % to 30 % and Emergent bilingual from 19% to 31% by May 2025.

High Priority

Evaluation Data Sources: STAAR results, 9 week assessment

Strategy 1: Provide increase instructional rigor within the classroom setting aligned with STAAR and TEKS in the daily tier 1 instruction of students in all task.

Strategy's Expected Result/Impact: increase in students at the meets or above leve;

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.4, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: face to face and virtual Funding Sources: - TITLE I (211) - 211-11-6112-0PD-054-30-510-000000-25F10 - \$150	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Lesson plans submitted weekly by teachers and reviewed by to ILT for feedback with focuses such as lesson alignment, rigor of the standards, assessment, tier 1 instruction and culturally responsive engagement and instructional strategies.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - may Collaborating Departments: ILT Delivery Method: face to face an virtually</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6396-XXX-054-11-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Increase the capacity of the ILT team to provide strong leadership and coaching to increase teacher development and student achievement for all students

Strategy's Expected Result/Impact: increase teacher performance and student data performance

Staff Responsible for Monitoring: Admin / Principal

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Engage ongoing collaborative walkthrough, ILT meetings with agenda and data review</p> <p>Intended Audience: ILT</p> <p>Provider / Presenter / Person Responsible: Admin / ILT</p> <p>Date(s) / Timeframe: Aug- May</p> <p>Collaborating Departments: ILT / Admin</p> <p>Delivery Method: face to face</p> <p>Funding Sources: - TITLE I (211) - 211-11-6396-04N-054-30-510-000000-25F10 - \$1,420, - BASIC (199 PIC 11) - 199-11-6249-XXX-054-11-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: ILT engage in professional development on implementing effective instructional strategies, building teacher capacity and student skills through a book study and professional learning</p> <p>Intended Audience: ILT</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: Oct- Dec</p> <p>Collaborating Departments: Admin / ILT</p> <p>Delivery Method: face to face</p> <p>Funding Sources: - TITLE I (211) - 211-13-6329-04N-054-30-510-000000-25F10 - \$200, - TITLE I (211) - 211-23-6411-04N-054-30-510-000000-25F10 - \$2,000, - TITLE I (211) - 211-13-6411-04N-054-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: All 6th-8th grade students(11%) are underperforming the district at the Meets level (25%) on the STAAR 2023 Math assessment. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p> <p>Problem Statement 2: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p>

School Processes & Programs

Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. **Root Cause:** Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% 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 38 % to 43 % by May 2025.

Increase the percentage of African American students and Emergent Bilingual students to 43 % by May 2025.

High Priority

Evaluation Data Sources: MAP data

Strategy 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations

Strategy's Expected Result/Impact: Build a foundation for reading and math, increase rigor across all content, provide appropriate scaffolds for all students

Staff Responsible for Monitoring: ILT

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
Action Step 1: Train teachers on effective lesson planning, appropriate lesson alignment and exit ticket development including best practices and strategies in engagement, instruction and data review (DDI) utilizing the TEKS aligned high quality instructional materials including district curriculum based upon student performance data Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Lead Teachers Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: Face to face Funding Sources: - TITLE I (211) - 211-13-6116-04N-054-30-510-000000-25F10 - \$10,000, - TITLE I (211) - 211-11-6399-04N-054-30-510-000000-25F10 - \$1,300, - TITLE I (211) - 211-13-6116-0PD-054-30-510-000000-25F10 - \$2,500	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Involve parents, guardians, students and staff in data review of student's work each semester during a campus wide data day Intended Audience: parents / guardians & students Provider / Presenter / Person Responsible: ILT/ Teachers / FES Date(s) / Timeframe: Oct. / Nov & Feb / Mar Collaborating Departments: FES / ILT/ SST Delivery Method: face to face & virtual Funding Sources: - TITLE I (211) - 211-61-6399-04L-054-30-510-000000-25F10 - \$400	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality of lesson alignment and tier 1 observation including classroom checks for understanding, differentiation and rigor aligned to the standard

Strategy's Expected Result/Impact: increase student performance (progress & achievement), improve tier 1 instruction

Staff Responsible for Monitoring: ILT

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools





- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: ILT / admin engage in the observation and feedback cycle with teachers through walkthroughs and feedback conversations Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: face to face & virtual	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Lesson plans submitted weekly by teachers and reviewed by ILT team for feedback with focuses on tier 1 instruction, alignment, rigor and engagement and instructional strategies and culturally responsive teaching.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Collaborating Departments: ILT / Content Leads</p> <p>Delivery Method: face to face / virtually</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: All 6th-8th grade students(11%) are underperforming the district at the Meets level (25%) on the STAAR 2023 Math assessment. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p>
<p>Problem Statement 2: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p>
School Processes & Programs
<p>Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. Root Cause: Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.</p>
Perceptions
<p>Problem Statement 2: Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high. Root Cause: Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in STAAR Math from 4% to 15% by May 2025.

