

Fort Worth Independent School District

044 J.P. Elder Middle School

2021-2022 Campus Improvement Plan



Mission Statement

To promote learning in a climate that is communicative, just, disciplined and caring so every child achieves academic success

Vision

PIE squared Pride - Integrity - Excellence + Purpose – Engagement = Success

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

Demographics Summary

J. P. Elder Middle School is a 97-year-old middle school. It was originally named North Side Junior High School. The name was changed in 1935 to J. P. Elder Middle School. The school was named after J. P. Elder. Mr. Elder was the superintendent of the Swift meat company in the stockyard area of Fort Worth. J.P. Elder Middle School is located in the north side area of Fort Worth. Elder is a 6-8 grade, Title 1 campus serving over 1,000 students. Elder is considered an Urban school. The majority of its students live in the North Side area, with only about 75 students riding the bus. Elder was the largest middle school in the Fort Worth Independent School District, but is now losing students. Elder is made up of predominantly Hispanic students, 95.5%. Elder is serving 94.4% of the students receiving free or reduced lunch.

Elder Middle School has a mobility rate of 11.9% substantially lower than the district at 21.3%. Elder is a “Legacy” school, meaning it is multigenerational; many of our parents attended Elder and now their children do. Many of our faculty also attended J. P. Elder. The enrollment is going down. In 2017, the enrollment was at its highest at 1290 students. The enrollment has continued to decrease with a projected enrollment in 21-22 of 1024. One reason for the decrease is the ending of the Programs of Choice (POC) program within FWISD. The POC would attract 50 additional students per grade, or 150 a year. Elder’s boundaries have also been redrawn resulting in a loss of an additional 50 students. Due to the drop in enrollment, the number of staff members has had to be reduced. The latest TAPR report showed the staff breakdown as follows: 11 first year teachers, 23 teachers with 1-5 experience, 7 with

6-10, 16 with 11-20, and 8 teachers with over 20 years' experience. With so many teachers with less than 10 years' experience, training is very important to improving academics. Based on the most recent climate survey, the majority of the teachers feel safe and enjoy working at Elder.

Demographics Strengths

1. J. P. Elder's mobility rate is nearly 10% less than the district. This is due to the fact that Elder is a "Legacy" school, meaning many of our parents and grandparents attended Elder, and now their children do so as well.
1. J. P. Elder is a homogeneous school, with 95% of the students being Hispanic.
1. Nearly 2/3 of the teaching staff has less than 10 years' experience and is wanting to get better.
1. Based on the most recent climate survey, most teachers are receiving feedback from administration and open to feedback.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): J. P. Elder is 95% Hispanic in population- this leads to a lack of diversity, and based on SEL survey, only 65% of students responded favorably to "How often do you have classes with students from different racial, ethnic or cultural backgrounds. **Root Cause:** Students have not been taught or exposed to different racial, ethnic or cultural backgrounds.

Problem Statement 2 (Prioritized): Based on the SEL survey, 42% of students report they do not know how to, or do not regulate their emotions. **Root Cause:** Emotional regulation does not come naturally to all students, and it is skill that has not be taught to students.

Student Learning

Student Learning Summary

In regard to student learning at J.P. Elder Middle School, for the last 3 years the campus has scored slightly below district averages on state assessments causing the school to have a 'D' accountability rating. During this time, a high teacher turnover rate, incoming student learning deficiencies, and COVID-19 shutdowns have prevented the school from exiting this list. However, the future looks promising. The 2021 - 2022 school year looks to have a less than 8% turnover rate of staff, double blocked Math and ELA courses for below grade level students and the return of virtual learning students to campus.

Student Learning Strengths

Students at J.P. Elder Middle School demonstrate a variety of different learning styles and strengths. As a whole, the campus offers learning from Special Education to Advanced Placement. 6th Grade Social Studies, 7th Grade Math, and 8th Grade Science have consistently scored above district averages for the 2020 - 2021 school year. Based on MAP testing data, the school is on target to advance to a 'C' accountability rating for 2021 - 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the ELA December District Benchmark Test was 37%. During the previous school year of 2019 - 2020 similar students scored 52% Approaching Grade Level on the December District Benchmark Test. **Root Cause:** Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.

