Carrollton-Farmers Branch Independent School District

Perry Middle School

2024-2025 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2024

Demographics

Demographics Summary

DeWitt Perry Middle School is situated in a neighborhood in Carrollton, Texas, and is part of the Carrollton Farmers Branch Independent School District. The rich history of this school can be traced to the earliest days of the Carrollton school district. A two-story, red-brick building, which was the first school officially constructed by the district, was built on this site in 1915. In 1936, a new building, known as Carrollton High School, was constructed at the same location, and it remains the nucleus of the school today. The school became DeWitt Perry Junior High in 1962 when the new R.L.Turner High School opened. DeWitt Perry is named for DeWitt Clinton Perry, son of A.W. and Sarah Perry, who donated his portion of his father's estate to the school district in 1915. A. W. Perry settled the land on which the school now sits in the early 1800s. The school's gymnasium is named in memory of his sister, Harriet Perry Warner. We are title one campus rich with culture and tradition and are often referred to as the 'Historic DeWitt Perry Middle School' - something we are very proud of! Most students who attend Perry Middle School live within walking distance of the school or are driven to school by a parent or guardian, with the attendance zone consisting of mostly single-family housing and apartment complexes close to the school. Students are involved in a variety of extracurricular activities and academic programming. The campus is home to several unique programs including LEAP (Leading Exceptional Academic Producers), two-way dual language, Robotics, and several CTE courses. Additionally, Perry offers a full menu of traditional fine arts and athletic programs along with many extracurricular clubs that students can get involved with. Our most recent achievement is becoming an AVID National Demonstration Campus (there are only 213 in the nation).

Perry's student enrollment was 801 for the 2022-2023 school year:

- 268 6th graders
- 262 7th graders
- 271 8th graders

Student demographics:

- 5.70% White
- 4.06% African American
- 79.97% Hispanic
- 9.76% Asian

Additionally, the campus serves 78.58% economically disadvantaged students, 16.86% special education students, 58.81% Emergent Bilingual students, and 75.79% at-risk students. The overall attendance rate was 97.03%

The staff includes 61 teachers, 13 paraprofessionals, and 3 administrators. The staff of Perry Middle School holds the status of highly qualified and retains highly qualified and effective paraprofessionals to assist our students in the classroom and their special education needs. We have Special Education classrooms in the areas of FSLC (Functional Skills Learning Classroom), Content Mastery, and Fundamentals Math & Reading. Perry also utilizes the leadership capacity of master teachers as Department Managers and Instructional Facilitators, who along with Administration make up the campus instructional leadership team. Department Managers oversee their specific department to ensure it is providing the highest quality of education and social-emotional development to our students. They assist in ensuring the teams follow the PLC (Professional Learning Community) process and use data to inform their instruction. Instructional facilitators also lead in the PLC process and data analysis while assisting with specific strategies to assist their colleagues in their professional growth. They lead professional development and serve as mentor teachers to new staff members while implementing the district mentoring program. District-level

specialists also assist in the academic growth of our building and assist with the development of our staff's professional practice. These expert instructors assist our teachers with enhancing their strategies and tactics in meeting the academic needs of our students in their subject areas. They model various research-based strategies and supply our teams with the things they need to be successful with their instruction.

Perry has established an RtI/MTSS program that focuses on implementing the proper interventions based on a student's academic or behavioral needs. We triangulate various data sources to make sure we develop a plan to assist students with their growth. We also evaluate our intervention programs to observe if they are meeting the need. Also, our co-teachers and paraprofessionals work with their colleagues/partner teachers to ensure students are assisted with their academic growth. These co-teachers and paraprofessionals attend PLCs and give feedback, participating fully in the PLC process when necessary. Finally, we are very proud of the Dyslexia Intervention program we have established on our campus. We have a dedicated teacher who serves as our Dyslexia Interventionist and facilitates groups based on kit level to properly meet the needs of Dyslexic students.

Demographics Strengths

DeWitt Perry Middle School has many strengths some of which include:

1. Attendance rates have remained above 90% over the last 3 years although enrollment numbers have decreased.

2. We serve a diverse range of student populations, cultures, and ethnicities, which enhances our students' learning and growth.

3. Our teachers and leadership work diligently to build parent/campus partnerships and improve our community engagement.

4. Parents have multiple opportunities to engage in parent/school events including parent conferences, meet the teacher, open house. We place a strong emphasis on family and respect. Our families trust our school and teachers with their child's education. They are supportive and responsive when called upon.

5. Students have an improved sense of belonging thanks to their involvement in campus clubs and extracurricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The new teacher onboarding/mentoring program has not fulfilled the needs of staff to truly help them acclimate and have a successful year.
Root Cause: The teacher mentoring program needs structure and accountability.

Problem Statement 2: Overall enrollment has decreased over the past five years.
Root Cause: Misrepresentations of the campus. We dealt with substance-related issues that created a negative reputation for our campus and deterred families from enrolling.

Problem Statement 3 (Prioritized): Students, staff, and families lack awareness of the varied cultures represented at Perry.
Root Cause: Limited cultural-related events, lack of campus focus on cultural awareness, limited availability from families.

Problem Statement 4 (Prioritized): Parents struggle with understanding how to best support their student with academic and social skills.
Root Cause: Varied cultures, upbringing, belief systems, education levels.

Problem Statement 5: There is a need for additional parent involvement and leadership with PTA .
Root Cause: While our parents are supportive of our school and are proud of the education students receive, there is a hesitation by many to join PTA and/or serve on the board.

Problem Statement 6 (Prioritized): Teachers lack awareness on the impact a student can have on school ratings, as students often fall into multiple subpopulations.
Root Cause: The campus needs to provide specific training and allow work time for teachers to identify students that fall into various subpopulations. We also need to have a

common tracker with accountability and follow through. built in.

Problem Statement 7 (Prioritized): SPED students are underperforming in all subjects across all grade levels.
Root Cause: The campus needs to continue working towards an inclusionary model where students have more access to on-level curriculum with supports and accommodations as needed. Our Co-Teach model needs to strengthen.

Problem Statement 8 (Prioritized): According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.
Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Student Learning

Student Learning Summary

Student learning was assessed through a comparison of STAAR data over the last four years. Findings were noted when reviewing the differences is subpopulations including Special Education, Emerging Bilingual, At-Risk, and Gifted & Talented.