Increase the percentage of African American students on our campus from 1% to 10% and emergent bilingual students from 5% to 15% by May 2025.

High Priority

Evaluation Data Sources: STAAR data, 9 week assessments

Strategy 1: Provide increase instructional rigor within the classroom setting aligned with STAAR and TEKS in the daily tier 1 instruction of students in all task.

Strategy's Expected Result/Impact: increase student performance (growth & achievement) and increase tier 1 instruction

Staff Responsible for Monitoring: ILT / teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: face to face & virtual	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Lesson plans submitted weekly by teachers and reviewed by ILT team for feedback with focuses on tier 1 instruction, alignment, rigor and engagement and instructional strategies and culturally responsive teaching. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - May Delivery Method: face to face / virtually	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Increase the capacity of the ILT team to provide strong leadership and coaching to increase teacher development and student achievement for all students

Strategy's Expected Result/Impact: increase tier 1 instruction of students and increase in student performance (growth & achievement)

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: ILT engages in ongoing collaborative walkthroughs, ILT meetings with agenda and data review Intended Audience: Teachers / ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - May Collaborating Departments: ILT / Teachers Delivery Method: Face to face / Virtually	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: ILT engage in professional development on implementing effective instructional strategies and building teacher capacity through book study and professional learning</p> <p>Intended Audience: ILT</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Date(s) / Timeframe: July - June</p> <p>Collaborating Departments: ILT</p> <p>Delivery Method: Face to face / Virtually</p> <p>Funding Sources: - TITLE I (211) - 211-23-6411-04N-054-30-510-000000-25F10 - \$1,250, - TITLE I (211) - 211-13-6411-04N-054-30-510-000000-25F10 - \$1,500, - TITLE I (211) - 211-13-6399-04N-054-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: All 6th-8th grade students(11%) are underperforming the district at the Meets level (25%) on the STAAR 2023 Math assessment. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p>

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 students who score at meets or above in STAAR Reading from 21 % to 35 % by May 2025. Increase the percentage of African American students from 18 % to 30 % and Emergent bilingual from 19% to 31% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, 9 week assessment

Strategy 1: Provide daily tier 1 instruction at the rigor of the grade level standard for all student groups with an emphasis on high priority student groups

Strategy's Expected Result/Impact: increase student performance (growth & achievement)

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**


Build a foundation of reading and math, Improve low-performing schools


- **ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Master schedule includes, at least, 1 weekly PLC meeting for teachers to meet for reading teachers</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: ILT / Lead Teachers</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Collaborating Departments: ILT / content departments</p> <p>Delivery Method: face to face / virtually</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04N-054-30-510-000000-25F10 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Improve student performance (achievement & growth) by providing appropriate scaffolds for students at all tier levels and all main sub - populations

Strategy's Expected Result/Impact: Improved student performance (achievement & growth)

Staff Responsible for Monitoring: ILT / Teachers

Title I:

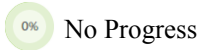
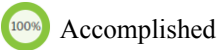
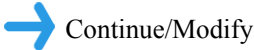

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional learning and resources for for tier 1 instruction and special population groups such as sped, bilingual and GT</p> <p>Intended Audience: teachers / students</p> <p>Provider / Presenter / Person Responsible: ILT / dept leads</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Collaborating Departments: ILT / SPED / Bilingual/ GT</p> <p>Delivery Method: face to face</p> <p>Funding Sources: - GT (199 PIC 21) - \$557, - SPED (199 PIC 23) - \$4,000, - BEA (199 PIC 25) - 199-11-6399-001-054-25-273-000000 - \$608, - TITLE I (211) - 211-11-6329-04N-054-30-510-000000-25F10 - \$9,000, - TITLE I (211) - 211-12-6329-04N-054-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.</p>

School Processes & Programs

Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. **Root Cause:** Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Perceptions

Problem Statement 2: Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high. **Root Cause:** Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.

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 students who score at MEETS or above in STAAR Math from 4 % to 15 % by May 2025.

