

Fort Worth Independent School District

051 Meacham Middle School

2023-2024 Improvement Plan



Mission Statement

Meacham Middle School exists to create a pathway to success in college, career, and community leadership.

Vision

To be the most caring, reflective, intentional, and consistent staff while creating the highest performing middle school campus in Fort Worth.

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Comprehensive Needs Assessment

Revised/Approved: April 12, 2023

Demographics

Demographics Summary

Meacham Middle School is a true neighborhood community that serves about 705 hard working and focus finding students. Below is an approximation of our grade level breakdown.

- 6th grade 221
- 7th grade 267
- 8th Grade 217

Meacham Middle School student demographics are 92% Hispanic; 94% Economically Disadvantaged; 61% Emergent Bilingual; 12% SPED; and a mobility rate of 10%. Our feeder elementary schools are four neighboring campuses: Chavez Elementary, Diamond Hill Elementary, Helbing Elementary, and M. H. Moore Elementary. 99% of our students live nearby and therefore do not take the district school buses or use public transportation to get to school. Most of our pyramid campuses are within walking distance from our school. We have established community partnerships with Waves of Faith Church, Freedom Church, and Lancarte Real Estate.

To meet the needs of our neighborhood demographics, 18% of our teachers are Spanish speaking and 22% are ESL Certified.

Demographics Strengths

Neighborhood pride! Meacham Middle School students come from the homes of former students and as such have long-lasting ties to our community and our campus.

Over 95% of our students arrive on time to their first period class and parents are in contact with the campus. Our growing and successful programs such as Mariachi, Athletics, Band, Theater, Choir are aligned to the desires of our students, parents and community. Our growing After school programs add to the variety of opportunities available to our students. We recently added a very successful Gaming Club that has competed with other programs in the area. We have high hopes for that program to continue to grow.

We offer EOC courses in English Language Arts, Biology, Algebra I. Our Biology scores hover around 96% Meets, with 46% at Masters level. English I is 100% Meets and 10% Masters.

Our Literacy scores are most stable from our 2021 to our 2022 STAAR Scores at the approaches and meets levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EB students show significant struggle according to MAP data. (DATA)met projected growth in ELA at MOY and only (DATA) met projected growth in Math. **Root Cause:** Inconsistent data study to inform and direct instructional plan.

Problem Statement 2: Disconnected community **Root Cause:** Lack of programming to involve parents in school life.

Student Learning

Student Learning Summary

Meacham student continue to struggle across contents. Growth while evident does not reflect massive gains.

In Mathematics, 42% of our 6th grade students Met their their academic growth projections from BOY to MOY administrations of MAP in the 2022-23 school year.

41% of 7th grade students Met and 46% of our 8th grade students Met Growth. In English Language Arts, 6th grade Met at 40%, 7th grade at 43%, and 8th grade at 47% Met growth standard.

Staar projected data here:

Student Learning Strengths

This school year we were fully staffed and as such had a better opportunity for consistency in instruction for our students. 6th, 7th and 8th graders are using Lexia-Power Up with fidelity to close learning gaps in reading. HIT tutoring was successful addressing learning gaps for high need students. Common strategies for reading are implemented across the campus. Student attendance is much improved from last year and the impact is being felt.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Planning and more importantly preparation to deliver high quality tier one instruction is inconsistent. **Root Cause:** Poor teacher attendance causes frequent interruptions to planning and preparation time.

Problem Statement 2 (Prioritized): Inconsistent systems for reviewing and responding to data. **Root Cause:** Division among content areas regarding best practices for data study and response.

Problem Statement 3: A GAP exists in the campus academic progress. **Root Cause:** Poor staff attendance

School Processes & Programs

School Processes & Programs Summary

We currently have systems in place to monitor the progress of subgroups by department and/or by grade. These systems are aligned campus-wide and checked on scheduled intervals to adjust methods of instruction and intervention.

During PLC and data meetings special populations such as students with disabilities are independently monitored by departments.

Lesson plan monitoring/feedback system insures alignment and sequencing

Coaching cycles contribute to teacher growth in instructional planning and practice.

Grade level and content teams coordinate to provide uniform instruction and share best practices.

School Processes & Programs Strengths

During department data meetings, samples of student work for LEP, SPED, on level, and Above-Level (gifted) students are reviewed. The department studies these artifacts to identify learning gaps based on student work assignments. Grade level teachers determine their next steps and either re-teach to close the learning gaps or spiral back as they move forward in the curriculum. In subsequent meetings teachers present new data from the re-teaching to show the progress. In addition, teachers share best practices and receive peer feedback as they practice and teach different components of the lesson cycle.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus internal communication while improved still lacks consistency. **Root Cause:** Inconsistent messaging frequency and clarity from all program planners/leaders.

