

Fort Worth Independent School District
042 Daggett Middle School
2021-2022 Campus Improvement Plan



Mission Statement

To equip scholars with the knowledge and skills to grow and be successful in high school, college, career, and their community.

Vision

Educating scholars through committed partnerships with families and communities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our enrollment is 350 total students 16.6% African American, 77.7% Hispanic, 3.4% White, and 1.7% Two or More Races. This is further broken down as we disaggregate our Special Populations data. Our ELL students (56% of students), SPED students (18% of students) and African American (16.6% of students) students perform lower than some other student groups as indicated in our comparison data.

Demographics Strengths

Our TEA campus rating was a C for the 2019-2020 academic year and the campus received 1 distinction in Social Studies. Daggett Middle School was 3% away from being in the top Top 25 Percent: Comparative Academic Growth (AG). Daggett Middle school was in the top 25% when compared to campus comparisons in FWISD.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 7th Grade-NWEA MAP data shows that out of 126 7th grade students who tested in MOY, 67 students or 53% scored below the District Level Mean for Reading. Hispanic students are scoring in the 1st percental with an observed 2 pt. growth. **Root Cause:** Students have deficiencies in content vocabulary, reading comprehension, and fundamental grammar skills.

Problem Statement 2 (Prioritized): Although the school has provided block scheduling for reading, 14 out of 22 7th grade newcomer students are still scoring below grade level by as much as 315 Lexile points. There needs to be extensive planning for teaching and utilization of language supports in all classes by ESL trained teachers. **Root Cause:** A need to be intentional when planning for teaching and utilization of language supports in all classes by ESL trained teachers.

Problem Statement 3 (Prioritized): Advanced data shows we have 30 students currently in Alg. 10% are Black. There is a need to identify students of color in the 6th grade who have the ability to take advanced classes. **Root Cause:** Students identified are based on state assessment and teacher recommendations, this identification process maybe leaving minority students out.

Problem Statement 4 (Prioritized): 7th-grade students are scoring at the 32 growth percentile. African American students although they are a small subset of the entire population they are at 13% of the school's conditional growth. black/African American students are underperforming the district by 4%. **Root Cause:** Students lost 1-semester last year due to the pandemic which puts them at a disadvantage. 7th-grade teacher spending time covering skills not gained during the students' 6th-grade year.

Student Learning

Student Learning Summary

6th Grade

According to the NWEA MAPS data, the majority of DMS 6th grade students scored within the goal range of 191-200, differentiating a mean score of 198.2 as compared to the FWISD district level mean which was scored at a goal score of 205.9. According to the data majority of the 6th-grade population and exhibit academic difficulties in comprehension, inferencing, and knowledge of academic vocabulary.

7th Grade

NWEA MAP data shows that out of 126 7th grade students who tested in January 2021, 67 students, or 53% scored below the District Level Mean for Reading. Out of the 126 students, 52 or 41% are LT-ELs and need language supports. Out of these 67 students tested, 19 were newcomers, the majority of whom are reading below grade level. While the MAP data shows some progress in foundational language skills of context clues and vocabulary, there has not been as much overall progress in inferencing and comprehension skills.

Although the school has provided a block schedule for reading, 14 out of 22 7th grade newcomer students are still scoring below grade level by as much as 315 Lexile points.

8th Grade

Students in the 8th grade are scoring below the district in reading according to NWEA DMS 200, FWISD 212. Academic difficulties in reading may be due to lack of English proficiency since approximately 30% of our 8th graders are classified as long-term English Language Learners.

Student Learning Strengths

- Daggett Middle school is in the top 25% of comparison campuses in closing the GAP according to the 2018-2019 STAAR.
- Daggett Middle school outperformed comparable FWISD campuses on the 2018-2019 STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus facilitates students who are new to the country which means an increase of 50/80 of our Newcomer students who have not grasped the English language and are in general education classes for Science and Social Studies. Teachers struggle to meet and address the needs of these students academically and linguistically.

School Processes & Programs

School Processes & Programs Summary

Daggett's focus for the year will be on improving our students' overall performance in Reading and Math by providing high rigor, high relevance instruction. An emphasis will be placed on collaboration and the use of technology to enhance instruction and create engagement while spiraling in challenging TEKS. Administration Support - The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents, students, and community. Professional Learning Communities (PLC's) - The teachers and staff at Daggett will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their teams and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving instruction. Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing engaging lessons that meet the needs of our students. Professional development will be based on the needs of the campus. The faculty and staff place value on knowing our students and designing engaging lessons that meet their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2020-2021 school year.