Problem Statement 2 (Prioritized): In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the Math December District Benchmark Test was 25?%. During the previous school year of 2019 - 2020 similar students scored 53% Approaching Grade Level on the December District Benchmark Test. **Root Cause:** Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students'

performance.

School Processes & Programs

School Processes & Programs Summary

For the 2020-2021 school year, our campus focused on Tier 1 instruction. Which requires teachers to design lessons that follow the district's instructional framework. Professional development was given on lesson plan formats, the use of technology in the classroom, and the process for PLC. During the 2021-2022 school year the campus will implement a new PLC schedule that will strengthen the instructional planning process. This will require the teachers to use the four PLC questions (What do we want students to know and be able to do, how do we know that students have learned the material, how do we respond when students don't learn the material, and how do we respond when students have learned the material). Also, during the 2021-2022 school year teachers will be required to unpack the standards and develop higher-level DOK questioning to improve lesson planning. Teachers will also continue to focus on improving technology usage in the classroom. The plans and records from the 2020-2021 school year, will provide added information to help teachers increase the effectiveness of the school-wide process.

School Processes & Programs Strengths

1. According to the SEL survey 87% of teachers find it easy to interact with students who are from a different cultural background than their own.
2. According to the SEL survey 80% of students have a teacher or other adult on campus who they can count on to help them no matter what.
3. According to the SEL survey 89% of students feel respected by their teachers.
4. 100% of teachers participated in professional development opportunities this 2020-2021 school, with a focus on implementing technology to make lessons more engaging.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the 2019-2020 TAPR report, 52% of Elder teachers have less than 5 years teaching experience. Based on the results of the SEL survey, 38% of teachers do not know how to change their teaching styles to met the needs of students. **Root Cause:** Professional development is needed in Tier 1 instructional strategies to increase student engagement and student success.

Problem Statement 2 (Prioritized): The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student. **Root Cause:** Teachers have not been trained to follow PLC protocols to insure student interventions.

Perceptions

Perceptions Summary

J.P. Elder Middle School is a Title I school dedicated to the improvement of student achievement. Elder's Site-Based Decision Making (SBDM) committee is strong and inclusive encouraging parents and the community to participate. The committee consists of parents, business and community leaders, teachers and administrators. All members have opportunities to provide input and guidance on all topics before casting their votes. The SBDM committee met 6 times this year to review and refine our approach to improving student achievement. The information is disseminated to the entire campus professional learning communities for additional input and guidance as student achievement data is consistently reviewed and discussed during PLCs and parent teacher conferences. While COVID-19 has caused a decrease in parental involvement, we consistently invite and encourage parents, staff and community to join and participate in PTA activities and field trips, so that students are more successful in school.

J.P. Elder has a positive school climate where students and staff feel safe and supported. According to the SEL survey, 75% of students care about other people's feelings. We have three counselors and an interventionist highly visible before during and after school. Counselors work closely with administrators to provide academic, social, emotional, and behavioral support to students and students feel safe talking to them. Our counselors provide presentations on bullying guidance, healthy relationships, abuse of power, cyberbullying, sexting, digital citizenship, and self-regulation skills. When appropriate, we use the restorative approach to discipline such as restorative circles, family conferencing and peer mediation to address behaviors that may have resulted in harm to someone else. We have had only eight incidences of bullying, one was cyberbullying. Informational flyers and brochures with helpful information, are in the foyer, easily accessible for anyone in need. Incoming 6th graders look forward to our annual Yearling camp where students and families tour the campus, meet

their teachers and administrators, and learn about exciting opportunities awaiting them.

We have a diverse population and a plethora of extra-curricular activities for students to choose from. According to the 2020-2021 SEL survey, 75% of the student population felt students of different races, ethnicities and cultures are treated fairly by other students and 83% fairly by adults in the school. According to the SEL survey, 97% of teachers often think about the experiences of students from different races, ethnicities, or cultures. Every Friday, the My Brother's Keeper (MBK) support program meet with our male students of color who face unique challenges that increases their chances of dropping out of school. MBK provides a variety of academic support, promote success, provide mentorship, teach leadership skills and other personal enrichment activities designed to strengthen the academic and personal growth of students.

