

Fort Worth Independent School District

056 Riverside Middle School

2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to develop young men & women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on it. We stress the total development of each child: moral, intellectual, social, emotional and physical.

Vision

Expect Success – Nothing Less.....Every Student, Every Day!

Value Statement

I am creating my future through:

Respect for Self

Respect for Others

Respect for Property

Respect for Learning

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Comprehensive Needs Assessment

Revised/Approved: February 27, 2024

Demographics

Demographics Summary

Riverside Middle School is located in the Carter-Riverside pyramid of schools in Fort Worth, TX. The campus supports about 750 students in grades 6-8. Below you will find important details regarding the school community:

- Attendance has improved over the past three years. Attendance was below 90% in 2021-2022, rose to 92% during the 2022-2023 school year and stands at 93.6% as of February 19, 2024
- Currently, 64% of students are classified as Emerging Bilinguals.
- The number of Economically Disadvantaged students has increased to 92% from 89% last year and the mobility rate is 14%.
- The teaching staff includes 50 teachers, with more than 42% of them having more than 10 years of experience. 37% of teachers are within their first 5 years of teaching.
- Enrollment has declined by about 10% since 2021.
- Students can earn up to more than 6 High School credits in Spanish, General Employability, Professional Communications, Biology, English 1, Algebra 1 and Geometry.

Demographics Strengths

- We have a PTA that supports student achievement and teacher appreciation activities and events.
- The campus has made significant progress decreasing the amount and nature of disciplinary incidents.
 - Incidents resulting in an office referral are on pace to decrease by 50% over the past two years.
 - Suspensions are on pace to decrease by more than 75% over the past two years. Violent incidents, including fights or assaults, have decreased by more than 80%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rate creates challenges with ensuring all students and families are aware of campus expectations. **Root Cause:** Campus needs to develop improved enrollment procedures

Problem Statement 2 (Prioritized): Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

Student Learning

Student Learning Summary

As of Feb 14, according to the TEA 2023 Accountability Reports dashboard, “The 2023 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 88th Legislature during a special called session.” Prior to last year, Riverside Middle School's academic achievement was greatly impacted by the recent pandemic. The campus recovered about half of the academic losses during the 2021-2022 school year, but due to changes to the accountability system, as of Feb 19, 2024 it is unclear to what extent the results of 2022-2023 have continued this trend of progress. Preliminary measures of student growth evaluated by the NWEA MAP test show that the percentage of students meeting their growth targets in ELA improved by 17% and by 15% in Math.

Prior to COVID the campus component score for student achievement was a component score of 33. The two years of virtual learning impact resulted in this score dropping to 20 in 2021. Most recently, student achievement rose from 20 to 26, during the 2021-2022 school year, which was the first year of full-time, fully in-person learning since 2018-2019. Based on an analysis of the TAPR report, the campus is projected to increase to a 29 in student achievement.

- In 2023 the number of students scoring at “approaches grade level” in all grades and all subjects increased to 56% from 50% in 2022 and 41% in 2021.
- In 2023 the number of students scoring at “meets grade level” in all grades and all subjects increased to 25% from 21% in 2022 and 15% in 2021.

Student Learning Strengths

Considering that the campus overall rating was “Not-Rated” in 2022, the following improvements are important strengths to highlight. STAAR interim results in ELA demonstrate encouraging progress in student achievement.

- Progress in ELA from beginning of year to middle of year interim assessments show improvement in each grade level.
 - The 6th grade ELA component score improved from 20 to 35.
 - This score is one point away from a B-rating in relative performance
 - The 7th grade ELA component score improved from 20 to 31
 - This score would be a C-rating in relative performance
 - The 8th grade ELA component score improved from 31 to 33.
 - This score would be a C-rating in relative performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC.

Root Cause: Master schedule constraints

Problem Statement 2 (Prioritized): Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

School Processes & Programs

School Processes & Programs Summary

The campus uses a parent engagement calendar with links to lesson plans and notices about school wide events. The calendar of events includes Open House and monthly town halls, where parents, teachers and staff can discuss the issues most important at the time. Stakeholder feedback informs how school leadership monitors and adjusts existing systems. When needed, the campus will create new processes to meet the needs of stakeholder feedback. This campus is committed to cycles of continuous improvement.

School Processes & Programs Strengths

By maintaining a parent engagement hotline, our campus provides parents with access to important information regarding upcoming events, student attendance, behavior, and grades. The campus proactively communicates with parents regularly to ensure families have access to important information regarding their students' performance levels.

The campus also maintains regular tutoring hours. Everyday tutoring is offered from 7:30am to 8:30am. After school tutoring is offered for all students between 4:30 and 5:30 Monday through Thursday. This allows every student a chance to get support in their classes on a regular basis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC.

