

**Castleberry Independent School District**  
**Irma Marsh Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At IMMS, our mission is to provide a welcoming and supportive learning environment where students can excel academically and personally. We are committed to nurturing growth, fostering a sense of belonging, and preparing students for a changing world

## Vision

Irma Marsh Middle School is a great place to learn, grow, and belong.

## Core Beliefs

### At Irma Marsh Middle School we value:

- Belonging: We aim to create a sense of belonging for every student, staff member, and parent within our school community.
- Student Success: We believe that every student has the potential to excel academically and personally.
- Inclusivity: We believe in creating a diverse and inclusive school community where every student, regardless of their background, feels welcomed and valued.
- Supportive Learning Environment: We are committed to providing a supportive learning environment where students feel safe to take risks, ask questions, and learn from both their successes and their mistakes.
- Continuous Improvement: We are dedicated to continuously improving our school, our programs, and our teaching methods to ensure that we are providing the best possible education for our students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Irma Marsh Middle School is a 6th-8th grade campus located in Castleberry ISD. Our campus is located five miles west of downtown Fort Worth, in a densely populated community covering an area of approximately 5.5 square miles. The district's geographic footprint includes the City of River Oaks (pop. 7,646), a large portion of Sansom Park (pop. 5,454), and a small portion of the City of Fort Worth. Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and the north by Lake Worth. We are the only middle school serving Castleberry ISD.

The campus employs 80 staff members: one principal, 3 assistant principals, 1 campus academic leader, 4 para professionals, 50 teachers, and 9 para educators. Over 45% of teachers have five or less years of experience. The teacher-student ratio is above the state average in sixth grade, as well as in the secondary areas of English/Language Arts, Mathematics, Science, and Social Studies. Each member of the IMMS campus is committed to creating a space where students learn, grow, and belong.

The Irma Marsh student body is classified as follows:

According to the 22/23 TAPR, the student population was 853 students. Student Enrollment by Race/Ethnicity was approximately 84% Hispanic, 12% White, 2% African American, 1% two or more races, 0.1% American Indian, 0.1% Pacific Islander, and 0.2% Asian. The Economically Disadvantaged Population is 92%, Emergent Bilingual population 41%, Gifted and Talented population 11%, At-Risk population 77%, and our Special Education population is 20%. Our student body is 51% female and 49% male. There were 149 Mobile Students which equates to 16.1%.

Additional demographics included below are from the 2022-2023 Texas Academic Performance Report (TAPR):

- 42.4% Bilingual/ESL Education
- 100% Title I
- 1.9% Homeless
- 1.2% Foster Care

The vision of Irma Marsh Middle School is: Irma Marsh Middle School is a great place to learn, grow, and belong.

### Demographics Strengths

Some of our strengths are as follows:

- Castleberry ISD is a close-knit community with many of our parents and community stakeholders having attended and graduated from IMMS and CHS.
- 100% of our students have access to district technology (Chromebook) and access to free, filtered internet at home.
- Many teachers have an ESL certification which supports our Emergent Bilingual population (42%).
- The district has employed English Language Arts and Math instructional coaches to address learning loss, to model teach, and to assist teachers with lesson internalization and delivery.

- IMMS offers 10 classes that count towards high school credit and 7 that generate CTE funding.
- 92% Economically Disadvantaged numbers with our successful student achievement gives us an advantage in funding and opportunities for further success.
- Parent attendance is high at after school events such as fine arts, sports, Meet the Teacher, Open House, and incoming 5th grade parent information events.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 38% of the teachers at IMMS have 5 or less years of experience. **Root Cause:** There is an increase in teachers who leave the field of education with their first 3 to 5 years.

**Problem Statement 2 (Prioritized):** All content area teachers do not currently have ESL certification. **Root Cause:** Teachers working through an alternative certification program cannot get their ESL certification until released to test by their program.

**Problem Statement 3 (Prioritized):** There were 38 students with 5 or more discipline referrals in 23/24. **Root Cause:** Frequent offender students need more targeted behavior support.

**Problem Statement 4 (Prioritized):** The attendance rate for 23/24 was 93.35%% which is below the 95% budget threshold. **Root Cause:** The attendance rate continues to be below the pre-COVID numbers.

**Problem Statement 5 (Prioritized):** Our Care Team reported 8678 visits, 235 crisis visits, 25 no harm agreements, 23 suicide assessments, and 16 violent risk assessments in the 23/24 school year. **Root Cause:** More students are in crisis and experiencing trauma. They are in need of more support than in the past.

**Problem Statement 6 (Prioritized):** There were 812 discipline referrals for 312 students out of 820 enrollment in Skyward for 23/24 **Root Cause:** We continue to hold high expectations, but student behavior problems have been on the rise.

**Problem Statement 7 (Prioritized):** There were 13 instances of students being caught with vapes containing THC during the 23/24 school year resulting in students being placed in DAEP. **Root Cause:** THC is becoming easier to obtain in the form of vaping devices.

# Student Learning

## Student Learning Summary

For the 21/22 academic year, Irma Marsh Middle School received a "C" (76 out of 100) letter grade under the A-F State Accountability System. A-F Accountability ratings were not assigned for the 22/23 school year. The preliminary A-F Accountability rating for the 23/24 school year for Irma Marsh Middle School is a "B" (81 out of 100). According to preliminary data, the campus scored the following in each of the three accountability domains: Student Achievement (70 out of 100), School Progress (79 out of 100), and Closing the Gaps (81 out of 100).

Below is a comparison of the 2021 STAAR scores vs the 2024 (most current) STAAR scores.

STAAR Subject Area	IMMS % Met Standard 2021				IMMS % Met Standard 2024			
	Approaches	Meets	Masters	Domain 1 Score	Approaches	Meets	Masters	Domain 1 Score
6th Reading	50	19	7	25	70	49	25	48
7th Reading	60	32	18	37	67	44	20	44
8th Reading	71	41	17	43	72	42	20	45

STAAR Subject Area	IMMS % Met Standard 2021				IMMS % Met Standard 2024			
	Approaches	Meets	Masters	Domain 1 Score	Approaches	Meets	Masters	Domain 1 Score
6th Math	50	19	5	25	70	24	7	34
7th Math	40	16	5	20	32	9	0	14
8th Math	42	16	2	20	65	38	12	38
8th Algebra	96	66	32	65	100	88	49	79

STAAR Subject Area	IMMS % Met Standard 2021				IMMS % Met Standard 2024			
	Approaches	Meets	Masters	Domain 1 Score	Approaches	Meets	Masters	Domain 1 Score
8th Science	50	20	7	26	50	25	5	27
8th Biology	n/a	n/a	n/a	n/a	95	82	32	70

STAAR Subject Area	IMMS % Met Standard 2021				IMMS % Met Standard 2024			
	Approaches	Meets	Masters	Domain 1 Score	Approaches	Meets	Masters	Domain 1 Score
8th Social Studies	39	12	5	19	46	20	7	24

23/24 TELPAS included below:

	Target	2024 Growth	Points Awarded	Long Term Goal	Points Awarded	Total Points Awarded
IMMS	44	45	3	50	-	3

### Student Learning Strengths

Strong instructional practices and data analysis have been implemented to improve teachers' ability to provide timely interventions to students. The 23/24 school year will be year 6 of the implementation of Professional Learning Communities (PLCs) which have provided opportunities for teachers to enhance the rigor of their instruction, discuss various ways to provide Tier 2 and Tier 3 interventions while providing enrichment for Tier 1 students, analyze student artifacts to determine students' misconceptions of concepts, and to remove barriers that hinder student achievement. We are focusing on providing high-quality Tier 1 instruction that is tightly aligned to the TEKS and assessments (including common assessments, district assessments and the STAAR test).

Each week teachers are internalizing lessons with a focus on including strategies and best practices for students who are Emergent Bilingual and students receiving Special Education services.

In 6th grade, students are double-blocked in ELA which results in 450 minutes of ELA instruction weekly. Thirty minutes of daily intervention time has been added to the master schedule through DEN time to address gaps due to COVID-19 learning loss and to address HB4545/1416.

- 6th Grade ELA STAAR Meets percentages increased from 44 to 49 (5% gain).
- 7th Grade ELA STAAR Meets percentages increased from 37 to 44 (7% gain).
- There was an increase in explicit grammar practice and targeted instruction to support students with extended constructed responses.
- 100% of middle school language arts teachers returned for the 2024-2025 school year.
- 8th Grade Biology STAAR EOC Meets percentages increased from 75 to 82 (7% gain).