Perceptions Strengths

Data analysis revealed the following strengths:

- J.P. Elder is an inviting work environment.
- Faculty and staff relationships with administrators are strong.
- Students feel supported through their relationships with friends, family and adults at school.
- Teachers have opportunities to be involved in campus level decision-making.
- J.P. Elder has a strong SBDM.
- Students benefit from the various extra-curricular clubs offered at Elder such as Theatre Arts, Orchestra, Band, Choir, Art, Forensic Science, AVID, The Go Center, Mariachi, JCC, MBK, Gardening Club, Running Club, Youth Voices 4 Change and athletics.
- We are committed to keeping parents informed through monthly Social Media Posts via Facebook, Instagram and Twitter, Blackboard, text, phone calls and home visits.
- Students from different races, ethnicities, or cultures feel the school is diverse, fair and inclusive.

- The Yearling Camp for incoming 6th graders is a huge success and helps students transition from elementary to middle school easier.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance declined between Oct.-March 2019 and Oct.-March 2020 by 23% for 6th grade, 15% for 7th grade and 1% for 8th grade. **Root Cause:** Reaching parents and students have become more challenging. COVID-19 has disrupted the normal routines of most families as students are struggling to balance the increased demands placed on them at home and at school.

Problem Statement 2 (Prioritized): According to the 2020-2021 Panorama SEL survey only 35% of student's say they are not attentive or invested in class. **Root Cause:** A decrease in parental communication and involvement with activities that help support student academic achievement brought on by the sudden closure of schools and the transition to online learning due to COVID-19.

Priority Problem Statements

Problem Statement 1: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the ELA December District Benchmark Test was 37%. During the previous school year of 2019 - 2020 similar students scored 52% Approaching Grade Level on the December District Benchmark Test.

Root Cause 1: Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the Math December District Benchmark Test was 25%. During the previous school year of 2019 - 2020 similar students scored 53% Approaching Grade Level on the December District Benchmark Test.

Root Cause 2: Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on the 2019-2020 TAPR report, 52% of Elder teachers have less than 5 years teaching experience. Based on the results of the SEL survey, 38% of teachers do not know how to change their teaching styles to met the needs of students.

Root Cause 3: Professional development is needed in Tier 1 instructional strategies to increase student engagement and student success.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Attendance declined between Oct.-March 2019 and Oct.-March 2020 by 23% for 6th grade, 15% for 7th grade and 1% for 8th grade.

Root Cause 4: Reaching parents and students have become more challenging. COVID-19 has disrupted the normal routines of most families as students are struggling to balance the increased demands placed on them at home and at school.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to the 2020-2021 Panorama SEL survey only 35% of student's say they are not attentive or invested in class.

Root Cause 5: A decrease in parental communication and involvement with activities that help support student academic achievement brought on by the sudden closure of schools and the transition to online learning due to COVID-19.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student.

Root Cause 6: Teachers have not been trained to follow PLC protocols to insure student interventions.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Based on the SEL survey, 42% of students report they do not know how to, or do not regulate their emotions.

Root Cause 7: Emotional regulation does not come naturally to all students, and it is skill that has not be taught to students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: J. P. Elder is 95% Hispanic in population- this leads to a lack of diversity, and based on SEL survey, only 65% of students responded favorably to "How often do you have classes with students from different racial, ethnic or cultural backgrounds.

Root Cause 8: Students have not been taught or exposed to different racial, ethnic or cultural backgrounds.

Problem Statement 8 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data

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

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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

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.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 1, 2021

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 46.6% to 51.2% by May 2022.

