

# **Fort Worth Independent School District**

## **052 Meadowbrook Middle School**

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

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



# Mission Statement

We strive to spark in ALL students a commitment to respect one another, challenge themselves academically, and pursue personal excellence in a safe, supportive, and nurturing environment.

## Vision

Meadowbrook Middle School aims to improve our world by empowering students to prepare for the future, participate as leaders in their community, and embrace life-long learning.

## Core Beliefs

### L.E.A.D

Leadership

Excellence

Academic growth

Determination

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# Comprehensive Needs Assessment

Revised/Approved: October 5, 2021

## Demographics

### Demographics Summary

Meadowbrook Middle School is nestled in an historic neighborhood that first opened its doors in the fall of 1936. The student body welcomed 200 students who chose the beautiful school colors of green and gold and the iconic buffalo as the mascot. Currently, Meadowbrook Middle serves over 650 students. The pride-driven campus, also known as Buffalo Country, is supported by many business and community members: Williams Co., The House FW, Walmart (locally), Designs by Katrina and Lockheed Martin.

Student enrollment at Meadowbrook Middle School continues to increase with new zoning plans that will impact the 2021-2022 school year. Projected enrollment for next school year is 910 students, with the largest class being the incoming 6th graders at 339. Student demographics are shifting as well, Meadowbrook Middle School will now serve 518 Hispanic/Latino students and 318 non-Hispanic/Latino students: 6th grade 504 students- 27, GT students- 43, SPED students-36, At Risk students- 248, Dyslexia students- 17. 7th grade 504 students-24, GT students- 52, SPED students- 43, At Risk students- 245, Dyslexia students-15. 8th grade 504 students- 22, GT students-32, SPED students- 26, At Risk students- 177, Dyslexia students- 12. In an effort to meet optimal teacher-student ratios and to accommodate continued student growth, additional staff have been allocated and hired. Meadowbrook Middle School will also gain 2 portable classrooms, an additional counselor, and a family communications specialist.

Meadowbrook Middle School continues to place a priority on employing and maintaining a highly-qualified, talented staff. All teachers hired are expected to be life-long learners, dedicated to growing in their profession and committed to academic excellence beginning with planning, coaching and professional learning.

### Demographics Strengths

1. Students who can speak a second language are 20% of the student population.
2. The STEM program and honors courses have increased in availability allowing more opportunities for students to engage in rigorous and advanced coursework.

3. Our 2019 Accountability Rating was a C-75 with an increase in TELPAS speaking and listening categories.

4. Attendance rate improved from 93% to 95%

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

**Problem Statement 1 (Prioritized):** There are students among all populations who demonstrate no growth and/or regression in reading and math, as measured by MAP. **Root Cause:** Absence of Tier 1 instruction and standards alignment during classroom instruction.

# Student Learning

## Student Learning Summary

Due to the impact of COVID-19 during the spring of 2020, the state cancelled standardized testing for STAAR or End of Course per the TEA. This also included TELPAS testing for our English Language Learners. We realize that we will need to use data gathered as a district from various resources to support and track learner growth and specific areas of need:

- TELPAS
- Panorama Data
- Grades
- Walk through Observations
- NWEA MAP
- Referral and progress data

## Student Learning Strengths

The campus has committed to support and uphold high levels of academic success through a growth mindset (for teachers and students) with an emphasis on student emotional self-regulation. Teachers are committed to establishing:

- Growth mind-set PL
- De-escalation strategies
- On-going relationship building with high expectations
- Purposeful planning w/cultural awareness

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 6th grade students increased their Math RIT score from 207 (fall 2020) to 209 (winter 2021); however, they did not meet the projected growth target of 4.6. **Root Cause:** Effective Tier 1 instruction and standards alignment by teachers.

**Problem Statement 2 (Prioritized):** 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5. **Root Cause:** Effective Tier 1 instruction and standards alignment by teachers.

