

# **Fort Worth Independent School District**

## **048 William James Middle School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

One School with One Voice with a Singleness of Purpose, Focusing on Teaching and Learning.

## Vision

Our vision is to develop a GREAT (Growth, Relationships, Excellence, Action and Teamwork) mentality among all students and staff, as we prepare our students for success in college and career readiness and all future endeavors.

## Core Beliefs

We at William James Middle School maintain the following core beliefs:

### 1. Faith

We will stand-by our students no matter what

### 2. Education

Our students deserve learning experiences that strengthen literacy and develops both critical thinking and problem solving skills.

### 3. Patience

We give second chances, are slow to anger and quick to forgive both students and colleagues.

### 4. Dependability

We are present and focused on the work at hand.

### 5. Communication

We send email and phone calls to stay connected and we will have a clear understanding of staff and families

### 6. Relationships

We develop relationships with our students that are real, transparent and based on a growth mindset.

### 7. Hardwork

We continue to work until the project is finished

**8. Loyalty**

We go above and beyond to help our students

**9. Dedication**

Everything we do is done in the best interest of the students we serve

**11. Family**

We are nurturing and caring, always giving unconditional love

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

William James Middle School is a Title I middle school in Fort Worth, TX, serving grades 6, 7 and 8 in the Fort Worth ISD school district. As of the 2020-2021 school year, William James had an enrollment of 858 students. Of these 858 students, 80.1 percent identified as Hispanic, 16.2 percent identified as African American, 1.8 percent identified as White, 1.2 percent Asisan and 0.07 percent as two or more races.

91.5 percent of our students are economically disadvantaged, 55.2 percent of our students are English Learners and 10.4 percent of our students receive Special Education services. Our mobility rate is 17.8 percent.

The demographics of our 62 teachers and 3 campus administrators is 70.1 percent female and 29.9 percent male, with 40 percent of our teachers identifying as African American, 47.7 percent identifying as white, 7.2 Hispanic, 1.7 percent American Indian, and 3.4 percent Asian.

Our school services 62 language center students, hailing from 11 different countries and speaking a combined 23 different languages.

In the 20-21 school year, we have partnered with My Brother's Keeper, My Sister's Keeper, Funkytown Fridge, and Communities in Schools to meet our students social and emotional needs and strengthen our connection to our community. We have held monthly parent engagement events via zoom to communicate and reach our parents.

### Demographics Strengths

Our students and staff value relationships with one another and are committed to caring and providing a safe and welcoming environment. In addition, we have a low turnover rate amongst staff. Our Go Center regularly meets with students to promote college and career readiness and exposure.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2 (Prioritized):** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

# Student Learning

## Student Learning Summary

### MAP Data:

According to our mid-year MAP Math Data, all grades made growth, with grade 6 increasing the mean rit score from 202 to 204; grade 7 increasing from 210 to 214; and grade 8 increasing from 210 to 211.

According to our mid-year MAP Reading Data, all grades performance remained flatlined, with mean RIT scores not increasing a statistically significant amount. Grade 6 remaining 193, Grade 7 at 202, and Grade 8 at 204.

### 2019 STAAR Data:

All Tests, Approaches Grade Level = 54 percent of students

All Test, Meets Grade level = 21 percent of students

All Tests, Masters Grade level = 5 percent of students

## Student Learning Strengths

Grade 7 MAP Math data met expected growth target.

Grade 8 ELA teachers report 80 percent of students meeting learning targets on weekly formative assessments from March 29-April 30, 2021.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2 (Prioritized):** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

**Problem Statement 3 (Prioritized):** Our student growth measures, both according to MAP data and STAAR data, are flatlined. **Root Cause:** There is a need on campus to maintain a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. (Lever 3.1)

# School Processes & Programs

## School Processes & Programs Summary

**Hiring:** When preparing to hire staff, candidates are contacted and provided information about the position, campus values, and campus beliefs. These values and beliefs were collaboratively identified by the faculty. The candidates are then given the opportunity to "opt in" to a first round interview at the campus. The first round is a screener with questions which have been collaboratively created by the campus instructional leaders including teacher leaders for each grade level. If the candidate is selected for the next round of interviews, a member of the team/grade level will be present during the interview to provide their feedback to and about the candidate. During the second interview, in addition to traditional questions, teachers are asked to complete a performance task related to planning a lesson using student performance data. Interviews are scored using a rubric. Final candidates are asked to provide a model lesson and go through a feedback round to ensure alignment of fit to the position and culture of the building. Once selected, the high-quality teacher is placed based on student need and teacher strength.