Root Cause: Master schedule constraints

Problem Statement 2: High mobility rate creates challenges with ensuring all students and families are aware of campus expectations. **Root Cause:** Campus needs to develop improved enrollment procedures

Problem Statement 3 (Prioritized): The number of students who are classified as high risk due to attendance, behavior or grades do not have regular appointments to check in with counselors **Root Cause:** Scheduling protocol needs to be developed

Perceptions

Perceptions Summary

Riverside Middle School uses a campus-based data dashboard to make decisions and monitor the progress of initiatives and interventions. The campus dashboard is a website that contains every professional development agendas, presentations and materials throughout the year. The campus calendar contains important events such as athletics games, community town hall meetings organized by the campus, and faculty meetings. The Real-time Report Card measures student achievement based on common assessments and produces projections that are aligned with the state accountability system. Students have access to see their data from common assessment and can monitor their standard-based mastery in real time on the Student Data Tracker.

The campus works with the student council and the PTA to operate a school store, using a campus-created digital token, called Eagle Bucks. Students earn Eagle Bucks for grades, attendance and good citizenship. They can redeem their Eagle Bucks for snacks, school supplies and prizes. The campus also recognizes outstanding students during lunch assemblies.

Perceptions Strengths

Riverside Middle School runs a 7-period school day from 9am to 4:30pm. Each day our Math and ELA teachers collaborate with grade level content teams in a PLC (professional learning community) for one period per day. This provides for aligned lesson plans and instructional best practices to be shared. Professional development is a foundational component of these sessions.

The campus leadership team sends out regular updates to all stakeholders via student created newsletter, social media, and classroom management systems like FOCUS and Blackboard. Teachers receive information through email and faculty meetings.

The campus is led by a series of leadership committees. The Student Support Team uses data to identify students in need of support. The members of this team provide interventions such as creating student support plans, conducting referrals to the FWISD family resource center and referrals to outside community agencies. Regular check-ins with students allows SST members to check on students' grades, attendance and social emotional needs. The Instructional Leadership team reviews lesson plans, student achievement and instructional observation data weekly, and uses the information to provide support to teachers in need.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: High mobility rate creates challenges with ensuring all students and families are aware of campus expectations. **Root Cause:** Campus needs to develop improved enrollment procedures

Problem Statement 2 (Prioritized): Parents and students are not always aware of the campus tools, systems and resources. **Root Cause:** Communication routines have not included orientation to dashboards and resources.

Priority Problem Statements

Problem Statement 1: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented.

Root Cause 1: Lesson plan feedback routine needs to improve.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Parents and students are not always aware of the campus tools, systems and resources.

Root Cause 2: Communication routines have not included orientation to dashboards and resources.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC.

Root Cause 3: Master schedule constraints

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The number of students who are classified as high risk due to attendance, behavior or grades do not have regular appointments to check in with counselors

Root Cause 4: Scheduling protocol needs to be developed

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- 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
- RDA 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

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
- School safety data

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

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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 14, 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 55% to 75% by May 2025.

Increase the percentage of emerging bilingual students who meet or exceed projected growth on MAP Growth Reading from 55% to 75% by May 2025.

Evaluation Data Sources: End of year MAP growth

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Improved quality of lesson delivery

Staff Responsible for Monitoring: Principal

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Instructional Coach Funding Sources: CIC position - TITLE I (211) - 211-13-6119-04N-056-30-510-000000-25F10 - \$86,919	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:

Demographics
Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. Root Cause: Lesson plan feedback routine needs to improve.
Student Learning
Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. Root Cause: Lesson plan feedback routine needs to improve.

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 masters or above in English 1 from 44% to 55% by May 2025.

Increase the percentage of emerging bilingual students who score at masters or above in English 1 from 40% to 50% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1: Provide professional learning and support to help build teacher capacity in providing content-based language instruction for emergent bilingual students.

Strategy's Expected Result/Impact: Increased academic performance for emerging bilingual students

Staff Responsible for Monitoring: Principal

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Maintain professional office setting Funding Sources: Confidential document shredding services - BASIC (199 PIC 11) - 199-11-6299-XXX-056-11-273-000000- - \$500, Printer rental and services - BASIC (199 PIC 11) - 199-11-6264-XXX-056-11-273-000000- - \$6,500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Conduct weekly planning meetings	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
Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. Root Cause: Master schedule constraints
School Processes & Programs
Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. Root Cause: Master schedule constraints

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 44% to 65% by May 2025.

Increase the percentage of emerging bilingual students who meet or exceed projected growth on MAP Growth Mathematics from 44% to 65% by May 2025.