Increase the percentage of Special Education students from 31.4% to 35.0% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the all core content teachers by implementing protocols learned in Solution Tree training regarding best practices for PLCs. ILT will monitor, implement and provide feedback to all PLCs. The ILT will also establish systems that allow teachers to engage in intentional Tier One lesson planning that is aligned to our district instructional curriculum and instructional framework and provide support in disaggregating multiple sources of student and teacher data to track, monitor, and inform instructional practices that will lead to student success.</p> <p>Strategy's Expected Result/Impact: By October 2021, 100 % of core content teachers will be trained on the Solution Tree PLC model. All PLCs will utilize the campus accepted PLC protocols and provide documentation including student intervention plans weekly. All intervention plans will be monitored by appropriate ILT member and feedback will be provided.</p> <p>Staff Responsible for Monitoring: ILT members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: Hire data analyst - Title I (211) - 211-13-6119-04N-044-30-510-000000-22F10 - \$80,233, PD time - Title I (211) - 211-11-6116-0PD-044-30-510-000000-22F10 - \$3,000, Technology for Data Analyst - Title I (211) - 211-13-6396-04N-044-30-510-000000-22F10 - \$1,500, Extra duty pay for PD - Title I (211) - 211-11-6116-0PD-044-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional time for all struggling reading students and provide additional instructional material.</p> <p>Strategy's Expected Result/Impact: By June 1, 2022, 6th grade Reading STAAR scores will increase from 47.0 percent approaches to 53.0 percent approaches.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Purchase instructional materials - SCE (199 PIC 24) - 199-11-6329-001-044-24-273-000000- - \$2,000, Hire two Title 1 reading teachers - Title I (211) - 211-11-6119-04N-044-30-510-000000-22F10 - \$128,197, Tutoring - Title I (211) - 211-11-6116-04N-044-30-510-000000-22F10 - \$2,000, Tutoring - Title I (211) - 211-11-6127-04N-044-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the ELA December District Benchmark Test was 37%. During the previous school year of 2019 - 2020 similar students scored 52% Approaching Grade Level on the December District Benchmark Test. Root Cause: Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.</p> <p>Problem Statement 2: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the Math December District Benchmark Test was 25%. During the previous school year of 2019 - 2020 similar students scored 53% Approaching Grade Level on the December District Benchmark Test. Root Cause: Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.</p>
School Processes & Programs
<p>Problem Statement 1: Based on the 2019-2020 TAPR report, 52% of Elder teachers have less than 5 years teaching experience. Based on the results of the SEL survey, 38% of teachers do not know how to change their teaching styles to met the needs of students. Root Cause: Professional development is needed in Tier 1 instructional strategies to increase student engagement and student success.</p> <p>Problem Statement 2: The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student. Root Cause: Teachers have not been trained to follow PLC protocols to insure student interventions.</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 98.2% to 100% by May 2022.

Increase the percentage of Hispanic students from 98.0% to 100% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the all core content teachers by implementing protocols learned in Solution Tree training regarding best practices for PLCs. ILT will monitor, implement and provide feedback to all PLCs. The ILT will also establish systems that allow teachers to engage in intentional Tier One lesson planning that is aligned to our district instructional curriculum and instructional framework and provide support in disaggregating multiple sources of student and teacher data to track, monitor, and inform instructional practices that will lead to student success.</p> <p>Strategy's Expected Result/Impact: By October 2021, 100 % of English 1 teachers will be trained on the Solution Tree PLC model. All PLCs will utilize the campus accepted PLC protocols and provide documentation including student intervention plans weekly. All intervention plans will be monitored by appropriate ILT member and feedback will be provided.</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional time for all struggling reading students and provide additional instructional material.</p> <p>Strategy's Expected Result/Impact: By June 2022, 100 percent of students taking English 1 EOC will reach Approaches.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: Instructional material - SCE (199 PIC 24) - 199-11-6329-001-044-24-273-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the ELA December District Benchmark Test was 37%. During the previous school year of 2019 - 2020 similar students scored 52% Approaching Grade Level on the December District Benchmark Test. **Root Cause:** Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.

School Processes & Programs

Problem Statement 1: Based on the 2019-2020 TAPR report, 52% of Elder teachers have less than 5 years teaching experience. Based on the results of the SEL survey, 38% of teachers do not know how to change their teaching styles to met the needs of students. **Root Cause:** Professional development is needed in Tier 1 instructional strategies to increase student engagement and student success.