- 6th grade STAAR Meets percentage for all students increased 3 percentage points.
- 7th grade STAAR Meets percentage for honors math students taking 8th grade STAAR increased 8 percentage points.

We successfully implemented the following strategies to support student learning.

- Our core teachers have common PLCs and common planning periods to facilitate collaboration and support lesson planning.
- Teachers are participating in breaking down essential Texas Essential Knowledge and Skills (TEKS) in PLC to ensure alignment to the content and rigor of the TEKS.
- We are using reflective analysis strategies to review and process collected data and develop action plans.
- PLCs, district professional learning, campus professional learning, and walkthrough feedback provide teachers the opportunity to refine their instructional practices.
- A walkthrough schedule has been developed for the Leadership Team to ensure that walkthroughs are being conducted systematically and discussed at each leadership team meeting.
- We were awarded a Texas Reading initiative grant providing funding for a dedicated ELAR Instructional Coach.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. **Root Cause:** The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

**Problem Statement 2 (Prioritized):** Only 25% of all students are achieving Meets on the Science STAAR. **Root Cause:** Teachers need more professional learning in content and support with Tier 1 instruction.

**Problem Statement 3 (Prioritized):** Only 45% of all students are achieving Meets on the Reading STAAR. **Root Cause:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 4 (Prioritized):** Only 25% of all students are achieving Meets on the Math STAAR. **Root Cause:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 5 (Prioritized):** Only 31% of all students are achieving Meets on the Social Studies STAAR. **Root Cause:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 6 (Prioritized):** Only 4% of all special education students performed at the Meets level on Math STAAR. **Root Cause:** Inconsistent co-teach models were implemented.

**Problem Statement 7 (Prioritized):** 7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average. **Root Cause:** Continue to refine the written curriculum and provide ongoing support for effective Tier 1 instruction.

**Problem Statement 8 (Prioritized):** Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas. **Root Cause:** High numbers of students with disabilities in reading and inconsistent Tier I practices in classrooms.

**Problem Statement 9 (Prioritized):** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

**Problem Statement 10 (Prioritized):** RDA is a 3 for 3rd-8th grade math. **Root Cause:** Teachers spent more time planning lessons rather than internalizing the curriculum.

**Problem Statement 11 (Prioritized):** 50% of students have been in CISD for more than 5 years and continue to perform at the Advanced level on TELPAS. **Root Cause:** A heavy focus is placed on STAAR performance with less focus on language development.

**Problem Statement 12 (Prioritized):** There has been an increase in behavior offenses for special education students. **Root Cause:** There has been a greater focus on academic MTSS processes over behavior MTSS processes

**Problem Statement 13 (Prioritized):** Teacher lessons are not always aligned to the TEKS. **Root Cause:** Teachers lack a thorough understanding of the TEKS they are responsible to teach and there has not been a process in place to support teachers with internalizing their lessons.

# School Processes & Programs

## School Processes & Programs Summary

As a campus, we are continuing to focus on establishing a positive campus climate and culture. We have designed our bell schedule to include a 30 minute period daily for students to rotate to all 8 of their classes in a 2 week period. On Fridays, we participate in PRIDE Time, which is an advisory period. Students are split among the teachers on campus to engage in the CharacterStrong curriculum, focused on finding values, anti-bullying, and supporting each other.

Teachers who are new to the IMMS family attend the district's New Teacher Academy. All teachers are provided with multiple opportunities to receive tiered professional learning at the campus and district levels. At IMMS, our Campus Academic Leader leads our mentorship program, providing professional learning opportunities throughout the school year specifically designed for new teacher needs in collaboration with our Leadership Team. The new teacher mentorship program was implemented district-wide to support new teachers by pairing each teacher who is new to the profession or new to the district with a veteran teacher. During this time, teachers reflect on progress and become proficient in district expectations.

Professional learning is based on the needs of our campus as identified by the campus improvement plan and data walks. Professional learning opportunities will be provided by our own teacher leaders, campus administrators, and district personnel. In addition to our professional learning, daily PLC meetings will help to reinforce professional development and district initiatives that are crucial to student success.

Castleberry ISD in cooperation with the Texas Curriculum Management Audit Center and the Texas Association of School Administrators (TASA) conducted a curriculum audit in the Spring of 2016. The audit conducted in the Spring of 2016 was followed up with an intensive curriculum audit training for staff members identified to organize and lead a five-year curriculum plan. The five-year curriculum plan provides a timeline for the development of guiding documents for each subject offered in the district. Upon completion of writing the guiding documents and after one year of implementation, the guiding documents are reviewed by teachers and members of the teaching, learning, and innovation staff for deep alignment based on the previous year's summative assessments. During the 2023-2024 school year, the five year curriculum plan was extended, and the next five year phase was created. Aligned with our guiding documents, teachers and students also have access to high quality instructional materials (HQIM).

For the 2023-2024 school year, effective Tier 1 instruction was the strategic focus through collaborative lesson planning, the instructional delivery cycle, and the implementation of five high yield instructional strategies: Framing the Learning, Verbal Discourse, Critical Writing across Contents, Monitoring/Effective Feedback and teaching in the Power Zone. Professional learning and job-embedded coaching on the planning and instructional delivery cycle was ongoing throughout the year with a focus on the high-yield instructional strategies. The main goal was for instruction to effectively and efficiently tighten up Tier 1 practices to close achievement gaps and accelerate learning. Castleberry ISD received the 21st Century Grant (ACE) through the Texas Education Agency (TEA) which was first implemented in 2023-2024. It provided tutoring support and enrichment opportunities for all of our students at every campus afterschool and during the summer. This program also provided meals and snacks for our students. In addition, students at the elementary level continued PACE Saturdays for extended school year(ADSY) acceleration and support utilizing High Quality Instructional Materials (HQIM) through the TCLAS grant.

Ongoing progress monitoring each nine weeks was focused on disaggregating data and creating district and campus action plans. During progress monitoring, district created unit/module assessments, benchmarks, formative/diagnostic assessments, and college entrance exams such as TSIA, SAT, and ACT were used to monitor and adjust the teaching and learning outcomes. A district calendar of testing dates was provided by Teaching, Learning, and Innovation to all educators. Campus and district administration worked collaboratively on these day to triangulate the written, taught, and tested curriculum, so all students had equal access to a viable curriculum.

Irma Marsh Middle School is well equipped with relevant technology resources available to all teachers and students. Laptops, netbooks, smart boards, wireless internet (at home and school), projectors, Google Drive accounts, the Canvas learning management system, and online textbooks are some of the components of technology available to staff and students.

Students at Irma Marsh are encouraged to be well connected to their school community. Our sports program consists of programs for all that abide by the UIL regulations and we participate in the Big 5 League. For fine arts, we offer Mariachi, Band, Choir, Theatre, and Art. In addition, we have many other important electives like Spanish, CTE courses for high school credit, and Computer Science.

According to the 23/24 TAPR, the average class sizes for secondary classrooms are as follows:

- ELA = 26:1
- Foreign Language= 18:1
- Math = 27:1
- Science = 25:1
- Social Studies 25:1

## School Processes & Programs Strengths

- IMMS has an established mission, vision, values and core beliefs that were developed collaboratively with the staff.
- We have a culture and climate implementation plan to ensure we reinforce and recognize educators for their work and effort.
- We have been working to define and implement standard operating procedures for administrators, office staff, and paraprofessionals to ensure that expectations are clear.
- The district has opted into the Region 11 job board which broadens the pool of available candidates and applicants.
- Daily PLCs are in place to help teachers grow their skills as teachers and teacher leaders.
- New teachers have a district-wide teacher mentorship program to support growth, development, and retention which includes the assignment of a mentor coach.
- The leadership team is meeting with teachers frequently to provide support and development.
- IMMS is conducting culture surveys each 9 weeks to quickly identify and meet the needs of staff members and students.
- A wide variety of technology is available for students and staff to effectively utilize and create academically engaging environments.
- Students in 8th grade are enrolled in CTE courses for high school credit.
- Seventh grade students are enrolled in a Computer Science course focusing on problem solving and logic during middle school.
- The Canvas learning management system is utilized for student courses that are aligned with district curriculum.
- Students take assessments in Eduphoria and staff are able to collect data in AWARE for instructional purposes as well as to document Tier 1 behavior.
- The district uses a system, Bark, to monitor student technology usage and alert administrators of any concerning behavior.
- We offer cross country, football, cheerleading, volleyball, basketball, and track for sports.
- For Fine Arts, we offer Mariachi, Choir, Band, Theatre, and Art.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

**Problem Statement 2 (Prioritized):** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

**Problem Statement 3 (Prioritized):** Teacher miss PLC time on occasion to substitute in classes. **Root Cause:** Teacher absence rate is higher than the available substitute rate.