**Feedback:** Instructional Leadership team meets weekly to discuss student learning goals and outcomes, and processes for PLC, feedback and coaching rounds are established.

## School Processes & Programs Strengths

Hiring process is aligned to best practices.

Feedback and coaching rounds are aligned to high expectations and standards-aligned teaching.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2 (Prioritized):** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

# Perceptions

## Perceptions Summary

Attendance rate for 2019 was 91 percent, while our 2020 attendance rate was 89 percent, a two-point slip that we believe is attributed to COVID-19 pandemic, technology issues with our virtual learners, and the number of students affected. Conflict among students has been reduced through restorative practices, intervention, mentoring, and peer mediation. My Brother's Keeper and My Sister's Keeper were launched on this campus in 2020-21, and has provided weekly, ongoing mentoring to 100 students each week.

While William James has traditionally maintained a low staff turnover rate, this year we mentored 14 new teachers. In addition to being paired with a campus mentor, the ILT team provides structured new teacher professional development and feedback on a rotating six-week cycle.

This year, the school embarked on monthly parent meetings to communicate with families, and held parent outreach events including a drive-thru coffee, Spring Open House, and community engagement event. The purpose for each of these was to increase parent engagement and support.

Previously, 20 percent of teachers and staff felt relationships with students are really respectful, while this year, 55 percent report having respectful relationships among students.

## Perceptions Strengths

80 percent of students report having a strong relationship with their teachers at school, while 73 percent of staff members respond favorably to supporting a learning environment for all students.

Increase in student programming, including My Brother's Keeper, My Sister's Keeper, and Student Council.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teachers have a mean of 11 years of experience (TAPR) and According 20-21 Panorama data, 46 percent of our staff are not comfortable finding resources for our students with unique learning needs. **Root Cause:** There has been a lack of focused professional development tied to the changing needs of students and aligned to state standards.

**Problem Statement 2 (Prioritized):** 48 percent of staff report having a growth mindset in Panorama data, 10 points behind the district average and in the 19th percentile nationwide. **Root Cause:** Lack of established feedback systems allowing for opportunity to experience success and growth in practice. (Lever 5.1)

# Priority Problem Statements

**Problem Statement 1:** Our student growth measures, both according to MAP data and STAAR data, are flatlined.

**Root Cause 1:** There is a need on campus to maintain a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. (Lever 3.1)

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers have a mean of 11 years of experience (TAPR) and According 20-21 Panorama data, 46 percent of our staff are not comfortable finding resources for our students with unique learning needs.

**Root Cause 2:** There has been a lack of focused professional development tied to the changing needs of students and aligned to state standards.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance.

**Root Cause 3:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** 48 percent of staff report having a growth mindset in Panorama data, 10 points behind the district average and in the 19th percentile nationwide.

**Root Cause 4:** Lack of established feedback systems allowing for opportunity to experience success and growth in practice. (Lever 5.1)

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance.

**Root Cause 5:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## 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

## 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 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
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Equity data
- TTESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# 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 59% to 69% by May 2022.