Overview of STAAR scores (combined grade levels)

	20-21	21-22	22-23	23-24
Math				
Academic Readiness - Did Not Meet	43.31%	33.42%	32.50%	30.70%
Academic Readiness - Approaches	56.69%	66.58%	67.50%	69.30%
Academic Readiness - Meets	29.79%	31.59%	38.17%	39.72%
Academic Readiness - Masters	14.70%	11.49%	14.38%	15.07%
Total Tested (Non-Duplicate Count)	-	-	-	-
Reading				
Academic Readiness - Did Not Meet	38.04%	31.28%	27.38%	27.81%
Academic Readiness - Approaches	61.96%	68.72%	72.62%	72.19%
Academic Readiness - Meets	35.59%	43.95%	46.33%	47.96%
Academic Readiness - Masters	19.84%	29.88%	24.08%	25.13%
Total Tested (Non-Duplicate Count)	-	-	-	-
Writing				
Academic Readiness - Did Not Meet	51.65%	0.00%	0.00%	0.00%
Academic Readiness - Approaches	48.35%	0.00%	0.00%	0.00%
Academic Readiness - Meets	22.34%	0.00%	0.00%	0.00%
Academic Readiness - Masters	10.99%	0.00%	0.00%	0.00%
Total Tested (Non-Duplicate Count)	-	-	-	-
Social Studies				
Academic Readiness - Did Not Meet	49.66%	48.06%	49.01%	46.24%
Academic Readiness - Approaches	50.34%	51.94%	50.99%	53.76%
Academic Readiness - Meets	25.86%	25.80%	28.62%	28.95%

	20-21	21-22	22-23	23-24
Academic Readiness - Masters	17.59%	18.37%	18.09%	16.92%
Total Tested (Non-Duplicate Count)	-	-	-	-
Science				
Academic Readiness - Did Not Meet	40.42%	33.56%	31.97%	36.80%
Academic Readiness - Approaches	59.58%	66.44%	68.03%	63.20%
Academic Readiness - Meets	35.54%	39.93%	39.80%	36.80%
Academic Readiness - Masters	22.30%	26.17%	16.67%	18.22%
Total Tested (Non-Duplicate Count)	-	-	-	-

Reading - Sub-populations

Tested Grade	Student Group	STAAR|Tests Taken	STAAR|Average Scale Score	STAAR|Performance Levels|Did Not Meet|Count	STAAR|Performance Levels|Did Not Meet|Percentage	STAAR|Performance Levels|Approaches and Above|Count	STAAR|Performance Levels|Approaches and Above|Percentage	STAAR|Performance Levels|Meets and Above|Count	STAAR|Performance Levels|Above
6	All Students	261	1661	66	25	195	75	142	54
6	Male	138	1642	42	30	96	70	68	49
6	Female	123	1682	24	20	99	80	74	60
6	Hispanic/Latino	204	1603	63	31	141	69	95	47
6	Asian	28	2006	0	0	28	100	28	100
6	Black or African American	11	1646	2	18	9	82	4	36
6	White	15	1775	1	7	14	93	12	80
6	Economically Disadvantaged	207	1604	61	29	146	71	94	45
6	Not Economically Disadvantaged	54	1878	5	9	49	91	48	89
6	Current EB/EL	141	1574	53	38	88	62	53	38
6	Other Non-EB/EL	106	1758	13	12	93	88	75	71

Tested Grade	Student Group	STAAR Tests Taken	STAAR Average Scale Score	STAAR Performance Levels Did Not Meet Count	STAAR Performance Levels Did Not Meet Percentage	STAAR Performance Levels Approaches and Above Count	STAAR Performance Levels Approaches and Above Percentage	STAAR Performance Levels Meets and Above Count	STAAR Performance Levels Meets and Above Percentage
6	Bilingual	11	1661	2	18	9	82	7	64
6	Not Bilingual	250	1661	64	26	186	74	135	54
6	ESL	131	1571	49	37	82	63	49	37
6	Not ESL	130	1750	17	13	113	87	93	72
6	Special Education	35	1562	18	51	17	49	8	23
6	Not Special Education	226	1676	48	21	178	79	134	59
6	Gifted/ Talented	67	1898	0	0	67	100	67	100
6	Not Gifted/ Talented	194	1578	66	34	128	66	75	39
6	At-Risk	185	1582	65	35	120	65	71	38
6	Not At-Risk	76	1851	1	1	75	99	71	93
7	All Students	258	1671	83	32	175	68	121	47
7	Male	142	1666	50	35	92	65	63	44
7	Female	116	1677	33	28	83	72	58	50
7	Hispanic/ Latino	203	1620	76	37	127	63	77	38
7	Asian	23	1978	0	0	23	100	23	100
7	Black or African American	14	1624	6	43	8	57	4	29
7	White	17	1888	1	6	16	94	16	94
7	Economically Disadvantaged	198	1618	75	38	123	62	73	37
7	Not Economically Disadvantaged	60	1847	8	13	52	87	48	80
7	Current EB/ EL	146	1603	60	41	86	59	48	33

Tested Grade	Student Group	STAAR|Tests Taken	STAAR|Average Scale Score	STAAR|Performance Levels|Did Not Meet|Count	STAAR|Performance Levels|Did Not Meet|Percentage	STAAR|Performance Levels|Approaches and Above|Count	STAAR|Performance Levels|Approaches and Above|Percentage	STAAR|Performance Levels|Meets and Above|Count	STAAR|Performance Levels|Meets and Above
7	Other Non-EB/EL	108	1760	23	21	85	79	70	65
7	Bilingual	4							
7	Not Bilingual	254	1669	83	33	171	67	118	46
7	ESL	92	1589	44	48	48	52	28	30
7	Not ESL	166	1716	39	23	127	77	93	56
7	Special Education	41	1544	25	61	16	39	7	17
7	Not Special Education	217	1695	58	27	159	73	114	53
7	Gifted/Talented	59	1920	0	0	59	100	58	98
7	Not Gifted/Talented	199	1597	83	42	116	58	63	32
7	At-Risk	187	1604	78	42	109	58	59	32
7	Not At-Risk	71	1847	5	7	66	93	62	87
8	All Students	265	1690	69	26	196	74	113	43
8	Male	135	1701	39	29	96	71	60	44
8	Female	130	1679	30	23	100	77	53	41
8	Hispanic/Latino	221	1646	68	31	153	69	75	34
8	Asian	26	1962	0	0	26	100	26	100
8	Black or African American	5	1709	1	20	4	80	2	40
8	White	12	1903	0	0	12	100	10	83
8	Economically Disadvantaged	206	1653	60	29	146	71	74	36
8	Not Economically Disadvantaged	59	1820	9	15	50	85	39	66

Tested Grade	Student Group	STAAR|Tests Taken	STAAR|Average Scale Score	STAAR|Performance Levels|Did Not Meet|Count	STAAR|Performance Levels|Did Not Meet|Percentage	STAAR|Performance Levels|Approaches and Above|Count	STAAR|Performance Levels|Approaches and Above|Percentage	STAAR|Performance Levels|Meets and Above|Count	STAAR Levels Above
8	Current EB/EL	170	1631	61	36	109	64	50	29
8	Other Non-EB/EL	86	1793	8	9	78	91	54	63
8	Bilingual	1							
8	Not Bilingual	264	1689	69	26	195	74	112	42
8	ESL	165	1630	60	36	105	64	49	30
8	Not ESL	100	1789	9	9	91	91	64	64
8	Special Education	45	1610	21	47	24	53	8	18
8	Not Special Education	220	1706	48	22	172	78	105	48
8	Gifted/Talented	44	1940	1	2	43	98	42	95
8	Not Gifted/Talented	221	1640	68	31	153	69	71	32
8	At-Risk	213	1641	66	31	147	69	68	32
8	Not At-Risk	52	1890	3	6	49	94	45	87