Evaluation Data Sources: End of year MAP

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Improved quality of lesson delivery

Staff Responsible for Monitoring: Principal

Title I:

2.4





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Review lesson plans weekly during Instructional Leadership Team meetings	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:

Demographics
<p>Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. Root Cause: Lesson plan feedback routine needs to improve.</p>

Student Learning

Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. **Root Cause:** Master schedule constraints

Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

School Processes & Programs

Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. **Root Cause:** Master schedule constraints

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 Algebra 1 from 44% to 55% by May 2025.

Increase the percentage of emerging bilingual students who score at MEETS or above in Algebra 1 from 44% to 55% by May 2025.

Evaluation Data Sources: STAAR EOC in Algebra 1

Strategy 1: Provide professional learning and support to help build teacher capacity in providing content-based language instruction for emergent bilingual students.

Strategy's Expected Result/Impact: Increased academic performance for emerging bilingual students

Staff Responsible for Monitoring: Principal

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development on habits of discussion	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:

Demographics
<p>Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. Root Cause: Lesson plan feedback routine needs to improve.</p>

Student Learning

Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

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 27% to 50% by May 2025. Increase the percentage of emerging bilingual students scoring at MEETS or above on STAAR Reading from 5% to 25% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1: Daily instruction is provided in alignment with grade level standards and includes opportunities for students to demonstrate mastery on grade level tasks, receive feedback on their efforts by their teacher and misconceptions are addressed regularly.

Strategy's Expected Result/Impact: Improved student engagement

Staff Responsible for Monitoring: Instructional coaches

Title I:

2.4





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

Action Step 1 Details	Reviews			
Action Step 1: School supplies, like pens, pencils, notebooks and journals to improve student organization Funding Sources: Supplies - GT (199 PIC 21) - \$2,132, Notebooks for screen to scratch process - BEA (199 PIC 25) - 199-11-6399-001-056-25-273-000000 - \$3,880, SPED specific school supplies - SPED (199 PIC 23) - \$3,273, Pencils, pens, and other school supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-056-11-273-000000- - \$12,096, Essential classroom school supplies - TITLE I (211) - 211-11-6399-04N-056-30-510-000000-25F10 - \$2,313.80	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:

Demographics

Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

Student Learning

Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. **Root Cause:** Master schedule constraints

Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

School Processes & Programs

Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. **Root Cause:** Master schedule constraints

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 21% to 45% by May 2025.
 Increase the percentage of emerging bilingual students scoring at MEETS or above on STAAR Math from 18% to 38% by May 2025.

Strategy 1: Daily instruction is provided in alignment with grade level standards and includes opportunities for students to demonstrate mastery on grade level tasks, receive feedback on their efforts by their teacher and misconceptions are addressed regularly.

Strategy's Expected Result/Impact: Improved student engagement

Staff Responsible for Monitoring: Instructional coaches

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

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

Action Step 1 Details	Reviews			
Action Step 1: Tutoring program Funding Sources: Extra duty for tutoring - SPED (199 PIC 23) - \$7,500, At risk tutoring - SCE (199 PIC 24) - 199-11-6116-001-056-24-273-000000- - \$10,544, Tutoring support - UNDISTRIBUTED (199 PIC 99) - 199-23-6117-XXX-056-99-273-000000- - \$6,500, Tutoring program - BASIC (199 PIC 11) - 199-11-6116-XXX-056-11-273-000000- - \$18,500	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. Root Cause: Lesson plan feedback routine needs to improve.

Student Learning

Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. **Root Cause:** Master schedule constraints

Problem Statement 2: Strategies proven to be beneficial to emerging bilingual students are not consistently implemented. **Root Cause:** Lesson plan feedback routine needs to improve.

School Processes & Programs

Problem Statement 1: Social studies and science content teams have not had access the the professional development provided by instructional coaches during PLC. **Root Cause:** Master schedule constraints

Goal 4: Learning Environment

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 28% to 20% by May 2025.

Evaluation Data Sources: Focus 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: Increased attendance rate

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.1

- TEA Priorities:


Connect high school to career and college


- ESF Levers:


Lever 3: Positive School Culture


Problem Statements: School Processes & Programs 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Family Engagement Specialist Funding Sources: FES position - TITLE I (211) - 211-61-6129-04L-056-30-510-000000-25F10 - \$32,276	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: The number of students who are classified as high risk due to attendance, behavior or grades do not have regular appointments to check in with counselors Root Cause: Scheduling protocol needs to be developed</p>

Perceptions

Problem Statement 2: Parents and students are not always aware of the campus tools, systems and resources. **Root Cause:** Communication routines have not included orientation to dashboards and resources.

Goal 4: Learning Environment

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

Performance Objective 2: Decrease the overall number of office referrals from 1000 to 750 by May 2025.