Increase the percentage of African American students on our campus from 1 % to 10%% and emergent bilingual students from 5% to 15% by May 2025.

High Priority

Evaluation Data Sources: STAAR data, 9 week assessment

Strategy 1: Provide daily tier 1 instruction at the rigor of the grade level standard for all student groups with an emphasis on high priority student groups

Strategy's Expected Result/Impact: Increase student performance (achievement & growth), improved tier 1 instruction

Staff Responsible for Monitoring: ILT / teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Master schedule includes, at least, 1 weekly PLC meeting for teachers to meet for math content teachers Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: face to face / virtually	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide professional learning for teachers of special population groups such as sped, bilingual and GT Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Lead Teachers Date(s) / Timeframe: Aug - May Collaborating Departments: ILT / content departments Delivery Method: face to face / virtual	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Improve student performance (achievement & growth) by providing appropriate scaffolds for students at all tier levels and all main sub - populations

Strategy's Expected Result/Impact: Improve student performance (achievement & growth)

Staff Responsible for Monitoring: ILT / teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide scaffold supports for tier 2 & 3 students and special populations such as tutoring, small groups, push in and push out. Intended Audience: Students Provider / Presenter / Person Responsible: ILT / Teachers Date(s) / Timeframe: Sept. - April Collaborating Departments: ILT / teachers Delivery Method: face to face / virtually Funding Sources: - TITLE I (211) - 211-11-6116-04N-054-30-510-000000-25F10 - \$12,250, - GT (199 PIC 21) - \$500, - SPED (199 PIC 23) - \$1,557, - BEA (199 PIC 25) - 199-11-6399-001-054-25-273-000000 - \$1,000, - TITLE I (211) - 211-11-6499-04N-054-30-510-000000-25F10 - \$1,018	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. **Root Cause:** Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Perceptions

Problem Statement 2: Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high. **Root Cause:** Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.

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 and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 32 % to 26 % 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 38 % to 30 % by May 2025.

High Priority

Evaluation Data Sources: Attendance data

Strategy 1: Provide mentorship program for students with excessive absences

Strategy's Expected Result/Impact: improved attendance

Staff Responsible for Monitoring: ILT / FES / admin and attendance clerk

Title I:

2.6, 4.1

- TEA Priorities:





Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Review student attendance data during student support team meetings and share data with appropriate stakeholders Intended Audience: teachers / SST Provider / Presenter / Person Responsible: SST/ admin Date(s) / Timeframe: Aug - May Collaborating Departments: Admin/ SST Delivery Method: face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide incentives for identified students and space for mentorship programs</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: SST / teachers/ staff Date(s) / Timeframe: Aug - may Collaborating Departments: SST / admin Delivery Method: face to face</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$2,000, - SCE (199 PIC 24) - 199-11-6112-001-054-24-273-000000- - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ongoing conference meetings between student, teacher, parent / guardian and appropriate staff to discuss student progress and next steps</p> <p>Intended Audience: students , parents Provider / Presenter / Person Responsible: Teachers / ILT/ FES/ Admin Date(s) / Timeframe: Aug - may Collaborating Departments: FES / SST/ teachers Delivery Method: face to face / virtual</p> <p>Funding Sources: - TITLE I (211) - 211-61-6399-04L-054-30-510-000000-25F10 - \$1,500, - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-054-30-510-000000-25F10 - \$1,000, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-054-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: provide opportunity for attendance recovery and additional instruction for eligible student</p> <p>Intended Audience: students Provider / Presenter / Person Responsible: FES / admin / teachers/ attendance admin Date(s) / Timeframe: Oct - Nov., Feb. - April Collaborating Departments: Admin / SST Delivery Method: face to face / virtual</p> <p>Funding Sources: - TITLE I (211) - 211-11-6412-04N-054-30-510-000000-25F10 - \$3,000, - TITLE I (211) - 211-11-6116-04N-054-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

School Processes & Programs

Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. **Root Cause:** Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

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: Increase positive response by students to the learning environment on the district's climate survey from 32 % to 42% by May 2025.