Problem Statement 2 (Prioritized): Lack of recognition for accomplished students and staff. **Root Cause:** Lack of accountability for committees responsible for organizing and implementing campus celebrations.

Problem Statement 3: Lack of intervention activities for struggling students. **Root Cause:** Inconsistent monitoring of data to determine need for support.

Problem Statement 4: Student tardies and no shows. **Root Cause:** No committee assigned to execute and monitor existing systems.

Perceptions

Perceptions Summary

Throughout the year the teaching faculty integrates SEL (Social Emotional Learning) lessons to build relationships between both students and staff on campus. To facilitate this work we have added an advisory period so that student needs can be addressed directly during the school day. The lessons are visited regularly both formally and informally, to ensure we are growing our staff-student relationships. We encourage student attendance by recognizing those with perfect attendance, the celebrations include simple recognition via announcements, certificates, awards, gifts such as (lanyards and other items), along with campus social media recognition. We have a system in place where our teaching staff regularly monitors student attendance / grades and follow up with parents by documenting phone calls to provide support to students and families. In order to secure long term effective staff, utilizing predetermined criteria to look for individuals that match the campus needs and vision. To establish grounded relationships, we employ a mentor program for new teachers to bolster their pedagogical skills. We also provide new teacher orientation meetings monthly so that staff has opportunities to meet with administrators and ask questions.

Perceptions Strengths

The campus has a Family Engagement Specialist who is responsible for posting evidence of student learning, student and staff celebrations, and athletic events happening on campus to social media platforms (Facebook, Twitter, and Instagram) multiple times a week. Principal and FES issue a newsletter to keep the community aware of the happenings in and around the campus. 81% of students have reported supportive relationships with adults on-campus based on the district Panorama survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent feedback indicates that parents continue to see Meacham as an unsafe place. **Root Cause:** Limited opportunities for community members to engage at school in a positive way.

Problem Statement 2: Parent feedback shows a need to beautify our campus curb appeal. **Root Cause:** Uninviting and outdated facade coupled with a sparse lawn and nondescript entry.

Priority Problem Statements

Problem Statement 1: EB students show significant struggle according to MAP data. (DATA)met projected growth in ELA at MOY and only (DATA) met projected growth in Math.

Root Cause 1: Inconsistent data study to inform and direct instructional plan.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Planning and more importantly preparation to deliver high quality tier one instruction is inconsistent.

Root Cause 2: Poor teacher attendance causes frequent interruptions to planning and preparation time.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent systems for reviewing and responding to data.

Root Cause 3: Division among content areas regarding best practices for data study and response.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus internal communication while improved still lacks consistency.

Root Cause 4: Inconsistent messaging frequency and clarity from all program planners/leaders.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of recognition for accomplished students and staff.

Root Cause 5: Lack of accountability for committees responsible for organizing and implementing campus celebrations.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parent feedback indicates that parents continue to see Meacham as an unsafe place.

Root Cause 6: Limited opportunities for community members to engage at school in a positive way.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 44% to 60% in 8th grade; from 48% to 60% in 7th grade; and from 46% to 60% by May 2023.
 Increase the percentage of English Language learner students who meet from 23% to 35% in 6th grade; 16% to 35% in 7th grade; and 12% to 35% in 8th grade by May 2023.

Evaluation Data Sources: MAP growth EOY 2023 to EOY 2024

Strategy 1: PLC format will change to be more uniform and clearly monitored. To that end we will hire a second Instructional coach to focus on the campus based assessment development, implementation, and tracking. This person will take responsibility for providing data to the PLC for review and planning purposes. Existing Data analyst will maintain the larger testing pieces (MAP/STAAR, Benchmarks) and lead the campus in recognitions for students and staff for their work and achievement. The remaining Instructional coach will shoulder the responsibility of leading the PLC's and providing specific coaching to data identified classrooms along with administrators.

Strategy's Expected Result/Impact: The end result will be a more tightly monitored learning environment that works intentionally each day.





Staff Responsible for Monitoring: Data analyst, Instructional coaches, administrative team

ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Retain existing Data analyst and hire new Instructional coach to impact all content areas through effective and consistent data driven conversation and action planning. Intended Audience: Campus teachers and community Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023 Collaborating Departments: Talent Management Funding Sources: Assessment/Data Analyst - Title I (211) - 211-13-6119-04N-051-30-510-000000-24F10 - \$86,946 , Assesment/Data Analyst - Title I (211) - 211-13-6119-04N-051-30-510-000000-24F10 - \$73,842	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Develop and train the use of a DOL tracker to post and communicate current student data in the classroom. Intended Audience: Classroom teachers Provider / Presenter / Person Responsible: Instructional coaches and administrators Date(s) / Timeframe: August kickoff and ongoing Delivery Method: On campus professional development Funding Sources: Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-051-24-273-000000- - \$5,710	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Strategy 2: Continue to train and implement strategic monitoring campus wide.