**Problem Statement 4 (Prioritized):** Success of parent involvement events are measured by attendance rather than by student performance and outcomes. **Root Cause:** There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.

**Problem Statement 5 (Prioritized):** Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.

**Problem Statement 6 (Prioritized):** While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. **Root Cause:** REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.

**Problem Statement 7 (Prioritized):** The district closed FTEs to maintain a balanced budget. **Root Cause:** School district funding has decreased due to inflation and a lack of funding from state revenue.

**Problem Statement 8 (Prioritized):** Tier 1 instruction needs improvement campus wide. **Root Cause:** Administrators need training on providing teachers with actionable feedback.

**Problem Statement 9 (Prioritized):** Teachers have been spending hours after school and on weekends lesson planning. **Root Cause:** More time is needed on teachers understanding the rigor of content versus time on writing lesson plans.

**Problem Statement 10 (Prioritized):** Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate. **Root Cause:** Lack of awareness and training

**Problem Statement 11 (Prioritized):** Parents and staff have expressed concerns that there is inconsistent and timely communication. **Root Cause:** Inconsistent communication and multiple communication applications

**Problem Statement 12 (Prioritized):** There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics. **Root Cause:** Lack of events and communication for other forms of celebration

# Perceptions

## Perceptions Summary

Irma Marsh Middle School has created a campus environment in which our students and their families are informed and appreciated. We meet regularly with parents to answer questions and to keep them informed and hold regular parent information meetings through the Care Team. We use a variety of methods to help communicate to our parents the different activities in which our parents can become involved through Parent Square, IMMS website, Twitter, Facebook, Instagram, newsletters, and call-outs. Parents are also able to retrieve information about assignments and grades via Skyward and/or Canvas by signing up as a parent observer. Our campus has demonstrated a tradition of strong family and community involvement through sports, fine arts, and community engagement events through the district and campus. In addition, we have increased the number of parents, teachers, and community representation at our Site Based Decision Making Committee (SBDM). We have transformed the SBDM committee into a collaborative effort.

Additionally, we have created a detailed Family Engagement Plan which includes events for engagement opportunities throughout the year. We plan to begin a Parent Teacher Student Organization or PTA/PTO to increase the involvement of parents on campus.

Irma Marsh Middle School is organized into an 8 period day. Students are expected to transition between each class with four minutes designated as their passing period. The campus organizational leaders are as follows: one principal, three assistant principals, one campus academic leader, one administrative intern, two counselors, one diagnostician, one librarian, one social worker, and one nurse. We currently have five department chairs and one team leader who is scheduled to meet monthly to build capacity among each team.

All Core Teachers (ELA, Math, Science and Social Studies) have time to meet with their department during the school day in a Professional Learning Community. During this time, teachers address the 4 PLC questions, internalize lessons to plan for units and/or receive pertinent professional learning from district and campus administrators, department chairs, or other teachers. Staff members use the practice of Professional Learning Communities to build a culture of collaboration, growth mindset and becoming a life-long learner to enhance the district's student-centered philosophy. Our 6th Grade ELA classes are blocked so that students can extend learning with the same teacher. In addition, in our master schedule, we have a 30 minute block called DEN during the school day. We are able to do critical interventions and targeted tutoring at this time.

Principals and Campus Academic Leaders participate in district-level Professional Learning Communities once a month as a collective group in order to bolster the culture of collaboration across the district.

The Site Based Decision Making (SBDM) committee meets monthly to discuss decisions about the campus such as budgeting, scheduling, and campus improvement strategies. This committee consists of campus personnel, community members, parents, and business representatives.

## Perceptions Strengths

- We share biweekly newsletters via Parent Square to parents with important information, including information from administrators and counselors.
- We are using social media to create our IMMS "brand" and ensure we have a positive online presence (see communication plan).
- We have a detailed Family Engagement Plan including new events to promote parent and community involvement.
- Parents have access to online grade books and Canvas to better monitor their child's progress/learning.
- Parent involvement has increased through the Site Based Decision Making Committee (SBDM), District Education Improvement Committee (DEIC), Parent Teacher Student Organization (PTSO), and Family Engagement events.
- DEN allows for targeted tutoring and accelerated instruction within the teacher's contract hours.

- 6th grade students receive 450 minutes of ELA instruction per week.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 15% of staff say they somewhat disagree that students at our school understand expectations for their conduct. **Root Cause:** Inconsistency in enforcement among campus staff leads to more behavior in the classrooms and communication gaps on what we go over in grade level community meetings.

**Problem Statement 2 (Prioritized):** 24% of staff say they disagree that professional learning is differentiated to meet the individual needs of teachers. **Root Cause:** We have traditionally utilized a one-size-fits-all approach to professional learning.

**Problem Statement 3 (Prioritized):** 53% of students say they have difficulty fitting in at school according to our Student Voice Survey. **Root Cause:** There are a lack of engagement opportunities outside of fine arts and athletics, and the overall school culture may not be as welcoming as we want.

**Problem Statement 4 (Prioritized):** 29% of students think bullying is a problem at their school according to our Student Voice Survey. **Root Cause:** There is insufficient instruction on anti-bullying, a lack of awareness on the staff, and difficult peer dynamics.

**Problem Statement 5 (Prioritized):** 26% of students say they have never been recognized for something positive at school according to our Student Voice Survey. **Root Cause:** There are limited opportunities for students to showcase their positive contributions, communication gaps, and a lack of recognition programs.

**Problem Statement 6 (Prioritized):** 27% of students report they do not feel comfortable asking questions in class according to our Student Voice Survey. **Root Cause:** The classroom environment may not be as welcoming as we hope for, resulting in inadequate support and communication gaps.

**Problem Statement 7 (Prioritized):** According to the CISD End of Year Technology Survey, 33% of students said Disagree or I don't know to "Whatever you post online (comment, photo, video, etc.) becomes part of your digital footprint and can affect future opportunities, such as applying to college or a job." **Root Cause:** A lack of digital literacy education or a low perceived impact on the part of the students.

# Priority Problem Statements

**Problem Statement 1:** Our Care Team reported 8678 visits, 235 crisis visits, 25 no harm agreements, 23 suicide assessments, and 16 violent risk assessments in the 23/24 school year.

**Root Cause 1:** More students are in crisis and experiencing trauma. They are in need of more support than in the past.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The attendance rate for 23/24 was 93.35%% which is below the 95% budget threshold.

**Root Cause 2:** The attendance rate continues to be below the pre-COVID numbers.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There were 812 discipline referrals for 312 students out of 820 enrollment in Skyward for 23/24

**Root Cause 3:** We continue to hold high expectations, but student behavior problems have been on the rise.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** All content area teachers do not currently have ESL certification.

**Root Cause 4:** Teachers working through an alternative certification program cannot get their ESL certification until released to test by their program.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There were 13 instances of students being caught with vapes containing THC during the 23/24 school year resulting in students being placed in DAEP.

**Root Cause 5:** THC is becoming easier to obtain in the form of vaping devices.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.

**Root Cause 6:** The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** There has been an increase in behavior offenses for special education students.

**Root Cause 7:** There has been a greater focus on academic MTSS processes over behavior MTSS processes

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Teacher lessons are not always aligned to the TEKS.

**Root Cause 8:** Teachers lack a thorough understanding of the TEKS they are responsible to teach and there has not been a process in place to support teachers with internalizing their lessons.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 50% of students have been in CISD for more than 5 years and continue to perform at the Advanced level on TELPAS.

**Root Cause 9:** A heavy focus is placed on STAAR performance with less focus on language development.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores.

**Root Cause 10:** Inconsistent implementation of practices during campus PLCs .

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas.

**Root Cause 11:** High numbers of students with disabilities in reading and inconsistent Tier I practices in classrooms.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** 7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.

**Root Cause 12:** Continue to refine the written curriculum and provide ongoing support for effective Tier 1 instruction.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Only 31% of all students are achieving Meets on the Social Studies STAAR.

**Root Cause 13:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Only 25% of all students are achieving Meets on the Math STAAR.

**Root Cause 14:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** Only 45% of all students are achieving Meets on the Reading STAAR.

**Root Cause 15:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** Only 25% of all students are achieving Meets on the Science STAAR.

**Root Cause 16:** Teachers need more professional learning in content and support with Tier 1 instruction.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

**Root Cause 17:** Necessary treatment is outside the scope of what can be provided in the educational setting.

**Problem Statement 17 Areas:** School Processes & Programs

**Problem Statement 18:** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

**Root Cause 18:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 19:** While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.