# School Processes & Programs

## School Processes & Programs Summary

At Meadowbrook Middle School, teachers plan collaboratively using the curriculum framework, lesson structure guide, and literacy framework. Lesson plans include clear learning targets, higher level questions, activities to the rigor of the TEKS, and differentiation based on the needs of individual students. Core teachers are provided one full day of planning with district coach, instructional coach and administration to analyze ELAR and math data to plan intentionally with an understanding of the misconception's students experience as well as key vocabulary and learning experiences needed to allow students to apply learning to concepts. Teachers also collaborate with instructional leaders weekly during PLC's to further develop professional expertise with instruction strategies and implement backward planning to ensure learning tasks and instruction supports all students in reaching higher levels of learning. District and common assessments are used in the fall and winter to monitor students' progress towards mastering grade level standards.

## School Processes & Programs Strengths

- Lesson plans are submitted and posted weekly
- Lesson plan feedback is given weekly
- Proficient use of technology by students and teachers as shown by Bright Bytes Survey
- Teachers are provided multiple opportunities to lead others and improve teaching through PLCS, staff, development
- Campus focus on professional learning of implementation of small group instruction

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The number of EL students demonstrating growth is lower than that of native English-speaking students. **Root Cause:** Teachers lack training and resources to effectively target needs of EL student s in all content areas.

# Perceptions

## Perceptions Summary

Meadowbrook Middle School will continue to focus on supporting students through Restorative Practices, positive actions, mental health supports, social emotional learning, mentoring programs such as, My Brothers Keeper and Girls Inc, attending PL focused on trauma and understanding MTSS (multi-tiered systems support) framework ensuring we are growing the whole child.

## Perceptions Strengths

- Based on Panorama data 65% of students feel that have connections with teachers
- Overall student attendance is between 94%-95% daily and continues to be a priority on campus
- Students feel 71% favorable about the diversity and inclusion demonstrated through school

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Overall student discipline has decreased to 60 referrals in entered in FOCUS; however, discipline among special education African-American students are disproportionately high. **Root Cause:** Students have not been explicitly been taught emotional self regulation and teachers have not been intensively trained in cultural awareness and de-escalation strategies.

**Problem Statement 2:** Based on the student Panorama survey, emotional regulation, engagement, and sense of belonging are rated below 50% favorable. **Root Cause:** Teachers have not received extensive training in cultural awareness, growth-mindset and other professional learning that would assist in increasing areas.



# Priority Problem Statements

**Problem Statement 1:** 6th grade students increased their Math RIT score from 207 (fall 2020) to 209 (winter 2021); however, they did not meet the projected growth target of 4.6.

**Root Cause 1:** Effective Tier 1 instruction and standards alignment by teachers.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5.

**Root Cause 2:** Effective Tier 1 instruction and standards alignment by teachers.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The number of EL students demonstrating growth is lower than that of native English-speaking students.

**Root Cause 3:** Teachers lack training and resources to effectively target needs of EL students in all content areas.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Overall student discipline has decreased to 60 referrals in entered in FOCUS; however, discipline among special education African-American students are disproportionately high.

**Root Cause 4:** Students have not been explicitly been taught emotional self regulation and teachers have not been intensively trained in cultural awareness and de-escalation strategies.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There are students among all populations who demonstrate no growth and/or regression in reading and math, as measured by MAP.

**Root Cause 5:** Absence of Tier 1 instruction and standards alignment during classroom instruction.

**Problem Statement 5 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
- HB3 CCMR goals
- 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

- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

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

- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-P ESS data

### **Parent/Community Data**

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

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

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

# Goals

Revised/Approved: October 5, 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 39% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 43% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Growth Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a school wide reward/incentive system for MAP Growth. Prioritize with data dig days to discuss strengths and areas of concern with students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Data Analyst</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Parent supplies, resources and incentives - Title I (211) - 211-11-6499-04N-052-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize student progress measure data in PLCs to provide professional learning focusing on student progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Data Analyst</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 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6119-04N-052-30-510-000000-22F10 - \$72,440.73</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> Implementation of research based AVID strategies building wide to increase student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership, Teacher(s), AVID Site Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6299-04N-052-30-510-000000-22F10 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement technology to ensure student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator/Data Analyst</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Chromebooks and a Cart - SCE (199 PIC 24) - 199-11-6396-001-052-24-273-000000- - \$2,054, Chromebooks and a Cart - Title I (211) - 211-11-6396-04N-052-30-510-000000-22F10 - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enhance instructional opportunities for ELs to read, write, listen, and speak.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> - Title I (211) - 211-11-6299-04N-052-30-510-000000-22F10 - \$15,000				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There are students among all populations who demonstrate no growth and/or regression in reading and math, as measured by MAP. <b>Root Cause:</b> Absence of Tier 1 instruction and standards alignment during classroom instruction.
<b>Student Learning</b>
<b>Problem Statement 1:</b> 6th grade students increased their Math RIT score from 207 (fall 2020) to 209 (winter 2021); however, they did not meet the projected growth target of 4.6. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.
<b>Problem Statement 2:</b> 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The number of EL students demonstrating growth is lower than that of native English-speaking students. <b>Root Cause:</b> Teachers lack training and resources to effectively target needs of EL student s in all content areas.