Problem Statement 2: The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student. **Root Cause:** Teachers have not been trained to follow PLC protocols to insure student interventions.

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 46.6% to 51.2% by May 2022.

Increase the percentage of English Language Learners from 36.9% to 40.6% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the all core content teachers by implementing protocols learned in Solution Tree training regarding best practices for PLCs. ILT will monitor, implement and provide feedback to all PLCs. The ILT will also establish systems that allow teachers to engage in intentional Tier One lesson planning that is aligned to our district instructional curriculum and instructional framework and provide support in disaggregating multiple sources of student and teacher data to track, monitor, and inform instructional practices that will lead to student success.</p> <p>Strategy's Expected Result/Impact: By October 2020, all core content teachers will be trained on the Solution Tree PLC model. All PLCs will utilize the campus accepted PLC protocols and provide documentation including student intervention plans weekly. All intervention plans will be monitored by appropriate ILT member and feedback will be provided.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional time for all struggling math students and provide additional instructional material.</p> <p>Strategy's Expected Result/Impact: By September 1, 2021, all 7th grade students scoring in the lowest quartile based on MAP reading will be schedule into a double block of Math and Enhanced Math classes.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Math Teacher - Title I (211) - 211-11-6119-04N-044-30-510-000000-22F10 - \$64,622, All in Learning software for data - Title I (211) - 211-11-6399-04N-044-30-510-000000-22F10 - \$4,500, Instructional material - SCE (199 PIC 24) - 199-11-6399-001-044-24-273-000000- - \$3,000, Tutors - Title I (211) - 211-11-6116-04N-044-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the Math December District Benchmark Test was 25%. During the previous school year of 2019 - 2020 similar students scored 53% Approaching Grade Level on the December District Benchmark Test. **Root Cause:** Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.

School Processes & Programs

Problem Statement 1: Based on the 2019-2020 TAPR report, 52% of Elder teachers have less than 5 years teaching experience. Based on the results of the SEL survey, 38% of teachers do not know how to change their teaching styles to met the needs of students. **Root Cause:** Professional development is needed in Tier 1 instructional strategies to increase student engagement and student success.


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 88.1% to 97.0% by May 2022.


Increase the percentage of English Language Learners from 83.3% to 91.6% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the all core content teachers by implementing protocols learned in Solution Tree training regarding best practices for PLCs. ILT will monitor, implement and provide feedback to all PLCs. The ILT will also establish systems that allow teachers to engage in intentional Tier One lesson planning that is aligned to our district instructional curriculum and instructional framework and provide support in disaggregating multiple sources of student and teacher data to track, monitor, and inform instructional practices that will lead to student success.</p> <p>Strategy's Expected Result/Impact: By October 2021, Algebra 1 of core content teachers will be trained on the Solution Tree PLC model. All PLCs will utilize the campus accepted PLC protocols and provide documentation including student intervention plans weekly. All intervention plans will be monitored by appropriate ILT member and feedback will be provided.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 2: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the Math December District Benchmark Test was 25%. During the previous school year of 2019 - 2020 similar students scored 53% Approaching Grade Level on the December District Benchmark Test. Root Cause: Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.</p>
School Processes & Programs
<p>Problem Statement 2: The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student. Root Cause: Teachers have not been trained to follow PLC protocols to insure student interventions.</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 26.0% to 31.0% by May 2022.