**Root Cause 19:** REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** The district closed FTEs to maintain a balanced budget.

**Root Cause 20:** School district funding has decreased due to inflation and a lack of funding from state revenue.

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 21:** 15% of staff say they somewhat disagree that students at our school understand expectations for their conduct.

**Root Cause 21:** Inconsistency in enforcement among campus staff leads to more behavior in the classrooms and communication gaps on what we go over in grade level community meetings.

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** 29% of students think bullying is a problem at their school according to our Student Voice Survey.

**Root Cause 22:** There is insufficient instruction on anti-bullying, a lack of awareness on the staff, and difficult peer dynamics.

**Problem Statement 22 Areas:** Perceptions

**Problem Statement 23:** 53% of students say they have difficulty fitting in at school according to our Student Voice Survey.

**Root Cause 23:** There are a lack of engagement opportunities outside of fine arts and athletics, and the overall school culture may not be as welcoming as we want.

**Problem Statement 23 Areas:** Perceptions

**Problem Statement 24:** 24% of staff say they disagree that professional learning is differentiated to meet the individual needs of teachers.

**Root Cause 24:** We have traditionally utilized a one-size-fits-all approach to professional learning.

**Problem Statement 24 Areas:** Perceptions

**Problem Statement 25:** 26% of students say they have never been recognized for something positive at school according to our Student Voice Survey.

**Root Cause 25:** There are limited opportunities for students to showcase their positive contributions, communication gaps, and a lack of recognition programs.

**Problem Statement 25 Areas:** Perceptions

**Problem Statement 26:** 27% of students report they do not feel comfortable asking questions in class according to our Student Voice Survey.

**Root Cause 26:** The classroom environment may not be as welcoming as we hope for, resulting in inadequate support and communication gaps.

**Problem Statement 26 Areas:** Perceptions

**Problem Statement 27:** 38% of the teachers at IMMS have 5 or less years of experience.

**Root Cause 27:** There is an increase in teachers who leave the field of education with their first 3 to 5 years.

**Problem Statement 27 Areas:** Demographics

**Problem Statement 28:** There were 38 students with 5 or more discipline referrals in 23/24.

**Root Cause 28:** Frequent offender students need more targeted behavior support.

**Problem Statement 28 Areas:** Demographics

**Problem Statement 29:** Only 4% of all special education students performed at the Meets level on Math STAAR.

**Root Cause 29:** Inconsistent co-teach models were implemented.

**Problem Statement 29 Areas:** Student Learning

**Problem Statement 30:** RDA is a 3 for 3rd-8th grade math.

**Root Cause 30:** Teachers spent more time planning lessons rather than internalizing the curriculum.

**Problem Statement 30 Areas:** Student Learning

**Problem Statement 31:** Teacher miss PLC time on occasion to substitute in classes.

**Root Cause 31:** Teacher absence rate is higher than the available substitute rate.

**Problem Statement 31 Areas:** School Processes & Programs

**Problem Statement 32:** Success of parent involvement events are measured by attendance rather than by student performance and outcomes.

**Root Cause 32:** There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.

**Problem Statement 32 Areas:** School Processes & Programs

**Problem Statement 33:** Many parents are unable to attend parent/family engagement events as scheduled.

**Root Cause 33:** Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.

**Problem Statement 33 Areas:** School Processes & Programs

**Problem Statement 34:** According to the CISD End of Year Technology Survey, 33% of students said Disagree or I don't know to "Whatever you post online (comment, photo, video, etc.) becomes part of your digital footprint and can affect future opportunities, such as applying to college or a job."

**Root Cause 34:** A lack of digital literacy education or a low perceived impact on the part of the students.

**Problem Statement 34 Areas:** Perceptions

**Problem Statement 35:** Tier 1 instruction needs improvement campus wide.

**Root Cause 35:** Administrators need training on providing teachers with actionable feedback.

**Problem Statement 35 Areas:** School Processes & Programs

**Problem Statement 36:** Teachers have been spending hours after school and on weekends lesson planning.

**Root Cause 36:** More time is needed on teachers understanding the rigor of content versus time on writing lesson plans.

**Problem Statement 36 Areas:** School Processes & Programs

**Problem Statement 37:** Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate.

**Root Cause 37:** Lack of awareness and training

**Problem Statement 37 Areas:** School Processes & Programs

**Problem Statement 38:** Parents and staff have expressed concerns that there is inconsistent and timely communication.

**Root Cause 38:** Inconsistent communication and multiple communication applications

**Problem Statement 38 Areas:** School Processes & Programs

**Problem Statement 39:** There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics.

**Root Cause 39:** Lack of events and communication for other forms of celebration

**Problem Statement 39 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- RDA 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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

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

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

# Goals

**Goal 1:** Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

**Performance Objective 1:** IMMS will increase in the overall "Meets" performance level to 60% on the 2025 A-F Accountability Ratings.





**High Priority**

**Evaluation Data Sources:** Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will improve the effectiveness of Professional Learning Communities (PLCs), promoting collaboration and continuous professional growth among educators by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective PLCs, increased effectiveness of instruction, increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Department Chairs, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5, 7</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will support the implementation and monitoring of a Lesson Internalization Framework to be utilized by 100% of educators.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted lesson internalization, improved Tier 1 instruction, increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5, 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will implement and monitor the TEKS Breakdown Process to be utilized during Professional Learning Communities to increase teachers' knowledge and understanding of essential standards and learning targets tested.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased educator knowledge of highly tested TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5, 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS will improve instructional effectiveness and campus performance by providing frequent, actionable feedback to educators using a structured data walk process.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 7, 8, 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> IMMS will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional development opportunities to improve teacher effectiveness based on identified areas of improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness, improve feedback from T-TESS Evaluators</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Student Learning 13 - School Processes &amp; Programs 8, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> IMMS will participate in the Effective Schools Framework Grant partnership with Region XI who will provide TIP development support and training on Observation and Feedback through Texas Instructional Leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective feedback provided to teachers, increased teacher performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 8</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will be supported in PLCs with implementing the new vertically aligned writing process, effectively implementing the revising and editing supports provided by the district, and incorporating the use of AI for feedback on writing.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in students scoring a 0 on extended constructed responses and an increase in achievement on reading STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Academic Leader, Content Coordinators, Instructional Coaches, Teachers</p> <p><b>Problem Statements:</b> Student Learning 3, 8</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 38% of the teachers at IMMS have 5 or less years of experience. <b>Root Cause:</b> There is an increase in teachers who leave the field of education with their first 3 to 5 years.</p>
Student Learning
<p><b>Problem Statement 2:</b> Only 25% of all students are achieving Meets on the Science STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with Tier 1 instruction.</p>
<p><b>Problem Statement 3:</b> Only 45% of all students are achieving Meets on the Reading STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p><b>Problem Statement 4:</b> Only 25% of all students are achieving Meets on the Math STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p><b>Problem Statement 5:</b> Only 31% of all students are achieving Meets on the Social Studies STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p><b>Problem Statement 7:</b> 7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average. <b>Root Cause:</b> Continue to refine the written curriculum and provide ongoing support for effective Tier 1 instruction.</p>
<p><b>Problem Statement 8:</b> Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas. <b>Root Cause:</b> High numbers of students with disabilities in reading and inconsistent Tier I practices in classrooms.</p>
<p><b>Problem Statement 13:</b> Teacher lessons are not always aligned to the TEKS. <b>Root Cause:</b> Teachers lack a thorough understanding of the TEKS they are responsible to teach and there has not been a process in place to support teachers with internalizing their lessons.</p>
School Processes & Programs
<p><b>Problem Statement 8:</b> Tier 1 instruction needs improvement campus wide. <b>Root Cause:</b> Administrators need training on providing teachers with actionable feedback.</p>
<p><b>Problem Statement 9:</b> Teachers have been spending hours after school and on weekends lesson planning. <b>Root Cause:</b> More time is needed on teachers understanding the rigor of content versus time on writing lesson plans.</p>

**Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy**





**Performance Objective 2:** IMMS will increase Academic Growth to 85% on the 2025 A-F Accountability Ratings.

**High Priority**

**Evaluation Data Sources:** Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, IXL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction, credit recovery, and enrichment opportunities after school, on Saturdays, and in the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student growth and increase in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> PACE Field Trips - 211 - Title I, Part A, Tutors - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will support academic growth by utilizing the IMMS Data Tracking Template to enhance student learning outcomes through effective data tracking, personalized goal setting, targeted supplemental supports, and structured reflection.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance and growth as a result of personalized goal setting, targeted supports, and ongoing monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> Student Learning 9</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will utilize MAPS reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in reading, math, and science scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and administrators will use STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and IXL data, to drive instruction and tiered intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier 1 instruction and the MTSS process</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> Tutors - Federal Funds: ESSER, Tutors - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> IMMS will deepen academic learning and support the academic growth of gifted and talented (G/T) students by implementing the Texas Performance Standards Project (TPSP) standards, curricula, and assessments in G/T programs in 6th-8th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerated academic growth and achievement for G/T students through rigorous and differentiated TPSP curricula and projects, development of higher-order thinking skills, problem-solving abilities, and real-world application of knowledge through TPSP performance-based showcase</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5 - School Processes &amp; Programs 4, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> IMMS will enhance academic growth by increasing student participation and performance in science fairs, thereby fostering a deeper understanding of scientific concepts, improving research skills, and encouraging innovative thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student research and analytical skills through structured project development and preparation, better communication and presentation skills as students learn to articulate their research findings effectively</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Science Coordinator, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> IMMS will enhance student learning and achievement in reading, math, 8th grade science, and social studies by implementing IXL, a High-Quality Instructional Material (HQIM) endorsed by the Texas Education Agency (TEA).</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced student learning, academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> IMMS will implement a 30-minute period called DEN (Doing Everything Necessary), where students rotate through periods 1-8 over a two-week cycle for re-teach, small group instruction, and tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance through targeted support, increased mastery of key concepts, and enhanced student engagement in learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Only 25% of all students are achieving Meets on the Science STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with Tier 1 instruction.</p>
<p><b>Problem Statement 3:</b> Only 45% of all students are achieving Meets on the Reading STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>

### Student Learning

**Problem Statement 4:** Only 25% of all students are achieving Meets on the Math STAAR. **Root Cause:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 5:** Only 31% of all students are achieving Meets on the Social Studies STAAR. **Root Cause:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

**Problem Statement 9:** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

### School Processes & Programs

**Problem Statement 4:** Success of parent involvement events are measured by attendance rather than by student performance and outcomes. **Root Cause:** There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.

**Problem Statement 5:** Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.

**Problem Statement 6:** While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. **Root Cause:** REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.

**Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy**

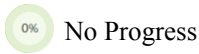
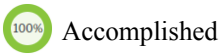
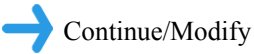

**Performance Objective 3:** IMMS will meet all subpopulation indicators with the interim academic target of 3 in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

**High Priority**

**Evaluation Data Sources:** Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will analyze and present data collected during progress monitoring and revise targeted action plans based on data from unit assessments, campus-based assessments, and district benchmarks. The data will be broken down by sub population and progress will be closely monitored for each core content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Creation of action plans for each core content area, higher student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Care Team</p> <p><b>Problem Statements:</b> Student Learning 9 - School Processes &amp; Programs 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will support the district in supporting student achievement in all subject areas by ensuring special programs compliance and by ensuring the latest information of best practices and accountability are disseminated and updated to all district and campus administrators and testing coordinators.</p> <p><b>Strategy's Expected Result/Impact:</b> Full compliance to special programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Assistant Principals, Director of Special Programs</p> <p><b>Problem Statements:</b> Student Learning 6, 8, 10, 12</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will closely monitor the creation of the campus master schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient student/staff master scheduling and an increase in co-teaching in high need areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Care Team, Diagnostician</p> <p><b>Problem Statements:</b> Student Learning 6, 8, 10, 12</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> By utilizing data from campus data walks, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading scores, increase in math scores, increase in SpEd scores, closing gaps in learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Only 4% of all special education students performed at the Meets level on Math STAAR. <b>Root Cause:</b> Inconsistent co-teach models were implemented.</p> <p><b>Problem Statement 8:</b> Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas. <b>Root Cause:</b> High numbers of students with disabilities in reading and inconsistent Tier I practices in classrooms.</p> <p><b>Problem Statement 9:</b> The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores. <b>Root Cause:</b> Inconsistent implementation of practices during campus PLCs .</p> <p><b>Problem Statement 10:</b> RDA is a 3 for 3rd-8th grade math. <b>Root Cause:</b> Teachers spent more time planning lessons rather than internalizing the curriculum.</p> <p><b>Problem Statement 12:</b> There has been an increase in behavior offenses for special education students. <b>Root Cause:</b> There has been a greater focus on academic MTSS processes over behavior MTSS processes</p>
School Processes & Programs
<p><b>Problem Statement 8:</b> Tier 1 instruction needs improvement campus wide. <b>Root Cause:</b> Administrators need training on providing teachers with actionable feedback.</p>

**Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy**





**Performance Objective 4:** Overall Goal: College, Career, and Military (CCMR) Readiness measure will increase to 100% on the 2025 A-F Accountability Ratings.

- The percent of college ready annual graduates will increase from 28% to 89% by August 2025.
- The percent of career or military-ready annual graduates will increase from 38% to 50% by August 2025 with a focus on completing both a pathway and earning an industry based certification.
- The percentage of students eligible for CCMR outcome bonuses will increase from 12% to 40% by August 2025.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Spreadsheet, On Data Suite

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will ensure that 8th grade ELA and Algebra 1 students are well-prepared for the TSIA2 test by implementing targeted classroom strategies and providing effective support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student readiness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Campus Testing Coordinator</p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 10</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 397 - Advanced Placement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will provide 7th grade students and their parents with valuable information about Career &amp; Technology Education (CTE) pathways by hosting a CTE dinner night featuring insights from CHS and CHS students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of CTE pathways, improved family engagement, enhanced student interest</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CTE Director, Care Team, CTE Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5, 6, 10</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will strategically schedule and monitor student progress to ensure successful completion of a Career &amp; Technology Education (CTE) pathway and readiness for careers, aligned with the 6-year graduation plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful CTE pathway completion, enhanced career readiness, continuous improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Care Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 10</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Only 45% of all students are achieving Meets on the Reading STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p><b>Problem Statement 4:</b> Only 25% of all students are achieving Meets on the Math STAAR. <b>Root Cause:</b> Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
School Processes & Programs
<p><b>Problem Statement 4:</b> Success of parent involvement events are measured by attendance rather than by student performance and outcomes. <b>Root Cause:</b> There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.</p>
<p><b>Problem Statement 5:</b> Many parents are unable to attend parent/family engagement events as scheduled. <b>Root Cause:</b> Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.</p>
<p><b>Problem Statement 6:</b> While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. <b>Root Cause:</b> REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.</p>
<p><b>Problem Statement 10:</b> Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate. <b>Root Cause:</b> Lack of awareness and training</p>

**Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy**


**Performance Objective 5:** Four year graduation rate will increase to 98% in Closing the Gaps, meeting the long term target of 4 on the 2026 A-F Accountability Ratings.


**High Priority**

**Evaluation Data Sources:** Leaver Tracking Spreadsheet

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during campus leadership team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Data Management Specialist, Attendance Officer</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will reduce truancy and prevent student dropout by following district truancy procedures and implementing targeted truancy prevention measures (TPMs) to actively engage parents and support student retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce truancy rates, effective support for at-risk students, improved student retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will support students in recovering missed instructional time and staying on track for graduation by offering attendance recovery opportunities through the ACE program and emphasizing the importance of high school credits.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance recovery, increased awareness of credit importance, successful goal achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, ACE Site Coordinator</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 5 Problem Statements:**

**Demographics**





**Problem Statement 4:** The attendance rate for 23/24 was 93.35%% which is below the 95% budget threshold. **Root Cause:** The attendance rate continues to be below the pre-COVID numbers.

**Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy**

**Performance Objective 6:** At IMMS, Emergent Bilingual students will meet the long-term interim target of 50% for middle school for English Language Proficiency, resulting in a 4-point score in Closing the Gaps on the 2025 A-F Accountability Ratings.