School Processes & Programs Strengths

Mentoring new and experienced teachers is an ongoing process at DMS that fosters a sense of community and PLC. DMS has an Instructional coach to meet the needs of our staff. Teachers understand the needs of the students on the campus. Campus staff knows every student by name face and situation which allows the campus to provide support to students based on their individual needs. Over the past 5 years, community students have elected to attend other schools via POC however, the number of students in the community that are wanting to attend DMS is growing because of the campus being a small campus and the sense of community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although we continue to recruit and hire highly qualified staff, the staff at DMS does not resemble the demographics of our students. There needs to be an increase in Hispanic/Latino teachers. **Root Cause:** There is a limited number of highly qualified teachers in our applicant pool that match our campus demographics.

Problem Statement 2 (Prioritized): Advanced data shows we have 30 students currently in Alg. 10% are Black. There is a need to identify students of color in the 6th grade who have the ability to take advanced classes. **Root Cause:** Students identified are based on state assessment and teacher recommendations, this identification process maybe leaving minority students out.

Perceptions

Perceptions Summary

- 84% of our students feel they have at least 1 adult they can count on for help on the campus.
- The campus has established a student council that provides insight to campus leaders.
- 60% of the campus students participate in an extra curricula activity.
- Administrators, as well as teachers, make home visits to encourage regular attendance.
- We have bring your parent to school day where parents come and attend classes with our students.
- Established school routines for teachers and students.
- Events that celebrate our school community as well as the neighborhood community.
- The campus provides wrap-around services for students and families

Perceptions Strengths

- Teachers have the belief that all students can reach high academics and are willing to give up their personal time to ensure student success.
- Our students feel they have at least 1 adult they can count on or help on the campus.
- The campus provides extracurricular activities - football, volleyball, etc for those on-campus students.
- The campus encourages students to participate in the Librarian's book club during lunch
- Administrators, counselors, teachers, and staff have made home visits and phone calls to encourage regular attendance and completion of assignments.
- Campus staff has maintained a positive learning environment in spite of the restrictions of the pandemic.
- The campus has provided food distribution to students' families once a month.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 40% of our students are not engaging with our campus outside of the academic context. **Root Cause:** (A) Transportation (B). Lack of interest in sports or band.

Priority Problem Statements

Problem Statement 1: 7th Grade-NWEA MAP data shows that out of 126 7th grade students who tested in MOY, 67 students or 53% scored below the District Level Mean for Reading. Hispanic students are scoring in the 1st percental with an observed 2 pt. growth.

Root Cause 1: Students have deficiencies in content vocabulary, reading comprehension, and fundamental grammar skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although the school has provided block scheduling for reading, 14 out of 22 7th grade newcomer students are still scoring below grade level by as much as 315 Lexile points. There needs to be extensive planning for teaching and utilization of language supports in all classes by ESL trained teachers.

Root Cause 2: A need to be intentional when planning for teaching and utilization of language supports in all classes by ESL trained teachers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Advanced data shows we have 30 students currently in Alg. 10% are Black. There is a need to identify students of color in the 6th grade who have the ability to take advanced classes.

Root Cause 3: Students identified are based on state assessment and teacher recommendations, this identification process maybe leaving minority students out.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 4: 7th-grade students are scoring at the 32 growth percentile. African American students although they are a small subset of the entire population they are at 13% of the school's conditional growth. black/African American students are underperforming the district by 4%.

Root Cause 4: Students lost 1-semester last year due to the pandemic which puts them at a disadvantage. 7th-grade teacher spending time covering skills not gained during the students' 6th-grade year.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Campus facilitates students who are new to the country which means an increase of 50/80 of our Newcomer students who have not grasped the English language and are in general education classes for Science and Social Studies. Teachers struggle to meet and address the needs of these students academically and linguistically.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Although we continue to recruit and hire highly qualified staff, the staff at DMS does not resemble the demographics of our students. There needs to be an increase in Hispanic/Latino teachers.

Root Cause 6: There is a limited number of highly qualified teachers in our applicant pool that match our campus demographics.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 40% of our students are not engaging with our campus outside of the academic context.

Root Cause 7: (A) Transportation (B). Lack of interest in sports or band.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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-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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results





Goals

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

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 37% to 50% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 50% by May 2022.