Increase positive response by 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: Climate survey

Strategy 1: Improve campus and student culture

Strategy's Expected Result/Impact: Improve attendance, student and staff engagement and morale

Staff Responsible for Monitoring: Culture committee / SST / admin

Title I:

2.5, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Implement a campus culture committee comprised of admin, staff, students and teachers to discuss methods of improving campus culture Intended Audience: Staff, community, and students Provider / Presenter / Person Responsible: admin / SST / culture committee Date(s) / Timeframe: Aug 0 may Delivery Method: face to face / virually	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Increase the number of engagement activities for students with a focus on CCMR and CTE such as field trips, career day, etc..</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Teachers / SST / Culture Committee</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Collaborating Departments: CTE / SST / Culture Committee / Admin</p> <p>Delivery Method: Face to face / virtually</p> <p>Funding Sources: - CTE (199 PIC 22) - \$2,439, - CTE (199 PIC 22) - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high.</p> <p style="text-align: right;">Root Cause: Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.</p>

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: 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 53% to 45% by May 2025.

Evaluation Data Sources: suspension / discipline data

Strategy 1: Align and leverage programs, resources and MTSS to decrease behaviors and discipline incidents, improve student attendance and promote a positive school culture

Strategy's Expected Result/Impact: decrease in discipline rate and suspension rate

Staff Responsible for Monitoring: admin / SST/ teachers

Title I:





2.5

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
Action Step 1: Professional development for staff on PBIS, restorative practices, de-escalation and other behavioral strategies for teachers, counselors, intervention specialist and staff Intended Audience: Staff / teachers Provider / Presenter / Person Responsible: Admin / MTSS Date(s) / Timeframe: Aug - may Collaborating Departments: SST / admin Delivery Method: face to face / virtually Funding Sources: - TITLE I (211) - 211-31-6411-04N-054-30-510-000000-25F10 - \$2,000, - TITLE I (211) - 211-13-6399-04N-054-30-510-000000-25F10 - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide In school supports such as counseling, ISS and OCI as an alternative Intended Audience: students Provider / Presenter / Person Responsible: OCI / ISS teacher, admin, SST, counselor, intervention specialist Date(s) / Timeframe: Aug - May Delivery Method: face to face Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$1,000, - SCE (199 PIC 24) - 199-11-6396-001-054-24-273-000000- - \$1,200, - BASIC (199 PIC 11) - 199-11-6396-XXX-054-11-273-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Increase instructional and student engagement strategy in the classroom (tier 1 instruction) Intended Audience: students Provider / Presenter / Person Responsible: ILT / teachers Date(s) / Timeframe: Aug - may Delivery Method: face to face / virtually Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$1,628	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Increase parent communication and parent involvement on student behavioral and instructional progress

Strategy's Expected Result/Impact: Improved student academic and behavioral progress

Staff Responsible for Monitoring: admin / FES/ SST





Title I:

2.5, 4.1

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Communicate to parents, guardians and community stakeholders through social media, marquee, handouts, a quarterly newsletter with campus news and events and other district communication outlets</p> <p>Intended Audience: Community Stakeholders, parents</p> <p>Provider / Presenter / Person Responsible: Admin /ILT/ SST/ FES</p> <p>Date(s) / Timeframe: Aug, Nov, Feb. Apr</p> <p>Delivery Method: virtually</p> <p>Funding Sources: - TITLE I (211) - 211-61-6396-04L-054-30-510-000000-25F10 - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Professional learning and family engagement activities for parent / guardian and students to increase student success in school</p> <p>Intended Audience: parents</p> <p>Provider / Presenter / Person Responsible: SST / admin / FES</p> <p>Date(s) / Timeframe: sept - April</p> <p>Delivery Method: face to face / virtually</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-054-30-510-000000-25F10 - \$100, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-054-30-510-000000-25F10 - \$100, - BASIC (199 PIC 11) - 199-11-6116-XXX-054-11-273-000000- - \$4,000, - BASIC (199 PIC 11) - 199-11-6121-XXX-054-11-273-000000- - \$2,672</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Ongoing conference meetings between student, teacher, parent / guardian and appropriate staff to discuss student progress and next steps</p> <p>Intended Audience: parents, students</p> <p>Provider / Presenter / Person Responsible: teachers / admin / FES</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Delivery Method: face to face / virtual</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-054-30-510-000000-25F10 - \$376</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: African American students are being disciplined disproportionately (3.4%) (ISS and OSS) from their peers (2.2%). **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 and other proactive and reactive social- emotional and behavioral skill building skills.

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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 48 % to 56 % 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 38 % to 45 % by May 2025.