Increase the percentage of African American students from 18% to 28% STAAR Reading by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP BOY, MOY and EOY  
STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Coaches and department chairs will collaborate with grade level teams and individual teachers to support Tier 1 instruction and create intervention plans for students making limited progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 90 percent of teachers will engage in culturally responsive, high quality tier 1, standards-aligned instruction identifying the fundamental four as measured by lesson plan turn-in and classroom observations, yielding MOY Map data increase by 10 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Title I Teacher - Title I (211) - 211-11-6119-04N-048-30-510-000000-22F10 - \$64,458, Title I Teacher - Title I (211) - 211-11-6119-04N-048-30-510-000000-22F10 - \$64,458, TA - Title I (211) - 211-11-6129-04N-048-30-510-000000-22F10 - \$21,279, Computer Lab TA - Title I (211) - 211-11-6129-04U-048-30-510-000000-22F10 - \$29,180</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 6-8 teachers will effectively deliver tier 1 reading comprehension lessons with formative assessments and premade teacher exemplars, aligned to the depth and complexity of the standards for their grade. (5.1)</p> <p><b>Strategy's Expected Result/Impact:</b> All students in grades 6-8 will increase 20% in MAP growth Reading by providing effective tier 1 instruction that is aligned to the depth and complexity of grade-level standards and identifying student gaps in learning through the tracking of mastery utilizing daily formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> All in Learning Training for Formative assessment - Title I (211) - 211-13-6299-04N-048-30-510-000000-22F10 - \$10,000, Summit K12 Listening and Speaking - Title I (211) - 211-11-6399-04N-048-30-510-000000-22F10 - \$10,000, Purchase of library materials - Title I (211) - 211-12-6329-04N-048-30-510-000000-22F10 - \$10,000, Tutor for assistance with ELLS- practice listening, reading, speaking and writing. - Title I (211) - 211-11-6117-04N-048-30-510-000000-22F10 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All 6th-8th grade teachers will implement Close Reading by ensuring that they are selecting grade level appropriate text with an intentional purpose and embedding text dependent questions.</p> <p><b>Strategy's Expected Result/Impact:</b> All 6-8 grade teachers will teach Tier 1 lessons at the expected level of rigor of the TEKS improving student comprehension, increasing the percentage of students at Meets or above on the Reading STAAR by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Sub pay for PD - Title I (211) - 211-11-6112-0PD-048-30-510-000000-22F10 - \$5,153, Flocabulary for all contents - Title I (211) - 211-11-6399-04N-048-30-510-000000-22F10 - \$5,000, Extra duty Pay for PLC outside of contracted hours - Title I (211) - 211-11-6116-0PD-048-30-510-000000-22F10 - \$12,000, Extra duty pay for PD - Title I (211) - 211-11-6116-0PD-048-30-510-000000-22F10 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** Our student growth measures, both according to MAP data and STAAR data, are flatlined. **Root Cause:** There is a need on campus to maintain a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. (Lever 3.1)

**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 African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18% to 28% as evidenced by STAAR by May 2022.

**Evaluation Data Sources:** MAP BOY, MOY and EOY; STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.</p> <p><b>Strategy's Expected Result/Impact:</b> 90 percent of teachers will engage in culturally responsive, high quality tier 1, standards-aligned instruction identifying the fundamental four as measured by lesson plan turn-in and classroom observations, yielding MOY Map data increase by 10 percentage points.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Culturally responsive pd for staff - Title I (211) - 211-13-6299-04N-048-30-510-000000-22F10 - \$4,270</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All content teachers will participate in 90 minute PLC meetings using the DDI structure to analyze student work (formative assessments), identify instructional gaps and inform planning for Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective 90-minute PLCs using the DDI structure for all 6-8 core teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the TEKS, particularly our LEP and economically disadvantaged groups.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b> - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2:** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

### Student Learning

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

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### School Processes & Programs

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

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**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 42.4% to 52.4% by May 2022.

Increase the percentage of Hispanic Students from 41.6 % to 52% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP, STAAR, Benchmark

**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 54.2 % to 64.2% 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 52.1% to 62 % by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Data and End of Year Staar data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of all 6th-8th grade Math teachers by ensuring their conceptual knowledge of grade level TEKS. Teachers will apply the three levels of mathematical understanding ensuring the use of mathematical manipulatives and math journals. Teachers will develop a grade level scope and sequence (Standard-Based Planning Calendar) to plan for progression of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> All 6th-8th Math Teachers will identify levels of mathematical understanding through progression of learning in their Standard-Based Planning Calendars. K-5th student conceptual understanding of grade level TEKS will enhance MAP Growth scores by a 20% increase.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Department chair</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math tutor for small group tier 1 instruction - SCE (199 PIC 24) - 199-13-6117-001-048-24-273-000000- - \$3,690</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 6th-8th grade teachers will develop and implement a campus-wide mathematical thinking process where students have the opportunity to acquire and demonstrate mathematical understanding by formulating a plan or strategy, evaluating, justifying, and determining the reasonableness of their work.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will solve real-world problems by demonstrating and determining the reasonableness of their solutions using the campus-wide mathematical thinking process increasing the percentage of 6th-8th grade students Meeting or above on the STAAR Math to 50% by May 2022</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2:** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