Strategy's Expected Result/Impact: Increased teacher awareness of student achievement and struggle in the moment. This awareness will enable the teacher to pivot instruction to reach all learners.

Staff Responsible for Monitoring: Coaches, administrators and classroom teachers.

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize August PD and PLC time to train staff to implement effective and consistent Strategic monitoring system, implement classroom non-negotiables, and linguistic support strategies. Intended Audience: Classroom teachers Provider / Presenter / Person Responsible: Coaches, administrators, teachers Date(s) / Timeframe: Implement in August and on going Collaborating Departments: Instructional coaches, ESL content support person, Administrative team Delivery Method: On campus Professional development	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop schedule for strategic data gathering walks to monitor and observe implementation of Meacham classroom non-negotiables, strategic monitoring, linguistic accommodations, and DOL documentation. Intended Audience: Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Administration and Instructional Leadership team Date(s) / Timeframe: Begin in September conduct BOY, MOY, EOY with data tracker to mark growth Collaborating Departments: Leadership team, content support coordinators Delivery Method: Post calendar in Canvas				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Strategy 3: Bring in Campus Leadership Team for 3 days (July 31st, August 1st-2nd) prior to Teacher Return Week to view data, plan and prepare for PD by content.

Strategy's Expected Result/Impact: Campus Leaders will internalize data, establish leadership roles and present professional development during Teacher Return Week.

Staff Responsible for Monitoring: Campus Administrators

- Title I:**
 2.4
 - **TEA Priorities:**
 Improve low-performing schools
 - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction





Action Step 1 Details	Reviews			
Action Step 1: Provide opportunity for leadership team to review data and plan professional development for teacher return week delivery. Intended Audience: Campus content teams Provider / Presenter / Person Responsible: Administrators and coaches will lead the conversations Date(s) / Timeframe: July 31, August 1 and 2 Delivery Method: Face to face Funding Sources: Extra duty pay - Title I (211) - 211-11-6116-OPD-051-30-510-000000-24F10 - \$2,900, Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-051-24-273-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide supplies for PD week. Strength Finder books to conduct book study and leadership trait evaluations.</p> <p>Intended Audience: Campus content teams Provider / Presenter / Person Responsible: Administrative team Date(s) / Timeframe: July 31, Aug 1 and 2 Delivery Method: Face to face PD</p> <p>Funding Sources: Supplies - Title I (211) - 211-13-6329-04N-051-30-510-000000-24F10 - \$1,300</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide opportunity for teachers to target interventions on students who can be moved from one scoring category to the next highest.</p> <p>Intended Audience: Student intervention for EB, GT, SPED and students Provider / Presenter / Person Responsible: Classroom teachers Date(s) / Timeframe: October and ongoing Collaborating Departments: Content teams, administration Delivery Method: Face to face tutoring</p> <p>Funding Sources: Tutoring pay - Title I (211) - 211-11-6116-04N-051-30-510-000000-24F10 - \$2,946.81, Tutoring - SCE (199 PIC 24) - 199-13-6117-001-051-24-273-000000- - \$3,000, Tutoring materials - Gifted & Talented (199 PIC 21) - - \$1,828</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Improve library selection. Increase library circulation through intentional scheduling and incentives.

Strategy's Expected Result/Impact: Increase reading ability through repetition.

Staff Responsible for Monitoring: Wyatt and admin

Action Step 1 Details	Reviews			
<p>Action Step 1: Conduct purge and replacement order of current stacks in the library. Purchase fresh reads by November 2023</p> <p>Intended Audience: All students and community</p> <p>Provider / Presenter / Person Responsible: Wyatt</p> <p>Date(s) / Timeframe: Clear shelves August and September Purchase fresh titles by November 2023</p> <p>Collaborating Departments: Library and all contents</p> <p>Delivery Method: Face to face library visits</p> <p>Funding Sources: Library books Spanish and English - Title I (211) - 211-12-6329-04N-051-30-510-000000-24F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: EB students show significant struggle according to MAP data. (DATA)met projected growth in ELA at MOY and only (DATA) met projected growth in Math. Root Cause: Inconsistent data study to inform and direct instructional plan.</p>
Student Learning
<p>Problem Statement 1: Planning and more importantly preparation to deliver high quality tier one instruction is inconsistent. Root Cause: Poor teacher attendance causes frequent interruptions to planning and preparation time.</p>
<p>Problem Statement 2: Inconsistent systems for reviewing and responding to data. Root Cause: Division among content areas regarding best practices for data study and response.</p>

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 93% to 100% by May 2024.
 Increase the percentage of English Language learners who score meets or above from 93% to 100% by May 2024.