Math - Sub-populations

Tested Grade	Student Group	STAAR - Mathematics|Tests Taken	STAAR - Mathematics|Average Scale Score	STAAR - Mathematics|Performance Levels|Did Not Meet|Count	STAAR - Mathematics|Performance Levels|Did Not Meet|Percentage	STAAR - Mathematics|Performance Levels|Approaches and Above|Count	STAAR - Mathematics|Performance Levels|Approaches and Above|Percentage
6	All Students	233	1686	69	30	164	70
6	Male	119	1692	32	27	87	73
6	Female	114	1680	37	32	77	68
6	Hispanic/Latino	204	1679	63	31	141	69

Tested Grade	Student Group	STAAR - Mathematics|Tests Taken	STAAR - Mathematics|Average Scale Score	STAAR - Mathematics|Performance Levels|Did Not Meet|Count	STAAR - Mathematics|Performance Levels|Did Not Meet|Percentage	STAAR - Mathematics|Performance Levels|Approaches and Above|Count	STAAR - Mathematics|Performance Levels|Approaches and Above|Percentage
6	Asian	2					
6	Black or African American	12	1663	6	50	6	50
6	White	13	1795	0	0	13	100
6	Two or More Races	2					
6	Economically Disadvantaged	207	1675	67	32	140	68
6	Not Economically Disadvantaged	26	1777	2	8	24	92
6	Current EB/EL	140	1664	48	34	92	66
6	Other Non-EB/EL	82	1707	20	24	62	76
6	Bilingual	11	1702	4	36	7	64
6	Not Bilingual	222	1686	65	29	157	71
6	ESL	130	1663	44	34	86	66
6	Not ESL	103	1716	25	24	78	76
6	Special Education	33	1627	15	45	18	55
6	Not Special Education	200	1696	54	27	146	73
6	Gifted/Talented	37	1837	1	3	36	97
6	Not Gifted/Talented	196	1658	68	35	128	65
6	At-Risk	186	1662	66	35	120	65
6	Not At-Risk	47	1785	3	6	44	94
7	All Students	155	1697	83	54	72	46

Tested Grade	Student Group	STAAR - Mathematics|Tests Taken	STAAR - Mathematics|Average Scale Score	STAAR - Mathematics|Performance Levels|Did Not Meet|Count	STAAR - Mathematics|Performance Levels|Did Not Meet|Percentage	STAAR - Mathematics|Performance Levels|Approaches and Above|Count	STAAR - Mathematics|Performance Levels|Approaches and Above|Percentage
7	Male	78	1689	45	58	33	42
7	Female	77	1705	38	49	39	51
7	Hispanic/ Latino	138	1697	74	54	64	46
7	Asian	3					
7	Black or African American	10	1675	7	70	3	30
7	Native Hawaiian or Other Pacific Islander	1					
7	White	3					
7	Economically Disadvantaged	139	1700	75	54	64	46
7	Not Economically Disadvantaged	16	1673	8	50	8	50
7	Current EB/ EL	110	1696	59	54	51	46
7	Other Non-EB/EL	43	1696	24	56	19	44
7	Bilingual	2					
7	Not Bilingual	153	1695	83	54	70	46
7	ESL	74	1682	44	59	30	41
7	Not ESL	81	1711	39	48	42	52
7	Special Education	34	1658	26	76	8	24
7	Not Special Education	121	1708	57	47	64	53
7	Not Gifted/ Talented	155	1697	83	54	72	46

Tested Grade	Student Group	STAAR - Mathematics|Tests Taken	STAAR - Mathematics|Average Scale Score	STAAR - Mathematics|Performance Levels|Did Not Meet|Count	STAAR - Mathematics|Performance Levels|Did Not Meet|Percentage	STAAR - Mathematics|Performance Levels|Approaches and Above|Count	STAAR - Mathematics|Performance Levels|Approaches and Above|Percentage
7	At-Risk	138	1694	76	55	62	45
7	Not At-Risk	17	1720	7	41	10	59
8	All Students	322	1931	66	20	256	80
8	Male	176	1955	38	22	138	78
8	Female	146	1903	28	19	118	81
8	Hispanic/ Latino	247	1846	63	26	184	74
8	Asian	51	2290	0	0	51	100
8	Black or African American	5	1835	2	40	3	60
8	White	17	2099	1	6	16	94
8	Two or More Races	2					
8	Economically Disadvantaged	227	1850	57	25	170	75
8	Not Economically Disadvantaged	95	2125	9	9	86	91
8	Current EB/ EL	183	1839	50	27	133	73
8	Other Non-EB/EL	132	2045	16	12	116	88
8	Bilingual	3					
8	Not Bilingual	319	1930	66	21	253	79
8	ESL	160	1828	47	29	113	71
8	Not ESL	162	2034	19	12	143	88
8	Special Education	47	1823	21	45	26	55
8	Not Special Education	275	1950	45	16	230	84

Tested Grade	Student Group	STAAR - Mathematics|Tests Taken	STAAR - Mathematics|Average Scale Score	STAAR - Mathematics|Performance Levels|Did Not Meet|Count	STAAR - Mathematics|Performance Levels|Did Not Meet|Percentage	STAAR - Mathematics|Performance Levels|Approaches and Above|Count	STAAR - Mathematics|Performance Levels|Approaches and Above|Percentage
8	Gifted/ Talented	86	2207	1	1	85	99
8	Not Gifted/ Talented	236	1831	65	28	171	72
8	At-Risk	232	1840	63	27	169	73
8	Not At-Risk	90	2166	3	3	87	97

Social Studies - Sub-populations

Student Group	STAAR - Social Studies|Tests Taken	STAAR - Social Studies|Average Scale Score	STAAR - Social Studies|Performance Levels|Did Not Meet|Count	STAAR - Social Studies|Performance Levels|Did Not Meet|Percentage	STAAR - Social Studies|Performance Levels|Approaches and Above|Count	STAAR - Social Studies|Performance Levels|Approaches and Above|Percentage	STAAR - Social Studies|Performance Levels|Meets and Above|Count	STAAR - Social Studies|Performance Levels|Meets and Above|Percentage
All Students	266	3707	123	46	143	54	77	29
Male	135	3810	60	44	75	56	51	38
Female	131	3600	63	48	68	52	26	20
Hispanic/ Latino	222	3513	121	55	101	45	41	18
Asian	26	4852	0	0	26	100	25	96
Black or African American	5	3896	1	20	4	80	1	20
White	12	4708	1	8	11	92	10	83
Two or More Races	1							
Economically Disadvantaged	207	3540	111	54	96	46	41	20
Not Economically Disadvantaged	59	4292	12	20	47	80	36	61