Evaluation Data Sources: parent survey

Strategy 1: Increase parent and community communication and parent involvement in campus events and activities

Strategy's Expected Result/Impact: increase parental involvement in school events and activities and increase parent knowledge of student data

Staff Responsible for Monitoring: admin / SST / FES

Title I:

4.1, 4.2

- TEA Priorities:





Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Ongoing conference meetings between student, teacher, parent / guardian and appropriate staff to discuss student progress and next steps</p> <p>Intended Audience: Parents. students</p> <p>Provider / Presenter / Person Responsible: admin / sst/ teachers/ FES</p> <p>Date(s) / Timeframe: Aug - May</p> <p>Delivery Method: face to face / virtually</p> <p>Funding Sources: - TITLE I (211) - 211-11-6121-04N-054-30-510-000000-25F10 - \$5,000, - TITLE I (211) - 211-11-6112-04N-054-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Communicate to parents, guardians and community stakeholders through social media, marquee, handouts, a quarterly newsletter with campus news and events and other district communication outlets Intended Audience: parents / community stakeholders Provider / Presenter / Person Responsible: admin/ SST/ teachers / FES/ ILT Date(s) / Timeframe: Aug - may Delivery Method: face to face / virtual Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-054-11-273-000000- - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Increase parental involvement and family engagement events and meetings

Strategy's Expected Result/Impact: increase family / community engagement

Staff Responsible for Monitoring: admin/ SST/ teachers / FES/ ILT

Title I:

2.5, 4.1, 4.2

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools


- ESF Levers:


Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Host family engagement events such as open house, meet the teacher nights, data days and content family nights Intended Audience: students, parents Provider / Presenter / Person Responsible: admin / sst/ ilt / FES Date(s) / Timeframe: Aug - May Delivery Method: face to face / virtual Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-054-11-273-000000- - \$4,000, - BASIC (199 PIC 11) - 199-11-6116-XXX-054-11-273-000000- - \$1,200, - BASIC (199 PIC 11) - 199-11-6121-XXX-054-11-273-000000- - \$6,000, - BASIC (199 PIC 11) - 199-11-6412-XXX-054-11-273-000000- - \$472	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: All 6th-8th grade students(11%) are underperforming the district at the Meets level (25%) on the STAAR 2023 Math assessment. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

Problem Statement 2: All 6th-8th grade students (22%) are underperforming the district Meets level (33%) on the STAAR 2023 RLA assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum to be able to select rigorous instructional materials and create TEKS aligned lessons that is also based upon the data.

School Processes & Programs

Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 13%. **Root Cause:** Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Perceptions

Problem Statement 2: Emergent Bilingual Students are performing below the district average on TELPAS for advance and advance high. **Root Cause:** Staff needs intentional development on EB strategies for implementation in the classroom in the areas of reading, writing, listening and speaking for EB students.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for professional development	211-11-6112-0PD-054-30-510-000000-25F10	\$6,000.00
1	1	1	1	Supplies & Materials	Supplies and materials for instructional use	211-11-6399-04N-054-30-510-000000-25F10	\$4,000.00
1	1	1	1	Professional development	Extra duty pay for PD after hours	211-13-6116-0PD-054-30-510-000000-25F10	\$12,000.00
1	1	1	2		Extra duty/Overtime (Support Staff)	211-11-6121-04N-054-30-510-000000-25F10	\$200.00
1	1	2	1		Subs for professional development	211-11-6112-0PD-054-30-510-000000-25F10	\$2,000.00
1	2	1	1		Subs for professional development	211-11-6112-0PD-054-30-510-000000-25F10	\$150.00
1	2	2	1		Technology for instructional use	211-11-6396-04N-054-30-510-000000-25F10	\$1,420.00
1	2	2	2		Reading materials for professional development	211-13-6329-04N-054-30-510-000000-25F10	\$200.00
1	2	2	2		Travel for Teachers (PD)	211-13-6411-04N-054-30-510-000000-25F10	\$3,000.00
1	2	2	2		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-054-30-510-000000-25F10	\$2,000.00
2	1	1	1		Extra duty pay for PD after hours	211-13-6116-0PD-054-30-510-000000-25F10	\$2,500.00
2	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-054-30-510-000000-25F10	\$1,300.00
2	1	1	1		Extra duty for summer planning (off contract days)	211-13-6116-04N-054-30-510-000000-25F10	\$10,000.00
2	1	1	2		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-25F10	\$400.00
2	2	2	2		Travel for Teachers (PD)	211-13-6411-04N-054-30-510-000000-25F10	\$1,500.00