### Student Learning

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2:** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

### School Processes & Programs

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2:** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

**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 24.6% to 34.6% by May 2022.

Increase the percentage of ELL students from 16.1 % to 26 % by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading data, benchmark data, formative assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen the understanding of the ELPS through the use of Listening, Speaking, Reading and Writing across all content areas and aligned planning, lesson delivery and equitable learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will collaboratively examine student work from writing opportunities to reflectively plan lessons targeted toward writing skill improvement, resulting in increased TELPAS ratings by 15 percent for ELL students.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. <b>Root Cause:</b> Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. <b>Root Cause:</b> Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. <b>Root Cause:</b> Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>

**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 15% to 25% by May 2022. Increase the percentage of ELLs from 8.7% to 20% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data, formative assessment, Map assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will effectively follow the gradual release model (FWISD instructional lesson framework), actively monitor, and finalize every lesson cycle with an aligned exit ticket utilizing All In Learning and/or other traditional methods.</p> <p><b>Strategy's Expected Result/Impact:</b> 80 percent of students will demonstrate mastery of highly tested TEKS based on formative assessments and district curriculum assessments, leading to a 10 point growth on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. <b>Root Cause:</b> Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>
<p><b>Problem Statement 2:</b> Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. <b>Root Cause:</b> The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. <b>Root Cause:</b> Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>
<p><b>Problem Statement 2:</b> Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. <b>Root Cause:</b> The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)</p>

## School Processes & Programs

**Problem Statement 1:** Of our English Learners, 21 % met standard on all tests in the 2019-2020 school year, demonstrating a gap between learning goals and student performance. **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % to 55 % since 2018, increasing the need to hire culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

**Problem Statement 2:** Of our economically disadvantaged students, 56 percent met standard on all tests, demonstrating a gap between classroom learning goals and student performance. **Root Cause:** The economically disadvantaged population has increased 27 points, from 64 % to 91 % since 2018, resulting in greater need for standards aligned lessons that provide clearly defined expectations for students with teacher exemplars and paths to meet the specific needs of student groups. (Lever 5.1)

**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 35% to 20 % by May 2022.

Decrease the percentage African American students from 40% to 20 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Attendance data by six weeks and semesters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance Team, will meet twice per six weeks to monitor and improve attendance for chronically absent students. Attendance team members will partner with the parents, identify needs, provide incentives, post attendance trackers that are visible throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance data will demonstrate a decrease of 15% among chronically absent students and 10% decrease among all students.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Admin, Attendance Team, Parent Communication Specialist.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 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 53.4 % to 65% by May 2022.**

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus from 52% to 62% by May 2022.

**Evaluation Data Sources:** Panorama survey data, attendance data,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build Morning Meeting into the master schedule, allowing time for SEL check-ins, circles, and school-wide culture and climate building through restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 6-8th grade teachers will conduct daily SEL lessons with students (check-ins, circles, school-wide culture and climate). By connecting with students daily, we will increase the capacity of our students to regulate their emotions and the ability to communicate their feelings and receive the support they need.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Intervention team, SSI staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Supplies and materials for instruction - Title I (211) - 211-11-6399-04N-048-30-510-000000-22F10 - \$4,642</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance Team, will meet twice per six weeks to monitor and improve attendance for chronically absent students. Attendance team members will partner with the parents, identify needs, provide incentives, post attendance trackers that are visible throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance data will demonstrate a decrease of 15% among chronically absent students and 10% decrease among all students, allowing greater opportunities for students to connect to school and build relationships with staff and peers.</p> <p><b>Funding Sources:</b> Extra duty pay for after hours meetings - SCE (199 PIC 24) - 199-11-6116-001-048-24-273-000000- - \$5,000, Attendance meeting supplies - SCE (199 PIC 24) - 199-11-6399-001-048-24-273-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> <span style="margin-right: 20px;"> No Progress</span> <span style="margin-right: 20px;"> Accomplished</span> <span style="margin-right: 20px;"> Continue/Modify</span> <span> Discontinue</span> </p>				

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** Teachers have a mean of 11 years of experience (TAPR) and According 20-21 Panorama data, 46 percent of our staff are not comfortable finding resources for our students with unique learning needs. **Root Cause:** There has been a lack of focused professional development tied to the changing needs of students and aligned to state standards.