**Evaluation Data Sources:** Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Guiding Documents, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS, targeted teacher performance and T-TESS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will provide targeted English Language support by ensuring that all core teachers at Irma Marsh Middle School are on the path to be certified in English as a Second Language (ESL), thereby improving instructional practices for Emergent Bilingual (EB) students.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth among our Emergent Bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader</p> <p><b>Title I:</b> 2.4, 2.6, 4.2</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1</p> <p><b>Funding Sources:</b> Training for teachers - 263 - Title III, LEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will have a designated Language Proficiency Assessment Committee (LPAC) coordinator who systemically analyzes previous and current Texas English Language Proficiency Assessment System (TELPAS) data to determine needs of each Limited English Proficiency (LEP) student.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the state requirement for percentage on TELPAS scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Assistant Principals, LPAC Coordinator</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Current and Monitored Emergent Bilinguals will be supported in the classroom with appropriate accommodations, instruction, and preparation for TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase achievement of Emergent Bilingual students and increased performance on TELPAS among Emergent Bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, LPAC Coordinator</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS core content teachers will adopt a campus-wide Student Learning Objective (SLO) focused on addressing short constructed responses either orally or a written explanation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores in TELPAS speaking and SCR on the reading, science, and social studies STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> IMMS will support and implement the incorporation of content-based TELPAS item types into guiding documents, and Common Formative Assessments and with campuses to ensure they are included in Checks for Understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Prescribed yearly progress in language acquisition as measured by TELPAS and teachers will build capacity to increase proficiency levels of all Emergent Bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 6 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> 38% of the teachers at IMMS have 5 or less years of experience. <b>Root Cause:</b> There is an increase in teachers who leave the field of education with their first 3 to 5 years.</p>
<p><b>Problem Statement 2:</b> All content area teachers do not currently have ESL certification. <b>Root Cause:</b> Teachers working through an alternative certification program cannot get their ESL certification until released to test by their program.</p>
Student Learning
<p><b>Problem Statement 1:</b> The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. <b>Root Cause:</b> The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.</p>
<p><b>Problem Statement 11:</b> 50% of students have been in CISD for more than 5 years and continue to perform at the Advanced level on TELPAS. <b>Root Cause:</b> A heavy focus is placed on STAAR performance with less focus on language development.</p>

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 1:** Foster collaboration and communication between teachers, students, and parents on student progress through both personal conversations, digital tools, and platforms that enable real-time communication and feedback.

**Evaluation Data Sources:** ParentSquare reports, Communications Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure full integration of ParentSquare platform at all levels of campus communication and maintain usage throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement and information about their child's progress</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will increase the frequency of campus information updates and events and increase the opportunities for parents to provide feedback, suggestions, or opinions on district initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed on campus activities and be able to provide feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will utilize improve collaboration and communication between teachers, students, and Spanish-speaking parents by integrating translation devices into our communication practices, thereby ensuring that families receive timely and accurate information about student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced communication and collaboration between teachers, students, and Spanish-speaking families, improved clarity and understanding of academic expectations and student performance for non-English-speaking families</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS will set up two way communication with parents in ParentSquare and will have 80% of parents as observers in Canvas by the end of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased two communication with parents</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 4:</b> Success of parent involvement events are measured by attendance rather than by student performance and outcomes. <b>Root Cause:</b> There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.</p> <p><b>Problem Statement 5:</b> Many parents are unable to attend parent/family engagement events as scheduled. <b>Root Cause:</b> Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.</p> <p><b>Problem Statement 6:</b> While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. <b>Root Cause:</b> REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.</p> <p><b>Problem Statement 11:</b> Parents and staff have expressed concerns that there is inconsistent and timely communication. <b>Root Cause:</b> Inconsistent communication and multiple communication applications</p>

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 2:** Celebrate successes and milestones with stakeholders to help build a sense of community, foster ongoing engagement, and strengthen the district and campus brand.

**Evaluation Data Sources:** ParentSquare, Social media

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will recognize and celebrate the achievements of students and staff through well-organized academic pep rallies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased sense of belonging and pride among students, staff, and families as a result of celebrating shared successes, improved public perception and visibility of the district and campus as a positive and supportive educational environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Pep Rally Committee</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12 - Perceptions 5</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the visibility of positive perception of the campus by actively showcasing the successes and milestones through various communication channels.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher transfer and attendance rates along with higher morale as measured by attrition rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12 - Perceptions 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The IMMS principal will send a parent newsletter every 2 weeks with important information, successes, and action items.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed of campus happenings and able to take action for their child's success</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11, 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS will strengthen our UIL Academics program through branding, celebration of successes, recruiting for increased participation, and incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Program will grow and lead to more opportunities for high achievers to build their academic skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, UIL Coordinator</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> IMMS will continue the Postcard Project for a second year, sending handwritten positive affirmations to the homes in the form of postcards for all our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student morale, strengthened connections between school and home, and enhanced feelings of belonging and support among students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>Problem Statements:</b> Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 11:</b> Parents and staff have expressed concerns that there is inconsistent and timely communication. <b>Root Cause:</b> Inconsistent communication and multiple communication applications</p> <p><b>Problem Statement 12:</b> There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics. <b>Root Cause:</b> Lack of events and communication for other forms of celebration</p>
Perceptions
<p><b>Problem Statement 5:</b> 26% of students say they have never been recognized for something positive at school according to our Student Voice Survey. <b>Root Cause:</b> There are limited opportunities for students to showcase their positive contributions, communication gaps, and a lack of recognition programs.</p>

**Goal 2: Enhance Trust and Confidence in the District through Effective Communication**

**Performance Objective 3: Increase attendance from 93.35% to 95%.**

**Evaluation Data Sources:** Weekly ADA Reports, Absence Occurrence Reports, Attendance Notes Reports, Truancy Prevention Measure Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The IMMS Assistant Principals &amp; Attendance Clerk will follow district truancy procedures and implement appropriate truancy prevention measures (TPMs) to engage parents and prevent students from dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in our yearly ADA attendance percentage and more compliance to the attendance laws</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will reduce chronic absenteeism by proactively engaging with students and their families through intentional conversations, home visits, and additional support measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in Chronic Absenteeism, improved student attendance, stronger family-school partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Care Team, Attendance Clerk</p> <p><b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will increase student attendance by incorporating frequent incentives that recognize and reward regular school attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school culture, increased student attendance, recognition of student effort</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk</p> <p><b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 4:** The attendance rate for 23/24 was 93.35%% which is below the 95% budget threshold. **Root Cause:** The attendance rate continues to be below the pre-COVID numbers.

**School Processes & Programs**

**Problem Statement 11:** Parents and staff have expressed concerns that there is inconsistent and timely communication. **Root Cause:** Inconsistent communication and multiple communication applications





**Problem Statement 12:** There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics. **Root Cause:** Lack of events and communication for other forms of celebration

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 4:** Increase the quality of parent and family engagement by ensuring that all engagement events include at minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

**Evaluation Data Sources:** Flyers/Advertisements of Events  
 Attendance sign-in sheets  
 Surveys - Feedback from parents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through REAL Family Engagement events, provide information and resources to parents that support student academic, behavioral, and social emotional well being including but not limited to accessing assessment results, interpretation of the results, explanation of TEKS, demonstrations of rigor in English and in Spanish, behavior management, internet and social media safety, dating violence, Human trafficking, tools for parents to use at home, graduation requirements, resources in the community, and homework support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent knowledge of state assessments, increased parent understanding of supporting student with at-home learning, increased student state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Parent and Family Engagement Coordinator</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 4, 5, 6, 11, 12</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will host family events including, but not limited to Coffee &amp; Conversations with the Care Team, to inform parents about high school, college, anti-bullying information, mental health resources, and more.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of their child's options and how to support their child</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Care Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 4, 5, 6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will partner with ACE to increase REAL Family Engagement participation by offering programs, training opportunities, and experiences that develop partnerships with parents leading to increased student success with academics, behavior, and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement, increased student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ACE Site Coordinator</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 6, 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS will host our yearly Community Block Party, bringing community resources to over 500 stakeholders at the Homecoming Parade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of services available to families, build community and school rapport</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Care Team, Family Engagement Committee</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 4, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 4 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. <b>Root Cause:</b> Necessary treatment is outside the scope of what can be provided in the educational setting.</p> <p><b>Problem Statement 2:</b> There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. <b>Root Cause:</b> Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p> <p><b>Problem Statement 4:</b> Success of parent involvement events are measured by attendance rather than by student performance and outcomes. <b>Root Cause:</b> There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.</p> <p><b>Problem Statement 5:</b> Many parents are unable to attend parent/family engagement events as scheduled. <b>Root Cause:</b> Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.</p> <p><b>Problem Statement 6:</b> While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. <b>Root Cause:</b> REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.</p> <p><b>Problem Statement 11:</b> Parents and staff have expressed concerns that there is inconsistent and timely communication. <b>Root Cause:</b> Inconsistent communication and multiple communication applications</p>





## School Processes & Programs

**Problem Statement 12:** There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics. **Root Cause:** Lack of events and communication for other forms of celebration

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 1:** Continue to be fiscally responsible and maintain a healthy budget and fund balance while sustaining current equipment and planning for future needs.

