Beaumont Independent School District

Odom Academy

2024-2025 Campus Improvement Plan



Mission Statement

As a community, staff, stakeholders, students, and parents, we will create an environment that is conducive to the sucess and growth of all of our learners.

Vision

With the support of a professional amd progressive staff, we will provide a secure and supportive environment. While building meaningful relationships, we will teach a relevant curriculum that challenges our students to excel.

Value Statement

As a faculty and campus we have adopted a series of statements that define the values of Odom Academy. It is important to note that these "Building Norms", as we refer to them, are posted in every classroom and expected to be upheld by the students, faculty, and administration. The values of Odom Academy are as follows:

- Everyone is responsible for his/her actions-good or bad.
- We all work to build rapport and respect inside and outside of class.
- Success sometimes takes multiple attempts.
- We all need to set and achieve both short and long term goals.
- Organization and accountability are goals for success.
- We learn best when we formulate, share, answer our own questions, and explore creative solutions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John P. Odom Academy has approximately 847 students enrolled. The population is made up of 55.32% African American, 32.66% Hispanc, 4.43% Asian, 5.70% White, and 1.65% Two or more races. Students from Economically Disadvantaged households comprise 82 percent of Odom's total student population, based on qualifying free and reduced lunch applications submitted. The campus has 765 certified staff. Resources assigned to the campus include a full time Behavior Interventionist, one Student Wellness Coordinator, a Communities in School Coordinator, a Parent Liaison and a full time police officer.

Demographics Strengths

1. John P Odom Academy Middle School's staff is 76% certified.

2. John P Odom Academy Middle School increased the student attendance rate from 92% to 95%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): John P. Odom Academy Middle School implementation of strategies for ESL students is inconsistent. **Root Cause:** A large amount of EL students are not being serviced by ESL certified teachers in the reading classroom.

Student Learning

Student Learning Summary

John P Odom Academy Middle School services students in a regualar education program, the honors program, pegasus program, and additional special programs. Students in the advanced programs (Honors and Pegasus) are allowed to take core courses one and two years ahead. The campus offers high school credits, which allows the Pegasus students to enter high school as a sophmore. The campus also has a Fine Arts Magnet Program. Fifty-four percent of the students are enrolled in advanced classes. Twenty percent of the students are enrolled in the Fine Arts Magnet.

Student Learning Strengths

1. Seventh grade reading STAAR scores at the approaches level increased by 8% at meets from 2023 to 2024.

2. Seventh grade reading STAAR scores increased by 8% at meets and 1% at masters level from 2023 to 2024.

3. Eighth grade science STAAR scores increased from 59% to 63% at the approaches level from 2023 to 2024.

3. English 1 STAAR scores increased by 27% at masters level from 2023 to 2024.

4. Algebra 1 STAAR scores increased by 10% at meets and 6% at mastery level from 2023 to 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th grade math scores on STAAR decreased from 44% to 35% at the meets level on STAAR 2024 compared to STAAR 2023. **Root Cause:** Lack of consistent personnel to teach 6th grade math courses.

Problem Statement 2: 8th grade students scored 11% lower at the meets level on the 2024 than on the 2023 STAAR math. **Root Cause:** The level of rigor on campus assessments was below the state standard.

School Processes & Programs

School Processes & Programs Summary

John P. Odom Academy has several programs to support our curriculum:

- IXL
- Accelerated Reader
- MyOn
- Learn 360
- Online textbooks
- Google Classroom
- Xello
- Flocabulary
- Mathia
- Scholastic Scope

We use data to inform campus-based decisions, including professional development and training needs. We have incorporated STAAR-Math and Reading Improvement classes, before-school tutorial programs, Math and Science contest classes, Robotics, Makerspace classes, and FPS classes to accommodate a wide-range of student abilities and interests. John Odom Academy Middle School implements social-emotional lessons in classrooms taught by the Behavior Interventionist and Student Wellness Coordinator weekly. Social-Emotional lessons are conducted monthly by the campus counselors. Student enrollment in our dyslexia and ESL programs has increased. The campus also encorporated 1:1 technology

School Processes & Programs Strengths

1. Every student enrolled has access to a chromebook for instruction.

3. Building protocols reduced major infractions by 47% from 2019.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 7th Grade Math class only yielded 5% passing on the 7th Grade STAAR Math. **Root Cause:** The campus did not have consistent personnel training on the implementation of Carnegie Math.

Problem Statement 2: 6th Grade Math class only yielded 22% passing on the 6th Grade STAAR Math. **Root Cause:** The campus did not have consistent personnel training on the implementation of Carnegie Math.