Evaluation Data Sources: End of year STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine and implement a systemic approach to embed literacy instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase on MAP test & benchmarks. Increase in students approaching, meeting and master level on STAAR performance</p> <p>Staff Responsible for Monitoring: Admin., Instructional Coach & Dept. Chair.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Pay teachers for targeted tutorials outside of the school day. - Title I (211) - 211-11-6116-04N-042-30-510-000000-22F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p>Strategy's Expected Result/Impact: Refinement of teaching practices, additional staff development in addition to the implementation of additional web-based programs. Increase in MAP & Benchmark data. Increase in students approaching, meeting, and master level on STAAR performance.</p> <p>Staff Responsible for Monitoring: Admin, Data Analyst, Instructional Coach & Dept. Chair.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: General - Title I (211) - 211-11-6399-04N-042-30-510-000000-22F10 - \$9,561, Data Analyst - Title I (211) - 211-13-6119-04N-042-30-510-000000-22F10 - \$78,439</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 90% to 95% by May 2022. Increase the percentage of African American students who are enrolled in Eng. 1 from 1% to 5% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a plan to increase the quality of instruction for students in all tiers.</p> <p>Strategy's Expected Result/Impact: Refinement of High rigor and engaging lessons, PD in addition to the implementation of additional web-based programs will contribute to an increase on benchmarks and report card grades. Increase in students approaching, meeting, and master level on STAAR performance.</p> <p>Staff Responsible for Monitoring: Data Analyst, Admin. Instructional Coach, Dept. char</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Resources for instructional needs - Title I (211) - 211-11-6112-04N-042-30-510-000000-22F10 - \$5,000, Subs for PD - Title I (211) - 211-11-6112-0PD-042-30-510-000000-22F10 - \$2,000, PD - Title I (211) - 211-11-6116-0PD-042-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Instructional Coaches will assist teachers in team planning with strategies used in the classroom. Implement individual teacher professional development as identified. Work with teachers using student data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Build capacity in the classroom. increase in STAAR performance.</p> <p>Staff Responsible for Monitoring: Instructional Coach, EALR teachers.</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>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Although the school has provided block scheduling for reading, 14 out of 22 7th grade newcomer students are still scoring below grade level by as much as 315 Lexile points. There needs to be extensive planning for teaching and utilization of language supports in all classes by ESL trained teachers. Root Cause: A need to be intentional when planning for teaching and utilization of language supports in all classes by ESL trained teachers.</p>





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

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 37% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 50% by May 2022.

Evaluation Data Sources: Map data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will assess weekly to determine current levels of student readiness to drive instruction and continue to refine curriculum, offer staff development, provide materials, and web-based programs in an effort to continue the growth in math.</p> <p>Strategy's Expected Result/Impact: Refinement of the curriculum, additional staff development in addition to the implementation of additional web-based programs will contribute to an increase on MAP tests and benchmarks, and report card grades. Increase in students approaching, meeting, and master level on STAAR performance.</p> <p>Staff Responsible for Monitoring: Math Dept. Instructional Specialist & Admin.</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: Tutors to help students who are not meeting mastery. - Title I (211) - 211-11-6127-04N-042-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement a plan to increase the amount and quality of instruction to students on all tiers.</p> <p>Strategy's Expected Result/Impact: Refinement of High rigor and engaging lessons, PD in addition to the implementation of additional web-based programs will contribute to an increase on benchmarks and report card grades. Increase in students approaching, meeting, and master level on STAAR performance.</p> <p>Staff Responsible for Monitoring: Math Dept. Instructional Specialist & Admin.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: General supplies for instruction - Title I (211) - 211-11-6399-04N-042-30-510-000000-22F10 - \$2,000, Site license for data tool - Title I (211) - 211-11-6399-04N-042-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided extended day support to help with academic needs. Strategy's Expected Result/Impact: 65% of the students in 6-8 will increase their math MAP data. Title I Schoolwide Elements: 2.4 Funding Sources: Tutoring after school - SCE (199 PIC 24) - 199-13-6117-001-042-24-273-000000- - \$1,200, Transportation - Title I (211) - 211-11-6412-04N-042-30-510-000000-22F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: 7th-grade students are scoring at the 32 growth percentile. African American students although they are a small subset of the entire population they are at 13% of the school's conditional growth. black/African American students are underperforming the district by 4%. Root Cause: Students lost 1-semester last year due to the pandemic which puts them at a disadvantage. 7th-grade teacher spending time covering skills not gained during the students' 6th-grade year.</p>

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

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 88% to 95% by May 2022. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 83% to 88% by May 2022.

Evaluation Data Sources: Map Data & Benchmark





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will refine first teach through differentiated small group instruction and flexible grouping for all students including those receiving ESL, SE, and 504 accommodations.</p> <p>Strategy's Expected Result/Impact: Lesson plans, Campus Walk Throughs</p> <p>Staff Responsible for Monitoring: ILT, All Language Arts Teachers, Special Education Teachers, REID Teacher, and ESL Team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Inclusion teacher PD - SCE (199 PIC 24) - 199-11-6299-001-042-24-273-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will participate in planning sessions for reading, with team members and specialists to prepare for the next grading period</p> <p>Strategy's Expected Result/Impact: Monthly ISPC and MOL results</p> <p>Staff Responsible for Monitoring: Language Arts Specialist and All Language Arts Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: General supplies - Title I (211) - 211-11-6399-04N-042-30-510-000000-22F10 - \$1,000, - SCE (199 PIC 24) - 199-11-6399-001-042-24-273-000000- - \$2,000</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>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 26% to 36% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 35% to 40% by May 2022.