**Evaluation Data Sources:** Budget Audits, Skyward Detail of budget, planning for future needs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will ensure that our yearly budgets are effectively aligned with the needs identified in the Campus Improvement Plan (CIP) by continuously reviewing, monitoring, and revising financial allocations.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced budget alignment, informed decision making, increased transparency</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Principal Secretary</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will continue to implement and monitor adherence the CISD Energy Management Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient energy bills, facilities, and operation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will successfully implement a zero-based budgeting approach, ensuring that all budgetary allocations are thoroughly evaluated and justified based on their alignment with academic success objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity to the budget, utilize district resources effectively</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Principal Secretary</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

## School Processes & Programs

**Problem Statement 7:** The district closed FTEs to maintain a balanced budget. **Root Cause:** School district funding has decreased due to inflation and a lack of funding from state revenue.

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 2:** Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.





**HB3 Goal**

**Evaluation Data Sources:** ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will achieve a high level of security and identification by ensuring that 98% of students and 100% of staff consistently display their campus ID badges.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety of stakeholders, effective policy implementation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Teachers</p> <p><b>Problem Statements:</b> Demographics 3, 5, 6, 7 - Student Learning 12</p> <p><b>Funding Sources:</b> Plastic Badges, Lanyards, Plastic Covers, Printing Film - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall school safety, clear &amp; concise communication to stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Investigative Officer, Campus Security Monitor</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will promote and maintain a safe and orderly environment through established campus-wide behavior expectations that include an emphasis on PRIDE and CHAMPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavior, increase in instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Assistant Principals, Care Team, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 5, 6, 7 - Perceptions 1</p> <p><b>Funding Sources:</b> Implementation Fees, Training - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS will implement programs including but not limited to SecurlyPass, a system in which hallway passes are processed and monitored electronically, to decrease inappropriate student behaviors outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced interruption of classroom time, less students in hallway, less behavior disruptions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader, Care Team, Teachers, Campus Investigative Officer, Nurse, Front Office, Librarian</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Implementation Fees - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> IMMS will systematically monitor the technology monitoring program BARK to intervene early when alerted to warning signs of self-harm or serious behavior of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce self-harm and dangerous behavior of students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Care Team, Campus Investigative Officer</p> <p><b>Problem Statements:</b> Demographics 3, 5, 6, 7 - Perceptions 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> IMMS will routinely convene grade-level community meetings to reinforce campus-wide expectations, address relevant issues, and foster a sense of shared responsibility among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Unified understanding, proactive reinforcement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 5, 6, 7 - School Processes &amp; Programs 1, 2 - Perceptions 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> IMMS administrators and safety personnel will continue to be active and visible on campus (interior and exterior) through various safety and security protocols including daily door checks and patrolling the exterior of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Investigative Officer, Campus Security Monitor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> IMMS will monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of student discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Investigative Officer, Campus Security Monitor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 3, 5, 6, 7 - Student Learning 12 - Perceptions 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The IMMS Leadership Team will participate in ongoing professional development to enhance their expertise in maintaining a safe and orderly campus environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Proactive risk management, professional growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 4, 5, 6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> IMMS will achieve and maintain a daily dress code adherence rate of 98% among students, indicating that the majority are consistently following the dress code policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce distractions, accountability</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>Problem Statements:</b> Demographics 3, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 38% of the teachers at IMMS have 5 or less years of experience. <b>Root Cause:</b> There is an increase in teachers who leave the field of education with their first 3 to 5 years.</p>
<p><b>Problem Statement 3:</b> There were 38 students with 5 or more discipline referrals in 23/24. <b>Root Cause:</b> Frequent offender students need more targeted behavior support.</p>
<p><b>Problem Statement 4:</b> The attendance rate for 23/24 was 93.35%% which is below the 95% budget threshold. <b>Root Cause:</b> The attendance rate continues to be below the pre-COVID numbers.</p>
<p><b>Problem Statement 5:</b> Our Care Team reported 8678 visits, 235 crisis visits, 25 no harm agreements, 23 suicide assessments, and 16 violent risk assessments in the 23/24 school year. <b>Root Cause:</b> More students are in crisis and experiencing trauma. They are in need of more support than in the past.</p>
<p><b>Problem Statement 6:</b> There were 812 discipline referrals for 312 students out of 820 enrollment in Skyward for 23/24 <b>Root Cause:</b> We continue to hold high expectations, but student behavior problems have been on the rise.</p>
<p><b>Problem Statement 7:</b> There were 13 instances of students being caught with vapes containing THC during the 23/24 school year resulting in students being placed in DAEP. <b>Root Cause:</b> THC is becoming easier to obtain in the form of vaping devices.</p>
Student Learning
<p><b>Problem Statement 12:</b> There has been an increase in behavior offenses for special education students. <b>Root Cause:</b> There has been a greater focus on academic MTSS processes over behavior MTSS processes</p>

## School Processes & Programs

**Problem Statement 1:** When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

**Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

**Problem Statement 2:** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

**Problem Statement 11:** Parents and staff have expressed concerns that there is inconsistent and timely communication. **Root Cause:** Inconsistent communication and multiple communication applications

## Perceptions

**Problem Statement 1:** 15% of staff say they somewhat disagree that students at our school understand expectations for their conduct. **Root Cause:** Inconsistency in enforcement among campus staff leads to more behavior in the classrooms and communication gaps on what we go over in grade level community meetings.

**Problem Statement 3:** 53% of students say they have difficulty fitting in at school according to our Student Voice Survey. **Root Cause:** There are a lack of engagement opportunities outside of fine arts and athletics, and the overall school culture may not be as welcoming as we want.

**Problem Statement 4:** 29% of students think bullying is a problem at their school according to our Student Voice Survey. **Root Cause:** There is insufficient instruction on anti-bullying, a lack of awareness on the staff, and difficult peer dynamics.

**Problem Statement 5:** 26% of students say they have never been recognized for something positive at school according to our Student Voice Survey. **Root Cause:** There are limited opportunities for students to showcase their positive contributions, communication gaps, and a lack of recognition programs.


**Goal 3: Implement Effective and Efficient Operations**


**Performance Objective 3:** Continue to implement and refine School Behavioral Threat Assessment teams that conduct behavioral threat assessments at IMMS.


**HB3 Goal**


**Evaluation Data Sources:** Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will monitor the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Care Team, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 11:</b> Parents and staff have expressed concerns that there is inconsistent and timely communication. <b>Root Cause:</b> Inconsistent communication and multiple communication applications</p>

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 4:** IMMS will implement a Multi-Tiered System of Support (MTSS) to effectively address and support the social-emotional needs of all students.

**Evaluation Data Sources:** Behavior and Counseling Data, SAEBRS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will implement the universal screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Care Team, Teachers</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1, 2 - Perceptions 3, 4, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will monitor Tier 1 behavior strategies such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) through data walk observations and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 3, 5, 6, 7 - Perceptions 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will implement a weekly Social Emotional Learning (SEL) curriculum from programs such as CharacterStrong to give instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait per Texas Education Code (TEC), SS37.0832.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the instances of bullying, a safer campus climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1, 2 - Perceptions 3, 4, 5, 6, 7</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS will increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers, Panorama, and associated Special Education referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the timely intervention of students with behavior needs, and decrease in the number of ED referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Demographics 3, 6 - Student Learning 9, 12 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Through the Stronger Connections grant, Castleberry ISD will provide and IMMS will encourage the use of unlimited teletherapy to all secondary students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Care Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 4 Problem Statements:**

## Demographics

**Problem Statement 1:** 38% of the teachers at IMMS have 5 or less years of experience. **Root Cause:** There is an increase in teachers who leave the field of education with their first 3 to 5 years.

**Problem Statement 3:** There were 38 students with 5 or more discipline referrals in 23/24. **Root Cause:** Frequent offender students need more targeted behavior support.

**Problem Statement 5:** Our Care Team reported 8678 visits, 235 crisis visits, 25 no harm agreements, 23 suicide assessments, and 16 violent risk assessments in the 23/24 school year. **Root Cause:** More students are in crisis and experiencing trauma. They are in need of more support than in the past.

**Problem Statement 6:** There were 812 discipline referrals for 312 students out of 820 enrollment in Skyward for 23/24 **Root Cause:** We continue to hold high expectations, but student behavior problems have been on the rise.

**Problem Statement 7:** There were 13 instances of students being caught with vapes containing THC during the 23/24 school year resulting in students being placed in DAEP. **Root Cause:** THC is becoming easier to obtain in the form of vaping devices.