Perceptions

Perceptions Summary

Several initiatives are in place to enhance the culture and climate such as nine weeks incentive days, student council initiatives, locker murals created by the art students, student grade level meetings, performance band, school musical, staff department meetings, staff grade level meetings, increased on campus supervision. The Parent-Teacher Association monthly participation increased. Increased pride among students by having student lead announcements that included the Wildcat statement, the Pledge of Allegiance, the State Pledge, and morning announcements. Hallway transitions have been streamed lined so that one way hallways have been implemented. Student walking lanes have been added for students move about the campus safely. The retention rate of all certified staff - including administrators, counselors, the instructional coaches, and the teachers - is 52 percent.

Perceptions Strengths

1. Over 85% percent of the students choose to follow the District and campus Student Code of Conduct.

2. Ninety percent of our students were academically successfully.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 20% of the parents and community representatives are actively engaged in school sponsored events. **Root Cause:** There is a lack of consistent communication between the campus and stakeholders.

Priority Problem Statements

Problem Statement 1: 7th Grade Math class only yielded 5% passing on the 7th Grade STAAR Math.
Root Cause 1: The campus did not have consistent personnel training on the implementation of Carnegie Math.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 6th grade math scores on STAAR decreased from 44% to 35% at the meets level on STAAR 2024 compared to STAAR 2023.
Root Cause 2: Lack of consistent personnel to teach 6th grade math courses.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: John P. Odom Academy Middle School implementation of strategies for ESL students is inconsistent.
Root Cause 3: A large amount of EL students are not being serviced by ESL certified teachers in the reading classroom.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Less than 20% of the parents and community representatives are actively engaged in school sponsored events.
Root Cause 4: There is a lack of consistent communication between the campus and stakeholders.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: John P Odom Academy Middle School will increase 8th Grade Reading STAAR performance from 58% Meets to 65% Meets by June 2025.

Evaluation Data Sources: Benchmarks, Mock STAAR, 2024 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide intervention support via Read 180 classes for students who did not meet expectations on STAAR 2024. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** 8th Grade Reading Teachers, Reading Coach, Tutor **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provided professional development and extended planning time and assistance for the 8th grade RLA teachers to increase the rigor and student engagement. **Strategy's Expected Result/Impact:** Increase student achievement. **Staff Responsible for Monitoring:** 8th Grade Reading Teachers, Reading Coach, **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Region V, Content Supervisor - Title I, Part A - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will implement small group instruction to rectify gaps and address individual student needs. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** 8th Grade Reading Teachers, Reading Coach, RLA Assist. Principal. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Teachers - Title I, Part A - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct regular campus walk-throughs, of reading instruction, with district campus support teams using a digital feedback program/platform. **Strategy's Expected Result/Impact:** Increase students' achievement **Staff Responsible for Monitoring:** Administration Team, Instructional Coaches, Dept. of Innovation **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 2: John P Odom Academy Middle School will have 40% of their 6th grade students perform at Meets on the Reading STAAR June 2025.

Evaluation Data Sources: Benchmark, Interim Assessments, District Assessments, STAAR 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provided professional development (NMSI) to increase engagement and rigor for the 6th grade RLA teachers. **Strategy's Expected Result/Impact:** Increase student achievement at the meets level. **Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal, Principal **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Retired teachers will implement small group instructionto rectify learning gaps and address individual student needs. **Strategy's Expected Result/Impact:** Increased student achievement at the meets level on STAAR. **Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal **TEA Priorities:** Build a foundation of reading and math				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 3: John P Odom Academy Middle School will increase 7th Grade Reading STAAR performance from 40% Meets to 47% Meets by June 2025.

Evaluation Data Sources: Benchmarks, Mock STAAR, 2025 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provided writing professional development for the 7th grade RLA teachers. **Strategy's Expected Result/Impact:** Increase student achievement at meets level on STAAR. **Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Region 5 - Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: District strategic planning opportunities will be provided during the school year to address identified low-performing areas. **Strategy's Expected Result/Impact:** Increased student achievement at the meets level on STAAR. **Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1: John P Odom Academy Middle School will increase 7th Grade Math STAAR performance from 22% Meets to 30% Meets by June 2025.

Evaluation Data Sources: Benchmarks, Mock STAAR, 2024 STAAR data, Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will develop weekly lesson plans for math instruction and they will be reviewed for alignment and usage of best practices. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Math teachers, Math Coach, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will implement small group instruction to recitfy learning gaps and address individual student needs. **Strategy's Expected Result/Impact:** Student Achievement and increased problem solving skills. **Staff Responsible for Monitoring:** Math teachers, Math Coach, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Teachers - Title I, Part A - $20,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct regular campus walk-throughs, of math instruction, with district campus support teams using a digital feedback program/platform. **Strategy's Expected Result/Impact:** Increased student engagement and achievement. **Staff Responsible for Monitoring:** Math Coach, Principal, Math Supervisor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 2: John P Odom Academy Middle School will increase 8th Grade Math STAAR performance from 5% Meets to 15% Meets by June 2025.