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	2	2		Supplies and materials for professional development	211-13-6399-04N-054-30-510-000000-25F10	\$500.00
2	2	2	2		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-054-30-510-000000-25F10	\$1,250.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-054-30-510-000000-25F10	\$300.00
3	1	2	1		Reading materials & Software for classroom use	211-11-6329-04N-054-30-510-000000-25F10	\$9,000.00
3	1	2	1		Reading materials for library use	211-12-6329-04N-054-30-510-000000-25F10	\$2,000.00
3	2	2	1		Snacks or incentives for students	211-11-6499-04N-054-30-510-000000-25F10	\$1,018.00
3	2	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-054-30-510-000000-25F10	\$12,250.00
4	1	1	3		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-25F10	\$1,500.00
4	1	1	4		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-054-30-510-000000-25F10	\$4,000.00
4	1	1	4		Transportation costs for students	211-11-6412-04N-054-30-510-000000-25F10	\$3,000.00
4	3	1	1		Travel for Counselor (PD)	211-31-6411-04N-054-30-510-000000-25F10	\$2,000.00
4	3	1	1		Supplies and materials for professional development	211-13-6399-04N-054-30-510-000000-25F10	\$1,000.00
4	3	2	1		Technology for family engagement	211-61-6396-04L-054-30-510-000000-25F10	\$300.00
4	4	1	1		Extra duty/Overtime (Support Staff)	211-11-6121-04N-054-30-510-000000-25F10	\$5,000.00
4	4	1	1		Subs for supplemental instruction	211-11-6112-04N-054-30-510-000000-25F10	\$500.00
Sub-Total							\$90,288.00
Budgeted Fund Source Amount							\$90,288.00
+/- Difference							\$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-25F10	\$300.00
4	1	1	3		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-25F10	\$500.00
4	1	1	3		Technology for family engagement	211-61-6396-04L-054-30-510-000000-25F10	\$1,000.00
4	3	2	2		Snacks for parents to promote participation	211-61-6499-04L-054-30-510-000000-25F10	\$100.00
4	3	2	2		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-25F10	\$100.00
4	3	2	3		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-25F10	\$376.00
Sub-Total							\$2,376.00
Budgeted Fund Source Amount							\$2,376.00
+/- Difference							\$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-054-11-273-000000-	\$2,000.00
1	2	2	1		INSTRUCTION MNT/RPR FURN/COMPUT/EQUIP	199-11-6249-XXX-054-11-273-000000-	\$2,000.00
4	3	1	2		INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-054-11-273-000000-	\$2,000.00
4	3	2	2		INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-054-11-273-000000-	\$2,672.00
4	3	2	2		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-054-11-273-000000-	\$4,000.00
4	4	1	2		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-054-11-273-000000-	\$1,000.00
4	4	2	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-054-11-273-000000-	\$4,000.00
4	4	2	1		INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-054-11-273-000000-	\$472.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	1		INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-054-11-273-000000-	\$6,000.00
4	4	2	1		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-054-11-273-000000-	\$1,200.00
Sub-Total							\$25,344.00
Budgeted Fund Source Amount							\$25,344.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		GENERAL SUPPLIES		\$557.00
3	2	2	1		GENERAL SUPPLIES		\$500.00
Sub-Total							\$1,057.00
Budgeted Fund Source Amount							\$1,057.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2		GENERAL SUPPLIES		\$2,439.00
4	2	1	2		TRAVEL - STUDENT		\$500.00
Sub-Total							\$2,939.00
Budgeted Fund Source Amount							\$2,939.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		GENERAL SUPPLIES		\$4,000.00
3	2	2	1		GENERAL SUPPLIES		\$1,557.00
Sub-Total							\$5,557.00
Budgeted Fund Source Amount							\$5,557.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2		Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$2,000.00
4	1	1	2		Subs for supplemental instruction	199-11-6112-001-054-24-273-000000-	\$300.00
4	3	1	2		Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$1,000.00
4	3	1	2		Technology for instructional use	199-11-6396-001-054-24-273-000000-	\$1,200.00
4	3	1	3		Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$1,628.00
Sub-Total							\$6,128.00
Budgeted Fund Source Amount							\$6,128.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		Supplies and materials - instruction	199-11-6399-001-054-25-273-000000	\$608.00
3	2	2	1		Supplies and materials - instruction	199-11-6399-001-054-25-273-000000	\$1,000.00
Sub-Total							\$1,608.00
Budgeted Fund Source Amount							\$1,608.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
Grand Total Budgeted							\$135,297.00
Grand Total Spent							\$135,297.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00

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