Student Group	STAAR - Social Studies|Tests Taken	STAAR - Social Studies|Average Scale Score	STAAR - Social Studies|Performance Levels|Did Not Meet|Count	STAAR - Social Studies|Performance Levels|Did Not Meet|Percentage	STAAR - Social Studies|Performance Levels|Approaches and Above|Count	STAAR - Social Studies|Performance Levels|Approaches and Above|Percentage	STAAR - Social Studies|Performance Levels|Meets and Above|Count	STAAR - Social Studies|Performance Levels|Meets and Above|Percent
Current EB/EL	171	3457	99	58	72	42	27	16
Other Non-EB/EL	86	4121	24	28	62	72	43	50
Bilingual	1							
Not Bilingual	265	3703	123	46	142	54	76	29
ESL	166	3455	96	58	70	42	26	16
Not ESL	100	4124	27	27	73	73	51	51
Special Education	45	3349	33	73	12	27	4	9
Not Special Education	221	3779	90	41	131	59	73	33
Gifted/Talented	44	4727	0	0	44	100	38	86
Not Gifted/Talented	222	3504	123	55	99	45	39	18
At-Risk	214	3507	118	55	96	45	38	18
Not At-Risk	52	4528	5	10	47	90	39	75

Science - Sub-populations

Student Group	STAAR - Science|Tests Taken	STAAR - Science|Average Scale Score	STAAR - Science|Performance Levels|Did Not Meet|Count	STAAR - Science|Performance Levels|Did Not Meet|Percentage	STAAR - Science|Performance Levels|Approaches and Above|Count	STAAR - Science|Performance Levels|Approaches and Above|Percentage	STAAR - Science|Performance Levels|Meets and Above|Count	STAAR - Science|Performance Levels|Meets and Above|Percen
All Students	269	3939	99	37	170	63	99	37
Male	132	4020	42	32	90	68	54	41
Female	137	3860	57	42	80	58	45	33
Hispanic/Latino	222	3698	96	43	126	57	60	27

Student Group	STAAR - Science|Tests Taken	STAAR - Science|Average Scale Score	STAAR - Science|Performance Levels|Did Not Meet|Count	STAAR - Science|Performance Levels|Did Not Meet|Percentage	STAAR - Science|Performance Levels|Approaches and Above|Count	STAAR - Science|Performance Levels|Approaches and Above|Percentage	STAAR - Science|Performance Levels|Meets and Above|Count	STAAR - Science|Performance Levels|Meets and Above|Percentage
Asian	23	5366	0	0	23	100	21	91
Black or African American	7	4646	1	14	6	86	5	71
White	16	4966	1	6	15	94	13	81
Two or More Races	1							
Economically Disadvantaged	207	3729	88	43	119	57	61	29
Not Economically Disadvantaged	62	4639	11	18	51	82	38	61
Current EB/EL	171	3636	77	45	94	55	41	24
Other Non-EB/EL	90	4463	22	24	68	76	52	58
Bilingual	1							
Not Bilingual	268	3938	99	37	169	63	99	37
ESL	166	3636	75	45	91	55	40	24
Not ESL	103	4426	24	23	79	77	59	57
Special Education	46	3548	28	61	18	39	7	15
Not Special Education	223	4019	71	32	152	68	92	41
Gifted/Talented	47	5321	0	0	47	100	44	94
Not Gifted/Talented	222	3646	99	45	123	55	55	25
At-Risk	214	3653	95	44	119	56	51	24
Not At-Risk	55	5051	4	7	51	93	48	87

Significant achievement gaps based on subpopulations listed below.

Reading:

- SPED does not meet percentage is significantly higher than non-SPED across all grade levels.
    - 6th: SPED (51%), Non-SPED (21%)
    - 7th: SPED (61%), Non-SPED (27%)
    - 8th: SPED (47%), Non-SPED (22%)
- Emerging Bilingual students (EB) does not meet percentage is higher than non-EB across all grade levels.
    - 6th: EB (18%), Non-EB (31%) - this grade level is an exception.
    - 7th: EB (43%), Non-EB (37%)
    - 8th: EB (36%), Non-EB (9%)
- African American students does not meet percentage is high compared to Hispanic students (who represent the majority of the student population). This subpopulation represents the largest discrepancy when compared to the majority group.
    - 7th: African American (43%), Hispanic (37%)

Math:

- SPED does not meet percentage is significantly higher than non-SPED across all grade levels
    - 6th: SPED (45%), Non-SPED (27%)
    - 7th: SPED (76%), Non-SPED (47%)
    - 8th: SPED (45%), Non-SPED (16%)
- Emerging Bilingual students (EB) does not meet percentage is higher than non-EB across all grade levels.
    - 6th: EB (34%), Non-EB (17%)
    - 7th: EB (54%), Non-EB (56%) - this grade level is the only exception but 7th grade math struggled across the board.
    - 8th: EB (27%), Non-EB (12%)
- African American students does not meet percentage is high compared to Hispanic students (who represent the majority of the student population). This subpopulation represents the largest discrepancy when compared to the majority group.
    - 6th: African American (50%), Hispanic (31%)
    - 7th: African American (70%), Hispanic (54%)
    - 8th: African American (40%), Hispanic (26%)

Science:

- Emerging Bilingual students (EB) does not meet percentage is higher than non-EB across all grade levels.
    - 8th: EB (45%), Non-EB (24%)
- SPED does not meet percentage is significantly higher than non-SPED.
    - 8th: SPED (61%), Non-SPED (32%)

Social Studies:

- Emerging Bilingual students (EB) does not meet percentage is higher than non-EB across all grade levels.
  - 8th: EB (58%), Non-EB (28%)
- SPED does not meet percentage is significantly higher than non-SPED.
  - 8th: SPED (73%), Non-SPED (41%)

Student Learning Strengths

Perry Middle School has a population of hard-working students and staff. We are proud of many different student achievement strengths, including:

1. MTSS and RTI interventions are in place with tracking to ensure compliance and growth. Part-time instructional interventionists may be utilized to provide small-group interventions.

2. Progress Learning is utilized to provide extra support for our students and is used campus-wide.

3. 70 students (8th grade) took the Algebra 1 EOC: 100% of these students scored Approaches Grade Level or Higher. 94.29% met grade level standards. 72.86% mastered grade level standards.

4. 25 students (8th grade) took the Biology EOC: 100% of these students scored Approaches Grade Level or Higher. 88.89% mastered grade level standards.

5. Individual meetings to prepare for TELPAS (goal setting, exam review, platform exposure, appropriate test environments).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers lack awareness on the impact a student can have on school ratings, as students often fall into multiple subpopulations.
Root Cause: The campus needs to provide specific training and allow work time for teachers to identify students that fall into various subpopulations. We also need to have a common tracker with accountability and follow through. built in.