Evaluation Data Sources: Focus referrals reports

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: Decreased referrals

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.6





- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Conduct weekly meetings with guidance counselors, interventionist and other stakeholders to review student data for attendance, behavior and grades	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:

School Processes & Programs
<p>Problem Statement 3: The number of students who are classified as high risk due to attendance, behavior or grades do not have regular appointments to check in with counselors Root Cause: Scheduling protocol needs to be developed</p>

Perceptions

Problem Statement 2: Parents and students are not always aware of the campus tools, systems and resources. **Root Cause:** Communication routines have not included orientation to dashboards and resources.

Goal 4: Learning Environment

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 from 100 to 75 by May 2025.

Evaluation Data Sources: Focus referral 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: Increased proactive "check-ins" from members of the SST

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.5, 2.6





- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Use the campus based tracking systems to monitor and improve communication between parent and teacher for students who have increased behavioral issues. Delivery Method: "Blue Bench" tracking form	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: The number of students who are classified as high risk due to attendance, behavior or grades do not have regular appointments to check in with counselors Root Cause: Scheduling protocol needs to be developed</p>

Perceptions

Problem Statement 2: Parents and students are not always aware of the campus tools, systems and resources. **Root Cause:** Communication routines have not included orientation to dashboards and resources.

Goal 4: Learning Environment

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

Performance Objective 4: Increase participation in parent engagement activities from 10% to 50%, as measured by attendance logs for at least one key strategic event of program by May 2025.

Evaluation Data Sources: Attendance sign in logs

Strategy 1: Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increased attendance at SBDM and town hall meetings

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Family Engagement Specialist Funding Sources: FES position - TITLE I (211) - 211-61-6129-04L-056-30-510-000000-25F10 - \$32,276	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Posters for family events Funding Sources: Meeting supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-056-30-510-000000-25F10 - \$4,134	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Career fair to showcase student learning Funding Sources: Supplies for CTE fair - CTE (199 PIC 22) - \$2,363	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 2: Parents and students are not always aware of the campus tools, systems and resources. **Root Cause:** Communication routines have not included orientation to dashboards and resources.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	CIC position	Instructional Coach	211-13-6119-04N-056-30-510-000000-25F10	\$86,919.00
3	1	1	1	Essential classroom school supplies	Supplies and materials for instructional use	211-11-6399-04N-056-30-510-000000-25F10	\$2,313.80
4	1	1	1	FES position	Family Engagement Specialist	211-61-6129-04L-056-30-510-000000-25F10	\$32,276.00
4	4	1	1	FES position	Family Engagement Specialist	211-61-6129-04L-056-30-510-000000-25F10	\$32,276.00
Sub-Total							\$153,784.80
Budgeted Fund Source Amount							\$153,784.80
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Meeting supplies	Supplies and materials for parental involvement	211-61-6399-04L-056-30-510-000000-25F10	\$4,134.00
Sub-Total							\$4,134.00
Budgeted Fund Source Amount							\$4,134.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Printer rental and services	INSTRUCTION RENTALS-FURN/ COMPUT/EQUIP	199-11-6264-XXX-056-11-273-000000-	\$6,500.00
1	2	1	1	Confidential document shredding services	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-056-11-273-000000-	\$500.00
3	1	1	1	Pencils, pens, and other school supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-056-11-273-000000-	\$12,096.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Tutoring program	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-056-11-273-000000-	\$18,500.00
Sub-Total							\$37,596.00
Budgeted Fund Source Amount							\$37,596.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies	GENERAL SUPPLIES		\$2,132.00
Sub-Total							\$2,132.00
Budgeted Fund Source Amount							\$2,132.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	3	Supplies for CTE fair	GENERAL SUPPLIES		\$2,363.00
Sub-Total							\$2,363.00
Budgeted Fund Source Amount							\$2,363.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	SPED specific school supplies	GENERAL SUPPLIES		\$3,273.00
3	2	1	1	Extra duty for tutoring	EXTRA DUTY - PROFESSIONAL		\$7,500.00
Sub-Total							\$10,773.00
Budgeted Fund Source Amount							\$10,773.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	At risk tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-056-24-273-000000-	\$10,544.00
Sub-Total							\$10,544.00
Budgeted Fund Source Amount							\$10,544.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Notebooks for screen to scratch process	Supplies and materials - instruction	199-11-6399-001-056-25-273-000000	\$3,880.00
Sub-Total							\$3,880.00
Budgeted Fund Source Amount							\$3,880.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Tutoring support	SCHOOL LEADERSHIP TEMP/HOURLY - PROFESSIONAL	199-23-6117-XXX-056-99-273-000000-	\$6,500.00
Sub-Total							\$6,500.00
Budgeted Fund Source Amount							\$6,500.00
+/- Difference							\$0.00
Grand Total Budgeted							\$231,706.80
Grand Total Spent							\$231,706.80
+/- 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