Increase the percentage of English Language Learners from 21.0% to 25.0% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the all core content teachers by implementing protocols learned in Solution Tree training regarding best practices for PLCs. ILT will monitor, implement and provide feedback to all PLCs. The ILT will also establish systems that allow teachers to engage in intentional Tier One lesson planning that is aligned to our district instructional curriculum and instructional framework and provide support in disaggregating multiple sources of student and teacher data to track, monitor, and inform instructional practices that will lead to student success.</p> <p>Strategy's Expected Result/Impact: By May 2022, all LEP students will have opportunity to train and take at least one practice TELPAS test.</p> <p>Staff Responsible for Monitoring: Instructional leadership team and ELAR teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: K12 Summit Software PD - Title I (211) - 211-13-6499-04N-044-30-510-000000-22F10 - \$1,000, K12 Summit Software for LEP students - Title I (211) - 211-11-6399-04N-044-30-510-000000-22F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional time for all struggling reading students and provide additional instructional material.</p> <p>Strategy's Expected Result/Impact: By June 2022, the percent of student reaching Meets in STAAR reading will increase from 6th grade 22.0%, 7th grade 29.0% and 8th grade 25.0% to 6th grade 26.0%, 7th grade 34.0% and 8th grade 29%</p> <p>Staff Responsible for Monitoring: Instrucitonal Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-044-24-273-000000- - \$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;">  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:

Student Learning

Problem Statement 1: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the ELA December District Benchmark Test was 37%. During the previous school year of 2019 - 2020 similar students scored 52% Approaching Grade Level on the December District Benchmark Test. **Root Cause:** Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.

School Processes & Programs





Problem Statement 2: The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student. **Root Cause:** Teachers have not been trained to follow PLC protocols to insure student interventions.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 13.0% to 16.0% by May 2022.

Increase the percentage of English Language Learners from 10.0% to 13.0% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the all core content teachers by implementing protocols learned in Solution Tree training regarding best practices for PLCs. ILT will monitor, implement and provide feedback to all PLCs. The ILT will also establish systems that allow teachers to engage in intentional Tier One lesson planning that is aligned to our district instructional curriculum and instructional framework and provide support in disaggregating multiple sources of student and teacher data to track, monitor, and inform instructional practices that will lead to student success.</p> <p>Strategy's Expected Result/Impact: By May 2022, all LEP students will have opportunity to train and take a practice TELPAS test.</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: PD for LEP teachers - Title I (211) - 211-11-6116-0PD-044-30-510-000000-22F10 - \$1,000, Tutoring for LEP students - Title I (211) - 211-11-6116-04N-044-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional time for all struggling math students and provide additional instructional material.</p> <p>Strategy's Expected Result/Impact: By June 2022, the percent of student reaching Meets in STAAR math will increase from 6th grade 13.0, 7th grade 3.0 and 8th grade 18.0 to 6th grade 16.0, 7th grade 6.0 and 8th grade 23.0</p> <p>Staff Responsible for Monitoring: Instructional leadership team and math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Tutoring - SCE (199 PIC 24) - 199-11-6116-001-044-24-273-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: In 2020-2021, the percentage of 6th, 7th, and 8th grade students at J.P. Elder Middle School who scored Approaching Grade Level on the Math December District Benchmark Test was 25%. During the previous school year of 2019 - 2020 similar students scored 53% Approaching Grade Level on the December District Benchmark Test. Root Cause: Students have lost instructional time due to COVID - 19 precautions. Virtual Learning, attendance and retention have affected students' performance.</p>

School Processes & Programs





Problem Statement 2: The lack of an RTI program to access intervention for students not being successful in Tier 1 instruction. According to the SEL Survey, only 38% of teachers found it easy to change their teaching styles to match the needs of a particular class/student. **Root Cause:** Teachers have not been trained to follow PLC protocols to insure student interventions.

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 28.2% to 25.4% by May 2022.

Decrease the percentage of English Language Learners from 27.4% to 24.7% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all teachers on cultural diversity, culturally relevant curriculum, Social Emotional Learning and Positive Behavior Intervention Strategies and provide additional instructional opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: By December 1, 2021, conducted face to face parent conferences with all student having 5 or more absences.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals and counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Family communication events - Title I (211) - 211-61-6499-04L-044-30-510-000000-22F10 - \$2,000, Provide tutoring and attendance recovery - SCE (199 PIC 24) - 199-11-6116-001-044-24-273-000000- - \$2,000, Family communication events - Title I (211) - 211-61-6399-04L-044-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Attendance declined between Oct.-March 2019 and Oct.-March 2020 by 23% for 6th grade, 15% for 7th grade and 1% for 8th grade. Root Cause: Reaching parents and students have become more challenging. COVID-19 has disrupted the normal routines of most families as students are struggling to balance the increased demands placed on them at home and at school.</p> <p>Problem Statement 2: According to the 2020-2021 Panorama SEL survey only 35% of student's say they are not attentive or invested in class. Root Cause: A decrease in parental communication and involvement with activities that help support student academic achievement brought on by the sudden closure of schools and the transition to online learning due to COVID-19.</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 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 56.1% to 61.7% by May 2022.