Problem Statement 2 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.
Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 3 (Prioritized): There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals.
Root Cause: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 4 (Prioritized): The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.
Root Cause: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

Problem Statement 5 (Prioritized): SPED students are underperforming in all subjects across all grade levels.
Root Cause: The campus needs to continue working towards an inclusionary model where students have more access to on-level curriculum with supports and accommodations as needed. Our Co-Teach model needs to strengthen.

Problem Statement 6 (Prioritized): According to the Upbeat Survey, 26% of teachers reported negative perceptions of professional development.
Root Cause: Varying needs but a limited of offerings at the district level. PLC at the campus level also needs to be differentiated.

Problem Statement 7: According to the Upbeat survey, 32% of teachers feel the professional development available does not help them improve their teaching. Similarly, 36% of teachers feel the professional development available is not a good use of their time.
Root Cause: Varying needs due to years of experience and content. There has been a lack of diversified professional development during the school year and having more differentiated offerings of professional development opportunities could be beneficial to our diverse staff.

School Processes & Programs

School Processes & Programs Summary

The Perry culture is strong and family-oriented! We work hard and support each other through all endeavors. Perry strives to attain high achievement for all students and this begins with strong teams in instruction, campus procedures, and programs. Our goal is to to know our students by name and need and implement effective instructional practices that align with this. The campus Instructional leadership team consists of administration, instructional facilitators, department managers, and other teacher leaders. Together we create, plan, and facilitate a professional learning calendar and schedule that is anchored in data and learning.

New teachers are provided support from their departments and a campus mentor. The campus mentor is someone from outside of their department. This is done intentionally to encourage new teachers to connect to the Perry staff and culture. We have found a need to strengthen our new hire onboarding. Many staff members are not aware of school/district policies and procedures due to the lack of information, professional development, and focus on the needs of staff during this difficult school year and new normal.

For the 2024-2025 school year, we will continue to focus on the design and implementation of a productive and effective PLC structure that has individual student needs as the foundation of all planning. Perry will continue looking for ways to strengthen the assessment/data analysis/instructional planning process while discovering ways to meet the professional development needs of the staff.

During the 2024-2025 school year, Perry will continue to work on ensuring that policies, procedures, and student expectations are concrete and have maximum follow-through by all parties. Additionally, we will build upon the PLC process by holding weekly campus-led learning through core PD which connects to our mission of providing top tier instruction to all students. We will alternate Wednesday learning with Wednesday Walks in which all core teachers will conduct classroom observations with their team to learn and build capacity through one another. We will also incorporate AVID strategies campus wide as we are a newly identified national demonstration campus!

Various student clubs and organizations: Many of the activities offered by clubs help students to extend and elaborate on the more formal knowledge learned in school. Club membership provides an opportunity to participate in new roles. The leadership roles that are available in clubs provide a valuable experience that is not generally available to young people. Adults and peers at these organizations can serve as models and as sources of social support, friendship, and caring. Clubs and student organizations found at Perry include:

- Student Council
- National Junior Honor Society
- Craft Club
- Perry Growers
- Photography Club
- Newspaper/Yearbook
- Model UN
- Gay-Straight Alliance
- Culture Club
- Green Team
- Dance Club
- Public Forum Debate Club
- Spanish Club
- Robotics Club
- Math Counts
- Academic UIL
- Crochet Club
- Dungeons & Dragons Club
- Video Game Club

- Girls Who Code

School Processes & Programs Strengths

Perry Middle School has identified the following strengths:

1. The campus has implemented a PLC process and strengthened expectations surrounding these practices.

2. Perry PLC teams work effectively and efficiently in reviewing data and making instructional decisions based on the data.

3. Teachers have a dedication to ensuring the success of students and a strong urgency to implement the best instructional practices in every classroom and for all students.

4. Teachers are highly qualified and highly motivated. Many strive to continue to advance their careers and attend professional development to sharpen their skills.

5. The AVID program is strong and we implement strategies and good practices campus wide.

6. Teacher leaders are engaged through various committees and leadership roles.

7. Our Instructional Dean leads regular data dives to review individual teacher data, facilitate collaboration, find trends and guide the group to needed instructional moves/changes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the Upbeat survey, 28% of teachers believe rules for students behavior are not consistently enforced by teachers in the school, even for students who are not in their classes.
Root Cause: Inconsistent implementation of campus behavior plan (SOAR) among grade levels, classrooms, and common areas of the school. Inadequate training for all staff and follow up training for new teachers.

Problem Statement 2: According to the Upbeat survey, 32% of teachers feel the professional development available does not help them improve their teaching. Similarly, 36% of teachers feel the professional development available is not a good use of their time.
Root Cause: Varying needs due to years of experience and content. There has been a lack of diversified professional development during the school year and having more differentiated offerings of professional development opportunities could be beneficial to our diverse staff.

Problem Statement 3 (Prioritized): The new teacher onboarding/mentoring program has not fulfilled the needs of staff to truly help them acclimate and have a successful year.
Root Cause: The teacher mentoring program needs structure and accountability.

Problem Statement 4 (Prioritized): Parents struggle with understanding how to best support their student with academic and social skills.
Root Cause: Varied cultures, upbringing, belief systems, education levels.

Problem Statement 5: There is a need for additional parent involvement and leadership with PTA .
Root Cause: While our parents are supportive of our school and are proud of the education students receive, there is a hesitation by many to join PTA and/or serve on the board.

Problem Statement 6 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.
Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge,

and understanding of the rigor and success criteria for grade level standards.

Problem Statement 7 (Prioritized): There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals.
Root Cause: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 8 (Prioritized): The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.
Root Cause: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

Problem Statement 9 (Prioritized): According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.
Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 10 (Prioritized): According to the Upbeat Survey, 26% of teachers reported negative perceptions of professional development.
Root Cause: Varying needs but a limited of offerings at the district level. PLC at the campus level also needs to be differentiated.

Problem Statement 11 (Prioritized): According to the Upbeat Survey, 28% of teachers feel rules for student behavior are not consistently enforced by their colleagues across the campus.
Root Cause: Training on the campus wide behavior management plan.

Perceptions

Perceptions Summary

DeWitt Perry is an established family-oriented, comprehensive middle school with a diverse student population. We maintain high expectations for student work and rigor while prioritizing real-life experience and learning. We truly will do whatever it takes to help a child succeed. With that, we are very competitive and strive to celebrate as often as possible.

Motto
High Expectations for ALL

CFB Mission Statement
The mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

CFB Vision Statement
CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

DeWitt Perry Mission Statement

Our DWP family is a community where high standards and expectations are achieved through the intentional support of all students.

Perry Middle School prioritizes creating a family and community-friendly school environment. Our goal is to not only acquire support from our community but to connect to our community so that we can also give back. Our PTA has gone from being all staff to mostly parents for the upcoming school year. Perry was recognized with various PTA awards in the 23-24 school year--something we are very proud of.

We communicate with family and the community through a weekly newsletter called News from the Nest. It is sent through ParentSquare and shared on our Facebook and Twitter pages. It goes out in English and Spanish. We also have a strong social media presence on Facebook, Twitter, and Instagram where we not only disseminate information but also share the great things happening at Perry.