## Student Learning

**Problem Statement 9:** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

**Problem Statement 12:** There has been an increase in behavior offenses for special education students. **Root Cause:** There has been a greater focus on academic MTSS processes over behavior MTSS processes

## School Processes & Programs

**Problem Statement 1:** When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

**Problem Statement 2:** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

## Perceptions

**Problem Statement 1:** 15% of staff say they somewhat disagree that students at our school understand expectations for their conduct. **Root Cause:** Inconsistency in enforcement among campus staff leads to more behavior in the classrooms and communication gaps on what we go over in grade level community meetings.

**Problem Statement 3:** 53% of students say they have difficulty fitting in at school according to our Student Voice Survey. **Root Cause:** There are a lack of engagement opportunities outside of fine arts and athletics, and the overall school culture may not be as welcoming as we want.

**Problem Statement 4:** 29% of students think bullying is a problem at their school according to our Student Voice Survey. **Root Cause:** There is insufficient instruction on anti-bullying, a lack of awareness on the staff, and difficult peer dynamics.

**Problem Statement 5:** 26% of students say they have never been recognized for something positive at school according to our Student Voice Survey. **Root Cause:** There are limited opportunities for students to showcase their positive contributions, communication gaps, and a lack of recognition programs.

**Problem Statement 6:** 27% of students report they do not feel comfortable asking questions in class according to our Student Voice Survey. **Root Cause:** The classroom environment may not be as welcoming as we hope for, resulting in inadequate support and communication gaps.





**Problem Statement 7:** According to the CISD End of Year Technology Survey, 33% of students said Disagree or I don't know to "Whatever you post online (comment, photo, video, etc.) becomes part of your digital footprint and can affect future opportunities, such as applying to college or a job." **Root Cause:** A lack of digital literacy education or a low perceived impact on the part of the students.

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 5:** Over the next three years, support the district efforts to enhance and expand the talent pipeline program to attract, recruit, and retain highly qualified educators who possess the necessary skills and knowledge to facilitate effective classroom instruction resulting in a 100% teacher fill rate and a 10% increase in teacher retention (from 75% to 85% or higher).

**High Priority**

**Evaluation Data Sources:** TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will maintain the new teacher mentorship program to facilitate professional learning and development of teachers new to the district and increase teacher retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support and workplace satisfaction of teachers new to CISD and increase retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS will increase the substitute fill rate with the use of floater subs and a substitute plan that promotes the success of substitutes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in fill rate, less cancellation of PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Academic Leader</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 38% of the teachers at IMMS have 5 or less years of experience. <b>Root Cause:</b> There is an increase in teachers who leave the field of education with their first 3 to 5 years.</p>

**School Processes & Programs**





**Problem Statement 3:** Teacher miss PLC time on occasion to substitute in classes. **Root Cause:** Teacher absence rate is higher than the available substitute rate.

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 6:** Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMS will identify and address students' social-emotional needs by collecting and analyzing feedback through 9-week Climate Surveys, informed by research on student voice by Quaglia and Corso.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced student understanding, targeted support, improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Academic Leader, Assistant Principal, Care Team</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1, 2 - Perceptions 3, 4, 5, 6, 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IMMS Care Team will engage in professional learning to build their skills in the area of promoting and maintaining a healthy environment that fosters physical, mental, and social and emotional wellness at our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in number of crisis visits and risk assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Care Team</p> <p><b>Problem Statements:</b> Demographics 5</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IMMS will improve the social and emotional wellness of students and staff at Irma Marsh Middle School by partnering with Comfort Dogs, a type of therapy dog designed to provide comfort and support during and after traumatic or stressful events.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced stress, enhanced emotional support, improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Care Team</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> IMMS enhance students' understanding and skills in critical areas such as bullying prevention, building healthy relationships, and overcoming challenges by partnering with organizations like Just Say Yes and Flight Squad to bring expert speakers to our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior change, engaged learning, enhanced school culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Care Team</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1, 2 - Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> IMMS will enhance student engagement and school improvement efforts by conducting Lion's Lunch focus group meetings with students three times a year. These meetings will provide students with an opportunity to share their feedback and input on school policies, programs, and initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student voice, improved school climate, actionable insights</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Principal Secretary</p> <p><b>Problem Statements:</b> Demographics 5 - Perceptions 3, 5, 6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> IMMS will reduce the placement of Special Education students in ISS, OSS, and DAEP by 20% through the implementation of alternative consequences and targeted strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Proactive behavior management, personalized support, fostering equity</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Support, Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Student Learning 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> IMMS will reduce student tardiness by 15% through the implementation of targeted interventions and the promotion of a culture of punctuality.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced academic engagement, improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>Problem Statements:</b> Demographics 3, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> IMMS will establish a Hope Squad to enhance student well-being and prevent suicide through a peer-to-peer support system based on connection and evidence-based practices. <b>Strategy's Expected Result/Impact:</b> Increase peer support, increased mental health awareness, positive school climate <b>Staff Responsible for Monitoring:</b> Principal, Care Team  <b>Problem Statements:</b> Demographics 5 - Perceptions 3, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> IMMS will reduce vaping usage by utilizing the VapeEducate program, an educational tool designed to inform and educate students, staff, and the broader community about the risks and consequences of vaping. <b>Strategy's Expected Result/Impact:</b> Reduce vaping incidents, enhanced knowledge, positive behavior change <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Problem Statements:</b> Demographics 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> There were 38 students with 5 or more discipline referrals in 23/24. <b>Root Cause:</b> Frequent offender students need more targeted behavior support. <b>Problem Statement 5:</b> Our Care Team reported 8678 visits, 235 crisis visits, 25 no harm agreements, 23 suicide assessments, and 16 violent risk assessments in the 23/24 school year. <b>Root Cause:</b> More students are in crisis and experiencing trauma. They are in need of more support than in the past. <b>Problem Statement 6:</b> There were 812 discipline referrals for 312 students out of 820 enrollment in Skyward for 23/24 <b>Root Cause:</b> We continue to hold high expectations, but student behavior problems have been on the rise. <b>Problem Statement 7:</b> There were 13 instances of students being caught with vapes containing THC during the 23/24 school year resulting in students being placed in DAEP. <b>Root Cause:</b> THC is becoming easier to obtain in the form of vaping devices.
Student Learning
<b>Problem Statement 12:</b> There has been an increase in behavior offenses for special education students. <b>Root Cause:</b> There has been a greater focus on academic MTSS processes over behavior MTSS processes
School Processes & Programs
<b>Problem Statement 1:</b> When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. <b>Root Cause:</b> Necessary treatment is outside the scope of what can be provided in the educational setting.

## School Processes & Programs

**Problem Statement 2:** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

## Perceptions

**Problem Statement 3:** 53% of students say they have difficulty fitting in at school according to our Student Voice Survey. **Root Cause:** There are a lack of engagement opportunities outside of fine arts and athletics, and the overall school culture may not be as welcoming as we want.

**Problem Statement 4:** 29% of students think bullying is a problem at their school according to our Student Voice Survey. **Root Cause:** There is insufficient instruction on anti-bullying, a lack of awareness on the staff, and difficult peer dynamics.

**Problem Statement 5:** 26% of students say they have never been recognized for something positive at school according to our Student Voice Survey. **Root Cause:** There are limited opportunities for students to showcase their positive contributions, communication gaps, and a lack of recognition programs.

**Problem Statement 6:** 27% of students report they do not feel comfortable asking questions in class according to our Student Voice Survey. **Root Cause:** The classroom environment may not be as welcoming as we hope for, resulting in inadequate support and communication gaps.

**Problem Statement 7:** According to the CISD End of Year Technology Survey, 33% of students said Disagree or I don't know to "Whatever you post online (comment, photo, video, etc.) becomes part of your digital footprint and can affect future opportunities, such as applying to college or a job." **Root Cause:** A lack of digital literacy education or a low perceived impact on the part of the students.

# Title I

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
2	1	1			\$0.00
2	3	3			\$0.00
3	2	1	Plastic Badges, Lanyards, Plastic Covers, Printing Film		\$0.00
3	5	1			\$0.00
3	6	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1	PACE Field Trips		\$0.00
1	2	4	Tutors		\$0.00
1	4	2			\$0.00
2	2	1			\$0.00
2	2	4			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	2	4	Implementation Fees		\$0.00
3	2	9			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	6	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Training for teachers		\$0.00

263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
397 - Advanced Placement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
<b>Sub-Total</b>					\$0.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors		\$0.00
1	2	4	Tutors		\$0.00
3	2	3	Implementation Fees, Training		\$0.00
<b>Sub-Total</b>					\$0.00