Increase positive response by Special Education Students from 50.8% to 55.9% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all teachers on cultural diversity, culturally relevant curriculum, Social Emotional Learning and Positive Behavior Intervention Strategies and provide additional instructional opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: By October 1, 2021, develop school wide Positive Behavioral Interventions and Supports such as: Using silent signals, taking a break, quiet corrections, proximity, give students a break, and having routines and procedures in place.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: SEL Training - Title I (211) - 211-13-6329-04N-044-30-510-000000-22F10 - \$2,000, Diversity and ESL training - Title I (211) - 211-13-6329-04N-044-30-510-000000-22F10 - \$2,586, Curriculum - SCE (199 PIC 24) - 199-32-6299-001-044-24-273-000000- - \$1,738</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>Problem Statement 2: Based on the SEL survey, 42% of students report they do not know how to, or do not regulate their emotions. Root Cause: Emotional regulation does not come naturally to all students, and it is skill that has not be taught to students.</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 Hispanic Students from 4.5 to 4.0 by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all teachers on cultural diversity, culturally relevant curriculum, Social Emotional Learning and Positive Behavior Intervention Strategies and provide additional instructional opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: By October 1, 2021 conduct parent conferences with any student that receives five infractions per semester. And use Friday Night Lights and Saturday school as alternatives to suspensions.</p> <p>Staff Responsible for Monitoring: Principal and Assistant principals</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 2 - Perceptions 1, 2</p> <p>Funding Sources: After hours tutoring - Title I (211) - 211-11-6116-04N-044-30-510-000000-22F10 - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Based on the SEL survey, 42% of students report they do not know how to, or do not regulate their emotions. Root Cause: Emotional regulation does not come naturally to all students, and it is skill that has not be taught to students.</p>
Perceptions
<p>Problem Statement 1: Attendance declined between Oct.-March 2019 and Oct.-March 2020 by 23% for 6th grade, 15% for 7th grade and 1% for 8th grade. Root Cause: Reaching parents and students have become more challenging. COVID-19 has disrupted the normal routines of most families as students are struggling to balance the increased demands placed on them at home and at school.</p>
<p>Problem Statement 2: According to the 2020-2021 Panorama SEL survey only 35% of student's say they are not attentive or invested in class. Root Cause: A decrease in parental communication and involvement with activities that help support student academic achievement brought on by the sudden closure of schools and the transition to online learning due to COVID-19.</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 77.9% to 85.7% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all teachers on cultural diversity, culturally relevant curriculum, Social Emotional Learning and Positive Behavior Intervention Strategies and provide additional instructional opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: By May 15, 2022, conduct three parent engagement events</p> <p>Staff Responsible for Monitoring: Administration and parent communication specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 2 - Perceptions 1, 2</p> <p>Funding Sources: Provide SEL resources for parents - Title I (211) - 211-61-6329-04L-044-30-510-000000-22F10 - \$1,990, Supplies for parent meetings - Title I (211) - 211-61-6499-04L-044-30-510-000000-22F10 - \$1,850</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
<p>Problem Statement 2: Based on the SEL survey, 42% of students report they do not know how to, or do not regulate their emotions. Root Cause: Emotional regulation does not come naturally to all students, and it is skill that has not be taught to students.</p>
Perceptions