In an effort to get feedback on the steps we are taking as a staff with regard to our collective culture, climate, values, and beliefs, a staff survey is given each year through UpBeat. We know that research shows the most impactful element to student academic growth is the teachers. Here is a summary of the findings:

Campus Areas of Strength

- Principal/Teacher Trust 94%
- Instructional Leadership 95%
- Care and Commitment 92%
- Belonging and Well-being 91%
- Collaboration 91%
- Satisfaction & Purpose 91%

<u>Campus Areas of Growth</u>

- Appreciation 76%
- Autonomy 85%
- Parent/Teacher Communication 80%
- Work/Life Balance 74%
- Cultural Competence 76%
- Professional Development 74%
- Teacher Voice & Leadership 79%
- Student Engagement 82%

Perceptions Strengths

Campus Areas of Strength from Upbeat Staff survey:

- Principal/Teacher Trust 94%
- Instructional Leadership 95%
- Care and Commitment 92%
- Belonging and Well-being 91%
- Collaboration 91%
- Satisfaction & Purpose 91%

The new restorative practices program established fall of 2020 gave us another tool to address students' behaviors and re-establish student expectations as can be evidenced in the decrease in violations of the student code of conduct.

Our open-door policy allows parents and the community to know that we are always here to listen to their ideas and feedback about perceived issues at school. This information allows the Perry staff to make adjustments when necessary to meet the needs of all partnerships including the community, parents, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.
Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 2 (Prioritized): According to the Upbeat Survey, 26% of teachers reported negative perceptions of professional development.
Root Cause: Varying needs but a limited of offerings at the district level. PLC at the campus level also needs to be differentiated.

Problem Statement 3 (Prioritized): According to the Upbeat Survey, 28% of teachers feel rules for student behavior are not consistently enforced by their colleagues across the campus.
Root Cause: Training on the campus wide behavior management plan.

Problem Statement 4: Overall enrollment has decreased over the past five years.
Root Cause: Misrepresentations of the campus. We dealt with substance-related issues that created a negative reputation for our campus and deterred families from enrolling.

Problem Statement 5 (Prioritized): The new teacher onboarding/mentoring program has not fulfilled the needs of staff to truly help them acclimate and have a successful year.
Root Cause: The teacher mentoring program needs structure and accountability.

Problem Statement 6 (Prioritized): Students, staff, and families lack awareness of the varied cultures represented at Perry.
Root Cause: Limited cultural-related events, lack of campus focus on cultural awareness, limited availability from families.

Problem Statement 7 (Prioritized): Parents struggle with understanding how to best support their student with academic and social skills.
Root Cause: Varied cultures, upbringing, belief systems, education levels.

Problem Statement 8: There is a need for additional parent involvement and leadership with PTA .
Root Cause: While our parents are supportive of our school and are proud of the education students receive, there is a hesitation by many to join PTA and/or serve on the board.

Problem Statement 9 (Prioritized): According to the Upbeat survey, 28% of teachers believe rules for students behavior are not consistently enforced by teachers in the school, even for students who are not in their classes.
Root Cause: Inconsistent implementation of campus behavior plan (SOAR) among grade levels, classrooms, and common areas of the school. Inadequate training for all staff and follow up training for new teachers.

Priority Problem Statements

Problem Statement 1: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.

Root Cause 1: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals.

Root Cause 2: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: According to the Upbeat survey, 28% of teachers believe rules for students behavior are not consistently enforced by teachers in the school, even for students who are not in their classes.

Root Cause 3: Inconsistent implementation of campus behavior plan (SOAR) among grade levels, classrooms, and common areas of the school. Inadequate training for all staff and follow up training for new teachers.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.

Root Cause 4: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 5: According to the Upbeat Survey, 26% of teachers reported negative perceptions of professional development.

Root Cause 5: Varying needs but a limited of offerings at the district level. PLC at the campus level also needs to be differentiated.

Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: According to the Upbeat Survey, 28% of teachers feel rules for student behavior are not consistently enforced by their colleagues across the campus.

Root Cause 6: Training on the campus wide behavior management plan.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.

Root Cause 7: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see

success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Teachers lack awareness on the impact a student can have on school ratings, as students often fall into multiple subpopulations.

Root Cause 8: The campus needs to provide specific training and allow work time for teachers to identify students that fall into various subpopulations. We also need to have a common tracker with accountability and follow through. built in.

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 9: SPED students are underperforming in all subjects across all grade levels.

Root Cause 9: The campus needs to continue working towards an inclusionary model where students have more access to on-level curriculum with supports and accommodations as needed. Our Co-Teach model needs to strengthen.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 10: The new teacher onboarding/mentoring program has not fulfilled the needs of staff to truly help them acclimate and have a successful year.

Root Cause 10: The teacher mentoring program needs structure and accountability.

Problem Statement 10 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 11: Students, staff, and families lack awareness of the varied cultures represented at Perry.

Root Cause 11: Limited cultural-related events, lack of campus focus on cultural awareness, limited availability from families.

Problem Statement 11 Areas: Demographics - Perceptions

Problem Statement 12: Parents struggle with understanding how to best support their student with academic and social skills.

Root Cause 12: Varied cultures, upbringing, belief systems, education levels.

Problem Statement 12 Areas: Demographics - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

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
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Guiding Objectives

Revised/Approved: August 7, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, all core content areas will practice the PLC framework 75% of the time--focusing on the four critical questions that drive individualized instruction:
1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn? (Intervention)
4. How will we extend the learning for students who are already proficient? (Extension)

High Priority

HB3 Guiding Objective

Evaluation Data Sources: PLC Meeting Data, Agendas, Calendars
Data from: District Interim Assessments, MAP, and STAAR
Observation/Feedback
Lesson Plans
DDI Protocol

Strategy 1 Details	Reviews			
Strategy 1: Implement the established data protocol, including formulating action steps, for all district assessment in all core content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation skills necessary in using data to drive instruction, which will allow them to target students with learning deficits to address their needs and also allow them to implement enrichment activities to assist with student growth. **Staff Responsible for Monitoring:** Instructional Dean Campus Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	65%	75%	100%	

Strategy 2 Details	**Reviews**			
Strategy 2: Continue to engage all core department teachers in professional development in best practices for Emergent Bilingual students through Seidlitz training.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS scores **Staff Responsible for Monitoring:** At Risk Dean ESL Teachers **Targeted Support Strategy**	65%	35%	75%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue
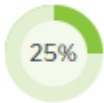
Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By June 2025, the percentage of Special Education students who approach will increase:

STAAR Reading:
- 6th grade from 49% to 54%
- 7th grade from 39% to 44%
- 8th grade from 53% to 58%

STAAR Math:
- 6th grade from 55% to 60%
- 7th grade from 24% to 29%
- 8th grade from 55% to 60%