Evaluation Data Sources: Benchmarks, Mock STAAR, 2024 STAAR data, Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will develop weekly lesson plans for math instruction and they will be reviewed for alignment and usgae of Carnegie. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Math teachers, Math Coach, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 100% of students grades 6-8 will be assessed three times a year (BOY. MOY, EOY) using a district approved screener. **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Math teachers, Math Coach, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 1: John P Odom Academy Middle School will successfully enroll 100% of 8th grade students in a CTE class by June 2025.

Evaluation Data Sources: Transcripts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review student transcripts at the end of each school year and survey students regarding their long term goals. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** CTE teachers, Counselors **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Partner with students from Lamar University to mentor 8th grade students. **Strategy's Expected Result/Impact:** Increase student interest in a variety of careers **Staff Responsible for Monitoring:** CTE Teachers, Counselors, Lamar University Mentors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide field experience for students to explore different careers through career day at district sponsored event. **Strategy's Expected Result/Impact:** Increase student interest in a variety of careers **Staff Responsible for Monitoring:** CTE Teachers, Counselors **TEA Priorities:** Connect high school to career and college				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 2: John P. Odom will Increase the number of college related activities from 4 to 7 by June 2025.

Evaluation Data Sources: BOY interest survey, EOY interest survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement College awareness day each month. Students will wear a shirt or paraphernalia the first and third Wednesday of each month. **Strategy's Expected Result/Impact:** Increase student interest in a variety of institutions of higher learning. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counselors will spotlight at least 4 universities bi-monthly. **Strategy's Expected Result/Impact:** Increase student interest in an institution of higher learning. **Staff Responsible for Monitoring:** Counselors, Impact Committee **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct three college tours for 8th grade students. Students will visit 2 institutions of higher learning. **Strategy's Expected Result/Impact:** Increased student awareness of employment opportunities. **Staff Responsible for Monitoring:** Counselors, Principal, 8th grade teachers. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1: John P. Odom Academy Middle School will increase student attendance and student engagement from 94% to 96% by the end of June 2025.

Evaluation Data Sources: Attendance records, student activities list

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide weekly newsletters to parents and students. **Strategy's Expected Result/Impact:** Create a positive perception of the campus. **Staff Responsible for Monitoring:** Counselors, Impact Committee, Incentive Committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a Student Advisory & Incentive Committee. **Strategy's Expected Result/Impact:** Increase the percentage of students that have a positive middle school experience. **Staff Responsible for Monitoring:** Incentive Committee, Impact Committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create opportunities for students to demonstrate leadership skills. Students will demonstrate achievement and share experiences by participating in U.I.L. , Math and Science competitions. **Strategy's Expected Result/Impact:** Increase the percentage of studentsw that have a positive middle school experience. **Staff Responsible for Monitoring:** Impact Committee, UIL Committee **ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 2: John P. Odom Academy Middle School will increase staff attendance from 95% to 97% by the end of June 2025.

Evaluation Data Sources: Attendance Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Recognize staff members for high attendance percentages each month. **Strategy's Expected Result/Impact:** Increase staff attendance **Staff Responsible for Monitoring:** Secretary, PEIMS Clerk **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1: John P. Odom Academy Middle School will increase student achievement by 10% in all STAAR content areas by June 2025.

Evaluation Data Sources: District benchmarks and state assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of minutes of instruction in 6th grade math and reading classes to ensure effective implementation of the curriculum. **Strategy's Expected Result/Impact:** Increase student achievement and engagement. **Staff Responsible for Monitoring:** Instructional coaches, counselors, principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incorporate computer-based programs and technology for students failing in core subjects. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Instructional coaches, teachers, department chairpersons **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Social Studies, Math and Reading Resoures - Title I, Part A - $40,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Saturday School to students who are working below grade level on STAR 360 and failing at least one core subject. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Administration, counselor, teachers, instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Teachers, computer programs, technology - Title I, Part A - $30,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide staff development for math teachers implementing Carnegie Math. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teachers, administration, math supervisor, instructional coach **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				

No Progress



Accomplished


Continue/Modify


Discontinue

Campus Funding Summary

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Region V, Content Supervisor		$5,000.00
1	1	3	Teachers		$25,000.00
1	3	1	Region 5		$5,000.00
2	1	2	Teachers		$20,000.00
5	1	2	Social Studies, Math and Reading Resoures		$40,000.00
5	1	3	Teachers, computer programs, technology		$30,000.00
				Sub-Total	$125,000.00

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	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024