**Problem Statement 2:** 48 percent of staff report having a growth mindset in Panorama data, 10 points behind the district average and in the 19th percentile nationwide. **Root Cause:** Lack of established feedback systems allowing for opportunity to experience success and growth in practice. (Lever 5.1)

**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 ELL students from 8.5 to 5.5 by May 2022.

**Evaluation Data Sources:** Cycle Discipline data reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a school-wide Positive Behavior Discipline Plan that has explicit behavioral expectations and management systems for students and staff (3.2) <b>Strategy's Expected Result/Impact:</b> Decrease of student referrals and the number of in and out of school suspensions for ELL students from 8.5 to 5.5.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 82.8% to 90 % by May 2022.

**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By August 2022, The Family Partnership Specialist will increase parent participation and positive perception of the campus by coordinating a Back to Festival, sending home a needs survey, providing resources, signing students up for registration and parents up for the parent portal.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of parents who fill out the survey will increase from 50 to at least 100 and provide us with a 90% positive perception on Engagement in the District Parent Survey.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Parent Night Supplies- Fall and Spring - Title I (211) - 211-61-6499-04L-048-30-510-000000-22F10 - \$3,690, Parent Night Supplies- Fall and Spring - Title I (211) - 211-61-6399-04L-048-30-510-000000-22F10 - \$830</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-048-30-510-000000-22F10	\$64,458.00
1	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-048-30-510-000000-22F10	\$64,458.00
1	1	1	TA	Teacher Assistant	211-11-6129-04N-048-30-510-000000-22F10	\$21,279.00
1	1	1	Computer Lab TA	Computer Lab Assistant	211-11-6129-04U-048-30-510-000000-22F10	\$29,180.00
1	1	2	All in Learning Training for Formative assessment	Contracted professional development	211-13-6299-04N-048-30-510-000000-22F10	\$10,000.00
1	1	2	Summit K12 Listening and Speaking	Supplies and materials for instructional use	211-11-6399-04N-048-30-510-000000-22F10	\$10,000.00
1	1	2	Purchase of library materials	Reading materials for library use	211-12-6329-04N-048-30-510-000000-22F10	\$10,000.00
1	1	2	Tutor for assistance with ELLS- practice listening, reading, speaking and writing.	Tutors with degree or certified	211-11-6117-04N-048-30-510-000000-22F10	\$5,000.00
1	1	3	Sub pay for PD	Subs for professional development	211-11-6112-0PD-048-30-510-000000-22F10	\$5,153.00
1	1	3	Flocabulary for all contents	Supplies and materials for instructional use	211-11-6399-04N-048-30-510-000000-22F10	\$5,000.00
1	1	3	Extra duty Pay for PLC outside of contracted hours	Extra duty pay for PD after hours	211-11-6116-0PD-048-30-510-000000-22F10	\$12,000.00
1	1	3	Extra duty pay for PD	Extra duty pay for PD after hours	211-11-6116-0PD-048-30-510-000000-22F10	\$10,000.00
1	2	1	Culturally responsive pd for staff	Contracted professional development	211-13-6299-04N-048-30-510-000000-22F10	\$4,270.00
4	2	1	Supplies and materials for instruction	Supplies and materials for instructional use	211-11-6399-04N-048-30-510-000000-22F10	\$4,642.00
4	4	1	Parent Night Supplies- Fall and Spring	Snacks for parents to promote participation	211-61-6499-04L-048-30-510-000000-22F10	\$3,690.00
4	4	1	Parent Night Supplies- Fall and Spring	Supplies and materials for parental involvement	211-61-6399-04L-048-30-510-000000-22F10	\$830.00
<b>Sub-Total</b>						\$259,960.00
<b>Budgeted Fund Source Amount</b>						\$259,960.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	2	1	Math tutor for small group tier 1 instruction	Tutors with degree or certified	199-13-6117-001-048-24-273-000000-	\$3,690.00
4	2	2	Extra duty pay for after hours meetings	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-048-24-273-000000-	\$5,000.00
4	2	2	Attendance meeting supplies	Supplies and materials for instructional use	199-11-6399-001-048-24-273-000000-	\$1,000.00
<b>Sub-Total</b>						\$9,690.00
<b>Budgeted Fund Source Amount</b>						\$9,690.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$269,650.00

# Addendums