Evaluation Data Sources: STAAR
NWEA MAP
District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Utilize our strengthened PLC culture to provide high quality tier one instruction and strategically plan for interventions based on data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student gaps are filled and achievement is increased. **Staff Responsible for Monitoring:** Instructional Dean Campus Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental intervention for at-risk students including: Core-Subject Small Group Instruction, Emergent Bilingual Support, and AVID - 199-SCE State Comp Ed (SCE) - $864,000	**Oct** 25%	**Jan** 50%	**Mar** 60%	**June** →

Strategy 2 Details	**Reviews**			
Strategy 2: Provide training and support on instruction and differentiation; ensure interventions and support is evident in classrooms and provided for students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student gaps are filled and achievement is increased. **Staff Responsible for Monitoring:** Instructional Dean Campus Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	50%	50%	60%	→

Strategy 3 Details	**Reviews**			
Strategy 3: Provide tutoring/small group instruction after school and possibly on the weekends. This could be from small group interventionists or teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased achievement. **Staff Responsible for Monitoring:** Principal Instructional Dean **Funding Sources:** Personnel: RTI Tutors or After School Tutoring - 211 Title I - 211-11-6117-00-042-30-000 - $2,124	N/A	50%	65%	→

Strategy 4 Details	**Reviews**			
Strategy 4: Create Special Services schedule for students receiving support to learn and be a part of the general education classroom to increase tier 1 instructional exposure.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase collaboration between general education and Special Services staff; decrease achievement gap for Special Services students. Name & Need Conferences and an improved co-teach model. **Staff Responsible for Monitoring:** Teachers Administration Diagnosticians **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	75%	80%	100%	

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

Guiding Objective 1: Optimize Engaging and Diverse Learning
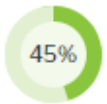
Goal 3: By June 2025, the percentage of all students that Meet on STAAR will increase from 48% to 51% in Reading and from 40% to 43% in Math.

HB3 Guiding Objective

Evaluation Data Sources: STAAR
NWEA MAP
District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Skill-based progress monitoring and data-driven interventions.	**Formative**			**Summative**
Incorporate research-based instructional strategies into all content areas through cross-curricular connections	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas. **Staff Responsible for Monitoring:** Instructional Dean Campus Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	N/A	30%	45%	→

Strategy 2 Details	Reviews			
Strategy 2: Purchase instructional resources (digital and print) to support learning and improve instruction. Also, purchase	**Formative**			**Summative**
materials specific to tier two and three supports. Renew campus software licenses and ensure that all purchased resources are directly linked to academic intervention/extension.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved tier one instruction and small group support. **Staff Responsible for Monitoring:** Administration Instructional Facilitators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%	100%	100%	

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

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2025, AVID will be included in our regular PLC rotation calendar and the AVID coordinator will be tasked with leading the learning to train and support staff with AVID strategies that impact student academic success.

Evaluation Data Sources: Roster of campuses trained and method of delivery of the professional development activities
Maintain AVID National Demonstration Campus status

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
Develop training for core departments and deliver on a regular PLC rotation. Promote AVID strategies campus-wide. This includes WICOR, focused notes, etc. All students will utilize a planner to help organize their calendar year and set them up for academic success.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus staff and students will have a comprehensive understanding of the instructional, organizational, and social-emotional components of AVID Organized students will perform better in all areas of their school life, including academic and extracurricular. **Staff Responsible for Monitoring:** AVID Coordinator **TEA Priorities:** Connect high school to career and college	40%	60%	85%	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2024-2025 school year, all core teachers will have fully implemented DDI structures, effective PLCs, collaborative lesson planning , and interdepartmental collaboration. They will regularly participate in data digs and know their students by name and need.

Evaluation Data Sources: PLC calendar
Growth in student data

Strategy 1 Details	Reviews			
Strategy 1: Fund and maintain a Title One Instructional Dean to work with administration, Instructional Facilitators, and Department Managers to ensure the instructional focus remains data driven and student-focused.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A strengthened PLC culture and tier one instruction. **Staff Responsible for Monitoring:** Instructional Dean Instructional Facilitators Department Managers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 6 - Student Learning 1, 2, 3, 4 - School Processes & Programs 6, 7, 8 **Funding Sources:** Title I Instructional Deans - 211 Title I - 211-13-6119-00-042-30-000 - $180,016	50%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Incorporate standards-based and data-driven small group instruction into instructional schedule.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance on all local, state, and district assessments. **Staff Responsible for Monitoring:** Instructional Dean Instructional Facilitator Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	15%	40%	60%	

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

Goal 5 Problem Statements:

Demographics
Problem Statement 6: Teachers lack awareness on the impact a student can have on school ratings, as students often fall into multiple subpopulations. **Root Cause**: The campus needs to provide specific training and allow work time for teachers to identify students that fall into various subpopulations. We also need to have a common tracker with accountability and follow through. built in.
Student Learning
Problem Statement 1: Teachers lack awareness on the impact a student can have on school ratings, as students often fall into multiple subpopulations. **Root Cause**: The campus needs to provide specific training and allow work time for teachers to identify students that fall into various subpopulations. We also need to have a common tracker with accountability and follow through. built in.
Problem Statement 2: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause**: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.
Problem Statement 3: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause**: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.
Problem Statement 4: The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time. **Root Cause**: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.
School Processes & Programs
Problem Statement 6: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus. **Root Cause**: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.
Problem Statement 7: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals. **Root Cause**: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.
Problem Statement 8: The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time. **Root Cause**: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by TELPAS will increase by 5%.

Evaluation Data Sources: TELPAS ratings

Strategy 1 Details	Reviews			
Strategy 1: Targeted tutorials to support EB students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students exiting through TELPAS scores.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Title One At Risk Dean Assistant Principal **TEA Priorities:** Build a foundation of reading and math	N/A	50%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Fund and maintain a Title One At Risk Dean to work with all subpopulations in need of intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Specific plans for targeted growth Intentional supports for ALL students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Title One At Risk Dean Title One Instructional Dean Principal **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

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

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By June 2025, the percentage of all students that Meet on STAAR will increase from 29% to 34% in Social Studies and from 37% to 42% in Science.

Evaluation Data Sources: Incorporate research-based instructional strategies into all content areas through cross-curricular connections

Strategy 1 Details	Reviews			
Strategy 1: Incorporate research-based instructional strategies into all content areas through cross-curricular connections	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Instructional Dean	N/A	50%	60%	→

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

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2025, 100% of CFBISD required safety and security drills will be conducted and monitored for effectiveness and next steps.

Evaluation Data Sources: Campus Administrator Safety & Security Checklist
Completion of all training
Completion of all drills

Strategy 1 Details	Reviews			
Strategy 1: Hold quarterly Safety & Security meetings with Administration, Safety committee, and campus Security Officer.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The campus will be fully prepared to address safety and security concerns that may arise. **Staff Responsible for Monitoring:** Administration Security Specialist **ESF Levers:** Lever 3: Positive School Culture	75%	50%	85%	

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

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By September 2024, 100% of staff will be trained on district and campus safety protocols and procedures in order for DeWitt Perry to maintain a safe and secure facility.