<p>Problem Statement 1: Attendance declined between Oct.-March 2019 and Oct.-March 2020 by 23% for 6th grade, 15% for 7th grade and 1% for 8th grade. Root Cause: Reaching parents and students have become more challenging. COVID-19 has disrupted the normal routines of most families as students are struggling to balance the increased demands placed on them at home and at school.</p>
<p>Problem Statement 2: According to the 2020-2021 Panorama SEL survey only 35% of student's say they are not attentive or invested in class. Root Cause: A decrease in parental communication and involvement with activities that help support student academic achievement brought on by the sudden closure of schools and the transition to online learning due to COVID-19.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Hire data analyst	Data Analyst	211-13-6119-04N-044-30-510-000000-22F10	\$80,233.00
1	1	1	PD time	Extra duty pay for PD after hours	211-11-6116-0PD-044-30-510-000000-22F10	\$3,000.00
1	1	1	Technology for Data Analyst	Technology for data analyst	211-13-6396-04N-044-30-510-000000-22F10	\$1,500.00
1	1	1	Extra duty pay for PD	Extra duty pay for PD after hours	211-11-6116-0PD-044-30-510-000000-22F10	\$1,500.00
1	1	2	Hire two Title 1 reading teachers	Title I Teacher	211-11-6119-04N-044-30-510-000000-22F10	\$128,197.00
1	1	2	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-044-30-510-000000-22F10	\$2,000.00
1	1	2	Tutoring	Tutors without degree	211-11-6127-04N-044-30-510-000000-22F10	\$2,000.00
2	1	2	Math Teacher	Title I Teacher	211-11-6119-04N-044-30-510-000000-22F10	\$64,622.00
2	1	2	All in Learning software for data	Supplies and materials for instructional use	211-11-6399-04N-044-30-510-000000-22F10	\$4,500.00
2	1	2	Tutors	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-044-30-510-000000-22F10	\$2,000.00
3	1	1	K12 Summit Software PD	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-044-30-510-000000-22F10	\$1,000.00
3	1	1	K12 Summit Software for LEP students	Supplies and materials for instructional use	211-11-6399-04N-044-30-510-000000-22F10	\$12,000.00
3	2	1	PD for LEP teachers	Extra duty pay for PD after hours	211-11-6116-0PD-044-30-510-000000-22F10	\$1,000.00
3	2	1	Tutoring for LEP students	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-044-30-510-000000-22F10	\$3,000.00
4	1	1	Family communication events	Snacks for parents to promote participation	211-61-6499-04L-044-30-510-000000-22F10	\$2,000.00
4	1	1	Family communication events	Supplies and materials for parental involvement	211-61-6399-04L-044-30-510-000000-22F10	\$3,000.00
4	2	1	SEL Training	Reading materials for professional development	211-13-6329-04N-044-30-510-000000-22F10	\$2,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	2	1	Diversity and ESL training	Reading materials for professional development	211-13-6329-04N-044-30-510-000000-22F10	\$2,586.00
4	3	1	After hours tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-044-30-510-000000-22F10	\$3,500.00
4	4	1	Provide SEL resources for parents	Take home books for parental engagement	211-61-6329-04L-044-30-510-000000-22F10	\$1,990.00
4	4	1	Supplies for parent meetings	Snacks for parents to promote participation	211-61-6499-04L-044-30-510-000000-22F10	\$1,850.00
Sub-Total						\$323,478.00
Budgeted Fund Source Amount						\$323,478.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2	Purchase instructional materials	Reading materials for classroom use	199-11-6329-001-044-24-273-000000-	\$2,000.00
1	2	2	Instructional material	Reading materials for classroom use	199-11-6329-001-044-24-273-000000-	\$1,000.00
2	1	2	Instructional material	Supplies and materials for instructional use	199-11-6399-001-044-24-273-000000-	\$3,000.00
3	1	2	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-044-24-273-000000-	\$1,000.00
3	2	2	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-044-24-273-000000-	\$1,000.00
4	1	1	Provide tutoring and attendance recovery	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-044-24-273-000000-	\$2,000.00
4	2	1	Curriculum	Contracted student support services	199-32-6299-001-044-24-273-000000-	\$1,738.00
Sub-Total						\$11,738.00
Budgeted Fund Source Amount						\$11,738.00
+/- Difference						\$0.00
Grand Total						\$335,216.00