Evaluation Data Sources: EOC scores, benchmarks, STAAR scores

Strategy 1: Reward student success on 3 week intervals

Strategy's Expected Result/Impact: Increased motivation, effort, and perseverance among students.

Staff Responsible for Monitoring: Incentive committee





Title I:

2.4

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase reward items as needed for distribution to deserving students. Criteria for rewards to be determined by incentive committee. Intended Audience: All students Provider / Presenter / Person Responsible: Incentive committee, Administrator Date(s) / Timeframe: 3 week intervals throughout the year Collaborating Departments: Incentive committee, behavior committee, counseling, administrator Delivery Method: Incentive/recognition events Funding Sources: Rewards - Title I (211) - 211-11-6499-04N-051-30-510-000000-24F10 - \$8,104, Incentives - SPED (199 PIC 23) - - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 60% to 70% in 8th grade; 54% to 65% in 7th grade; 46% to 60% in 6th grade by May 2024.

Increase the percentage of English language learners who Meet or exceed growth expectations on Math EOY from 18% to 35% in 6th grade; 10% to 35% in 7th grade; and 9% to 35% in 8th grade by May 2023.

Evaluation Data Sources: MAP math scores MOY and EOY

Strategy 1: Provide scaffolding supports to all students for basic computation skills. Small grouping, collaborative lesson activities, calculator availability, targeted practice in class and in non-core classrooms.

Strategy's Expected Result/Impact: Improved basic computation skills and application to on grade level content.

Staff Responsible for Monitoring: Instructional coaches, administrators, classroom teachers.

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase calculators for each math and science teachers classroom to be used as scaffold for students basic math skill implementation.</p> <p>Intended Audience: All math students</p> <p>Provider / Presenter / Person Responsible: Classroom teacher</p> <p>Date(s) / Timeframe: August purchase</p> <p>Delivery Method: Calculators</p> <p>Funding Sources: Student calculators - Title I (211) - 211-11-6399-04N-051-30-510-000000-24F10 - \$4,400</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide face to face interventions for special ed students using IXL materials</p> <p>Intended Audience: Identified students</p> <p>Provider / Presenter / Person Responsible: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: October and ongoing

Delivery Method: Face to face

Funding Sources: IXL materials - SPED (199 PIC 23) - - \$5,907



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: EB students show significant struggle according to MAP data. (DATA)met projected growth in ELA at MOY and only (DATA) met projected growth in Math. **Root Cause:** Inconsistent data study to inform and direct instructional plan.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 73% to 88% by May 2023.
Increase the percentage of English language learners who score meets or above from 67% to 82% by May 2023.

Evaluation Data Sources: MAP growth MOY and EOY results.
Benchmark results and final Staar results.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 34% to 49% by May 2023.





Increase the percentage of English Language learner who meet or master from 28% to 43% by May 2023.

Evaluation Data Sources: MAP, benchmarks, weekly assessments and end of year STAAR results

Strategy 1: Implement Saturday EB study camps to reinforce and practice the use of linguistic intervention strategies and practice format for TELPAS exam. Begin in November and run biweekly through March

Strategy's Expected Result/Impact: Improved confidence and interaction with standardized testing for identified EB students.

Staff Responsible for Monitoring: Grayson and admin

Action Step 1 Details	Reviews			
Action Step 1: Purchase TELPAS study materials for Saturday camps. Intended Audience: Identified students Provider / Presenter / Person Responsible: Grayson, admin Date(s) / Timeframe: November through March Collaborating Departments: Languages, campus admin Delivery Method: Face to face and virtual Funding Sources: Study materials - CTE (199 PIC 22) - - \$4,910	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 15% to 30% by May 2023.





Increase the percentage of English language learners from 12% to 27% by May 2023.

Evaluation Data Sources: MAP, benchmarks, weekly assessments and end of year STAAR results

Strategy 1: Implement Saturday study camp for math intervention of identified students.

Strategy's Expected Result/Impact: Improved confidence and skill in using computation appropriately in a testing situation.