Evaluation Data Sources: The number of overall students who are at meets by STAAR.
Weekly TEKS-based assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: After analyzing the data gathered from Benchmarks and common assessments, plan for extra targeted opportunities for students that could move from approaches to meets.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 35% to 40%.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04N-042-30-510-000000-22F10 - \$166, - SCE (199 PIC 24) - 199-11-6116-001-042-24-273-000000- - \$88</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>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 26% to 36% by June 2024.





Performance Objective 2: 90% of 6-8th grade students will be able to communicate details about a minimum of 3 career options as evidenced by their career projects/talks.

Evaluation Data Sources: Documentation from College and Career on presentations.

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the percentage of students who are chronically absent from 21% to 15% by May 2022. Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 15% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provides students with opportunities to grow, socially and emotionally through strategically designed weekly lessons.</p> <p>Strategy's Expected Result/Impact: embedded lessons weekly</p> <p>Staff Responsible for Monitoring: Counselor(s), Admin.</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-042-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources (English and Spanish versions) to students and families that will help with middle school transition, classroom success, social and emotional health at school and home, setting goals and making choices, and planning for the future.</p> <p>Staff Responsible for Monitoring: Intervention specialist, Admin, parent liason.</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-042-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 63% to 70% by May 2022.





Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 33% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing time during the school day that provides students with opportunities to grow, socially and emotionally through designed lessons from the panorama database.</p> <p>Staff Responsible for Monitoring: Principal, Counselors & Teacher leader</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 15% to 10% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide access to programs that are geared towards addressing the Social & emotional needs of our African American students.</p> <p>Staff Responsible for Monitoring: CCMR coach Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need</p> <p>Staff Responsible for Monitoring: Principal, Parent Liason</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title I (211) - 211-61-6116-04L-042-30-510-000000-22F10 - \$3,652</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 81% to 85% by May 2022.

Increase the positive perception of parents of Hispanic students from 53% to 70% by May 2022.

Evaluation Data Sources: Panorama Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Enlist community and business partners to assist in providing support to students and families who are in need</p> <p>Staff Responsible for Monitoring: Principal, Parent Liason</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-042-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-61-6499-04L-042-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collect perception data from students, staff, and parents to identify strategies to improve campus safety</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 3.1</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>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Pay teachers for targeted tutorials outside of the school day.	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-042-30-510-000000-22F10	\$4,000.00
1	1	2	General	Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-22F10	\$9,561.00
1	1	2	Data Analyst	Data Analyst	211-13-6119-04N-042-30-510-000000-22F10	\$78,439.00
1	2	1	Resources for instructional needs	Subs for supplemental instruction	211-11-6112-04N-042-30-510-000000-22F10	\$5,000.00
1	2	1	Subs for PD	Subs for professional development	211-11-6112-0PD-042-30-510-000000-22F10	\$2,000.00
1	2	1	PD	Extra duty pay for PD after hours	211-11-6116-0PD-042-30-510-000000-22F10	\$2,000.00
2	1	1	Tutors to helps students who are not meeting mastery.	Tutors without degree	211-11-6127-04N-042-30-510-000000-22F10	\$5,000.00
2	1	2	General supplies for instruction	Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-22F10	\$2,000.00
2	1	2	Site license for data tool	Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-22F10	\$3,000.00
2	1	3	Transportation	Transportation costs for students	211-11-6412-04N-042-30-510-000000-22F10	\$2,000.00
2	2	2	General supplies	Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-22F10	\$1,000.00
3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-042-30-510-000000-22F10	\$166.00
4	1	1		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-22F10	\$1,000.00
4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-042-30-510-000000-22F10	\$1,000.00
4	3	2		Extra duty for family engagement activities after hours	211-61-6116-04L-042-30-510-000000-22F10	\$3,652.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-042-30-510-000000-22F10	\$1,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-042-30-510-000000-22F10	\$1,000.00
Sub-Total						\$121,818.00
Budgeted Fund Source Amount						\$121,818.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	1	3	Tutoring after school	Tutors with degree or certified	199-13-6117-001-042-24-273-000000-	\$1,200.00
2	2	1	Inclusion teacher PD	Contracted instructional services	199-11-6299-001-042-24-273-000000-	\$1,000.00
2	2	2		Supplies and materials for instructional use	199-11-6399-001-042-24-273-000000-	\$2,000.00
3	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-042-24-273-000000-	\$88.00
Sub-Total						\$4,288.00
Budgeted Fund Source Amount						\$4,288.00
+/- Difference						\$0.00
Grand Total						\$126,106.00