    Evaluation Data Sources: Attendance of training

Strategy 1 Details			Reviews		
Strategy 1: Security Specialist will walk the campus daily to ensure a safe and secure environment.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus is safe and secure to allow for a safe learning and work environment for all stakeholders.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Security Specialist		100%	100%	100%	

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

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, Perry Middle School will add at least 3 community partnerships.

Evaluation Data Sources: District community partner database
Social Media Appreciation posts

Strategy 1 Details	Reviews			
Strategy 1: Foster positive relationships with community partners that can contribute in a positive manner to the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing community partnerships will provide more opportunities to meet the needs of our students and families.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal	50%	85%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Work collaboratively with DeWitt Perry PTA to foster connections and improve community engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family engagement	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal	65%	80%	100%	

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

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025 DWP will host 3-5 family events to encourage a sense of community and emphasize the importance of a partnership between home and school.

Evaluation Data Sources: Parent Sign-in Sheets
Social Media posts

Strategy 1 Details	Reviews			
Strategy 1: Create a campus committee to lead the planning and facilitating of the family events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	45%	65%	100%	
	0% No Progress 　 100% Accomplished 　 → Continue/Modify 　 ✕ Discontinue			

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2025 DWP will purchase intervention materials that can be used by parents and students (for example books that come with audio/headset feature and include comprehension questions).

    Evaluation Data Sources: Circulation of materials

Strategy 1 Details	Reviews			
Strategy 1: Purchase reading materials that meet the needs aligned in the goal statement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading/comprehension skills	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Librarian CIS **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent & Family Engagement - 211 Title I - $1,860	N/A	25%	40%	

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

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2025, Perry will ensure that programming for social-emotional development and support of students are implemented throughout the school year.

Evaluation Data Sources: Counselor Newsletters
Guidance Lessons
Assemblies
Advisory Lessons and Schedule
Counselor Trainings for staff
Safe Schools

Strategy 1 Details	Reviews			
Strategy 1: Perry, in partnership with the district, will ensure that programming for social-emotional development and support of students are implemented throughout the school year and will be reviewed in May 2025. Attend conferences for counseling staff development and bring back learning to campus for counseling groups, parent workshops, and staff trainings. Train staff members on the topics of social/emotional health to help with identification and support including but not limited to Suicide Prevention, Sexual Abuse, Physical and Emotional Abuse, Dating Violence, and Drug Abuse.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	55%	100%	

Strategy's Expected Result/Impact: Teachers will have the knowledge to identify students in crisis and adequately report and respond.
    Updated learning on social emotional trends and behaviors and parent/family engagement opportunities.
    Counselor Newsletters
    Guidance Lessons
    Assemblies
    Advisory Lessons and Schedule
    Counselor Trainings for staff
    Safe Schools
    Staff Responsible for Monitoring: Counselors
 	
    ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Demographics 4, 8 - School Processes & Programs 4, 9 - Perceptions 1, 7
Funding Sources: Professional Development/Conferences - 211 Title I - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in field trips and other experiences that will expose them to college life and career options in all academic areas as well as fine arts, athletics, and CTE areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness in career opportunities Increased awareness of the college experience and post-secondary opportunities **Staff Responsible for Monitoring:** Principal Counselors CTE Teachers Fine Arts Teachers Core Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A	65%	75%	

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

Goal 1 Problem Statements:

Demographics
Problem Statement 4: Parents struggle with understanding how to best support their student with academic and social skills.   **Root Cause**: Varied cultures, upbringing, belief systems, education levels.
Problem Statement 8: According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.   **Root Cause**: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system
School Processes & Programs
Problem Statement 4: Parents struggle with understanding how to best support their student with academic and social skills.   **Root Cause**: Varied cultures, upbringing, belief systems, education levels.
Problem Statement 9: According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.   **Root Cause**: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system
Perceptions
Problem Statement 1: According to the Upbeat Survey, 37% of faculty feel parents and teachers do not work together as partners.   **Root Cause**: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system
Problem Statement 7: Parents struggle with understanding how to best support their student with academic and social skills.   **Root Cause**: Varied cultures, upbringing, belief systems, education levels.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2025, Perry will enforce our campus-wide behavior plan (SOAR) and continue to implement Restorative Practices to improve student behavior.

Evaluation Data Sources: Discipline Data
Student and Staff Survey Results

Strategy 1 Details	Reviews			
Strategy 1: In depth explanation of SOAR with new teachers and review with all staff during August in-service. Staff will implement campus wide plans and support for discipline management consistently. **Strategy's Expected Result/Impact:** This will decrease incidents of disciplinary placements. **Staff Responsible for Monitoring:** All Staff Administration to maintain accountability	**Formative**			**Summative**
	Oct	Jan	Mar	June
	80%	100%	100%	

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

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, Perry Middle School will ensure that 100% of its financial and personnel resources are optimized and focused on meeting the needs of all students and staff.
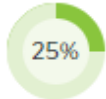
Evaluation Data Sources: Campus Budget
Title 1 Budget and Resources
Weekly meeting agendas with campus secretary
Teams report

Strategy 1 Details	Reviews			
Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, families, and staff.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Resources will be tailored to students, family, and staff by specific need and all financial resources will be adequately used to support student academic and socio-emotional growth, as well as teacher professional growth. **Staff Responsible for Monitoring:** Principal Principal's Secretary	70%	90%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Guiding Objective 5: Optimize All Available Resources

Goal 2: By June 2025, principal and/or administrative team will grow in their instructional leadership knowledge and understanding of how to effectively lead teachers in the areas of curriculum, MTSS, and Professional Learning Communities by attending professional development and sharing and implementing strategies learned.

Evaluation Data Sources: TPESS
TTESS
Faculty meeting agendas
PD agendas
PLC agendas
Upbeat and campus survey data

Strategy 1 Details	Reviews			
Strategy 1: Increase Principal and Assistant Principal leadership knowledge and build collective efficacy through in-person professional development and targeted online learning associated with professional association memberships. 　　　**Strategy's Expected Result/Impact:** Increased leadership knowledge; increased student achievement and teacher engagement 　　　**Staff Responsible for Monitoring:** Administration Campus Secretary	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	50%	75%	

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

Guiding Objective 5: Optimize All Available Resources

Goal 3: By October 2024, Perry will increase the number of enrolled students by 2%, and ADA to increase funding to optimize all available resources, as measured by snapshot day (in comparison to 23-24 enrollment).

Evaluation Data Sources: PEIMS enrollment by snapshot day

Strategy 1 Details	Reviews			
Strategy 1: Continue positive PR for the campus to recover the reputation earned during previous years.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in enrollment	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration PEIMS Specialist	50%	50%	50%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

State Compensatory

Budget for Perry Middle School

Total SCE Funds: $864,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I - Previous

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Perry's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Perry's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
Christina Carr	Title One Instructional Dean		
Jessie Frishman	Title One At-Risk Dean		

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	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024