Staff Responsible for Monitoring: Aguilera and math team

Action Step 1 Details	Reviews			
Action Step 1: Provide Saturday math learning camp. Intended Audience: Identified students Provider / Presenter / Person Responsible: Math team, admin Date(s) / Timeframe: November thru Mar. 4 camps Collaborating Departments: Math admin Delivery Method: Face to face Funding Sources: Instructional Materials - CTE (199 PIC 22) - - \$4,911	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 90% to 95% by May 2023.

Evaluation Data Sources: Attendance reports

Strategy 1: Implement consistent parent meeting events to educate and notify parents of requirements, achievements, and other needed parenting information.

Strategy's Expected Result/Impact: More parental involvement across campus especially where attendance is concerned.

Staff Responsible for Monitoring: FES and administrators


Title I:


2.5, 2.6, 4.2


- **ESF Levers:**


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

Action Step 1 Details	Reviews			
Action Step 1: Provide snacks and supplies for parental engagement activities Intended Audience: Community partners Provider / Presenter / Person Responsible: FES, counselors, administrators Date(s) / Timeframe: Aug and then monthly Delivery Method: Face to face meetings Funding Sources: Supplies and incentives - Title I (211) - 211-61-6499-04L-051-30-510-000000-24F10 - \$2,000, Materials and supplies - Parent Engagement - 211-61-6399-04L-051-30-510-000000-24F10 - \$4,110	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1049 to 949 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 8% to 5% by May 2023.

Evaluation Data Sources: Discipline data run over past 3 years

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2023.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 10 to 15 by May 2023.

Evaluation Data Sources: Sign in sheets and agendas

Strategy 1: Provide scheduled monthly parent education meetings to offer resources and guidance as parents navigate middle school with their children.

Strategy's Expected Result/Impact: Increased opportunity to involve parents and other community stakeholders in the advancement of our students experience at school.

Staff Responsible for Monitoring: FES, counselors, administrators

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Assessment/Data Analyst	Instructional Coach	211-13-6119-04N-051-30-510-000000-24F10	\$86,946.00
1	1	1	1	Assesment/Data Analyst	Instructional Coach	211-13-6119-04N-051-30-510-000000-24F10	\$73,842.00
1	1	3	1	Extra duty pay	Extra duty pay for PD after hours	211-11-6116-0PD-051-30-510-000000-24F10	\$2,900.00
1	1	3	2	Supplies	Reading materials for professional development	211-13-6329-04N-051-30-510-000000-24F10	\$1,300.00
1	1	3	3	Tutoring pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-051-30-510-000000-24F10	\$2,946.81
1	1	4	1	Library books Spanish and English	Reading materials for library use	211-12-6329-04N-051-30-510-000000-24F10	\$10,000.00
1	2	1	1	Rewards	Snacks or incentives for students	211-11-6499-04N-051-30-510-000000-24F10	\$8,104.00
2	1	1	1	Student calculators	Supplies and materials for instructional use	211-11-6399-04N-051-30-510-000000-24F10	\$4,400.00
4	1	1	1	Supplies and incentives	Snacks for parents to promote participation	211-61-6499-04L-051-30-510-000000-24F10	\$2,000.00
Sub-Total							\$192,438.81
Budgeted Fund Source Amount							\$192,438.81
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-051-24-273-000000-	\$5,710.00
1	1	3	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-051-24-273-000000-	\$2,000.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	3	Tutoring	Tutors with degree or certified	199-13-6117-001-051-24-273-000000-	\$3,000.00
Sub-Total							\$10,710.00
Budgeted Fund Source Amount							\$10,710.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials and supplies	Supplies and materials for parental involvement	211-61-6399-04L-051-30-510-000000-24F10	\$4,110.00
Sub-Total							\$4,110.00
Budgeted Fund Source Amount							\$4,110.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	3	Tutoring materials	TESTING MATERIALS		\$1,828.00
Sub-Total							\$1,828.00
Budgeted Fund Source Amount							\$1,828.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Study materials	INSTRUCTIONAL MATERIALS		\$4,910.00
3	2	1	1	Instructional Materials	INSTRUCTIONAL MATERIALS		\$4,911.00
Sub-Total							\$9,821.00
Budgeted Fund Source Amount							\$9,821.00
+/- Difference							\$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Incentives	GENERAL SUPPLIES		\$2,000.00
2	1	1	2	IXL materials	INSTRUCTIONAL MATERIALS		\$5,907.00
Sub-Total							\$7,907.00
Budgeted Fund Source Amount							\$7,907.00
+/- Difference							\$0.00
Grand Total Budgeted							\$226,814.81
Grand Total Spent							\$226,814.81
+/- Difference							\$0.00