**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 40% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 44% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Growth Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Power Up Lexia to progress monitor student growth on targeted standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-052-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.</p>

**Goal 2: Early Math**

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

**Performance Objective 2:** Increase the percentage of students who score at MEETS or above in Algebra 1 from 66% to 76% 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 60% to 70% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Grades

Teacher created formative/summative assessments

District benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will engage in collaborative planning sessions to support effective Tier 1 instruction aligned to the curriculum and grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Math administrator, Math teachers, Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Manipulatives and student resources - Title I (211) - 211-11-6399-04N-052-30-510-000000-22F10 - \$2,000, Substitute - Title I (211) - 211-11-6116-04N-052-30-510-000000-22F10 - \$10,000</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 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There are students among all populations who demonstrate no growth and/or regression in reading and math, as measured by MAP. <b>Root Cause:</b> Absence of Tier 1 instruction and standards alignment during classroom instruction.</p>
Student Learning
<p><b>Problem Statement 1:</b> 6th grade students increased their Math RIT score from 207 (fall 2020) to 209 (winter 2021); however, they did not meet the projected growth target of 4.6. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.</p>
<p><b>Problem Statement 2:</b> 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.</p>



**Goal 3: CCMR**

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


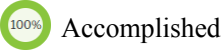
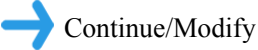

**Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 30% to 50% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22% to 40% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data  
District Benchmarks  
Formative/Summative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted intervention and acceleration to address student opportunity gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Data Analyst</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-052-24-273-000000- - \$4,000, - Title I (211) - 211-11-6412-04N-052-30-510-000000-22F10 - \$9,750, - Title I (211) - 211-11-6399-04N-052-30-510-000000-22F10 - \$7,000, - Title I (211) - 211-11-6116-04N-052-30-510-000000-22F10 - \$4,929.27</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement culturally response teaching strategies to improve instructional planning and delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Leadership, Teacher(s), Data Analyst, Other</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 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6329-04N-052-30-510-000000-22F10 - \$6,750</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a school-wide college going culture by early exposure to college requirements and opportunities. <b>Strategy's Expected Result/Impact:</b> By May 2022 50% of 6-8th grade students will meet their projected growth on MAP Reading and math. <b>Staff Responsible for Monitoring:</b> AVID Site Team, Teachers, and Administration <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> - Title I (211) - 211-11-6412-04N-052-30-510-000000-22F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There are students among all populations who demonstrate no growth and/or regression in reading and math, as measured by MAP. <b>Root Cause:</b> Absence of Tier 1 instruction and standards alignment during classroom instruction.
Student Learning
<b>Problem Statement 1:</b> 6th grade students increased their Math RIT score from 207 (fall 2020) to 209 (winter 2021); however, they did not meet the projected growth target of 4.6. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.
<b>Problem Statement 2:</b> 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.
Perceptions
<b>Problem Statement 1:</b> Overall student discipline has decreased to 60 referrals in entered in FOCUS; however, discipline among special education African-American students are disproportionately high. <b>Root Cause:</b> Students have not been explicitly been taught emotional self regulation and teachers have not been intensively trained in cultural awareness and de-escalation strategies.

**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 12% to 35% 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 26% to 50% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data  
District Benchmarks  
Formative/Summative Assessments

**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% to 10% by May 2022.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 53% to \_\_\_10% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Attendance Reports  
Teacher Attendance Accountability/Feedback  
Stay-In School Coordinator

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will participate in PBIS training in order to implement a positive behavior system that will result in school-wide positive systems and behavior celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the percentage of students who are chronically absent from 28% to 10% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> PBIS Team Training - Title I (211) - 211-13-6239-04N-052-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6499-04N-052-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Overall student discipline has decreased to 60 referrals in entered in FOCUS; however, discipline among special education African-American students are disproportionately high. <b>Root Cause:</b> Students have not been explicitly been taught emotional self regulation and teachers have not been intensively trained in cultural awareness and de-escalation strategies.</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 15% to 50% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 35% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Panorama SEL Survey  
School-Needs Assessment/Climate and Culture Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will participate in PBIS training in order to implement a positive behavior system that will result in school-wide positive systems and behavior celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive response by students to the learning environment on the Panorama SEL Survey from 15% to 50% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership, Teacher(s), Student Support Services, Data Analyst, External Stakeholders, Other</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6396-04N-052-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Overall student discipline has decreased to 60 referrals in entered in FOCUS; however, discipline among special education African-American students are disproportionately high. <b>Root Cause:</b> Students have not been explicitly been taught emotional self regulation and teachers have not been intensively trained in cultural awareness and de-escalation strategies.</p>

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

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





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

**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 \_\_\_% to \_\_\_% by May 2022. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize various communication methods and family partnership event o increase parent engagement</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the positive perception of parents on Engagement on the district's Parent Survey to 70% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Staff, Family Engagement Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-052-30-510-000000-22F10 - \$3,507</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 6th grade students increased their Math RIT score from 207 (fall 2020) to 209 (winter 2021); however, they did not meet the projected growth target of 4.6. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.</p>
<p><b>Problem Statement 2:</b> 7th grade students increased their ELA RIT score from 189 (fall 2020) to 190 (winter 2021); however, the projected growth was 3.5. <b>Root Cause:</b> Effective Tier 1 instruction and standards alignment by teachers.</p>

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Parent supplies, resources and incentives	Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-22F10	\$10,000.00
1	1	2		Data Analyst	211-13-6119-04N-052-30-510-000000-22F10	\$72,440.73
1	1	3		Contracted professional development	211-13-6299-04N-052-30-510-000000-22F10	\$10,000.00
1	1	4	Chromebooks and a Cart	Technology for instructional use	211-11-6396-04N-052-30-510-000000-22F10	\$15,000.00
1	1	5		Contracted instructional services	211-11-6299-04N-052-30-510-000000-22F10	\$15,000.00
2	1	1		Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-22F10	\$3,000.00
2	2	1	Manipulatives and student resources	Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-22F10	\$2,000.00
2	2	1	Substitute	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-22F10	\$10,000.00
3	1	1		Transportation costs for students	211-11-6412-04N-052-30-510-000000-22F10	\$9,750.00
3	1	1		Supplies and materials for instructional use	211-11-6399-04N-052-30-510-000000-22F10	\$7,000.00
3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-052-30-510-000000-22F10	\$4,929.27
3	1	2		Reading materials for professional development	211-13-6329-04N-052-30-510-000000-22F10	\$6,750.00
3	1	3		Transportation costs for students	211-11-6412-04N-052-30-510-000000-22F10	\$5,000.00
4	1	1	PBIS Team Training	Contracted regional education service center	211-13-6239-04N-052-30-510-000000-22F10	\$1,000.00
4	1	1		Snacks or incentives for students	211-11-6499-04N-052-30-510-000000-22F10	\$2,500.00
4	2	1		Technology for instructional use	211-11-6396-04N-052-30-510-000000-22F10	\$20,000.00



Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-052-30-510-000000-22F10	\$3,507.00
<b>Sub-Total</b>						\$197,877.00
<b>Budgeted Fund Source Amount</b>						\$197,877.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	4	Chromebooks and a Cart	Technology for instructional use	199-11-6396-001-052-24-273-000000-	\$2,054.00
3	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-052-24-273-000000-	\$4,000.00
<b>Sub-Total</b>						\$6,054.00
<b>Budgeted Fund Source Amount</b>						\$6,054.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$203,931.00