

Fort Worth Independent School District
058 Stripling Middle School
2021-2022 Campus Improvement Plan



Mission Statement

To create a community that fosters a learning environment where positive relationships lead to improvement, confidence, and success.

Vision

Inspiring New Gifts

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Comprehensive Needs Assessment

Revised/Approved: May 27, 2021

Demographics

Demographics Summary

Stripling Middle School is a comprehensive 6-8 grade Title 1 campus in FWISD. We are part of the Arlington Heights High School pyramid and get most of our students from our three feeder elementary schools, Burton Hill, North Hi Mount, and South Hi Mount. The campus has a diverse population of 11% African American, 60% Hispanic, 22% White, and 3% identifying two or more races. Attendance rates are high considering the pandemic (97.8%) and have been for the last three years. The campus attributes this achievement to a strong partnership with parents and a focus on high - quality education. Stripling Middle School's student groups include 21% English Learners (ELs), 29% Gifted and Talented, and 10% Special Education. Additionally, 63% are economically disadvantaged.

Demographics Strengths

Stripling Middle School has many strengths. Some of the most notable demographics strengths include: 1. Attendance rates are higher than district average. 2. Many families move into our area and request transfers to be able to attend our school because our families value education we have many supportive parents and students who are committed to success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment has declined over the past 3 years decreasing from 740 to 553. **Root Cause:** Lack of recruitment and marketing of uniqueness of the campus.

Problem Statement 2 (Prioritized): During the 20-21 school year, 5% of the overall population was chronically absent with 11% of the African American population being chronically absent.

Student Learning

Student Learning Summary

On the last STAAR test administered prior to the pandemic 2018-2019, 75% of students were scoring at the approaches level, 33% at the meets level, and 8% at the masters level in Math. 15% of African American students scored at the meets level of achievement, which is 18% points lower than the overall population and 29% points lower than their white peers. On the last STAAR test administered in 2018-2019 prior to the pandemic, 76% of students were scoring at the approaches level, 42% at the meets level, and 20% at the masters level in Reading. The EL sub group underperformed their peers in each area by almost 20% points. According to the data from Map Growth on the Percent at Projected STAAR Levels, the campus showed very little growth in both Math and Reading in all sub groups from BOY to MOY during the 2020 – 2021 year. In Reading the campus decreased from 47% to 42% and in Math from 33% to 21%. The lack of growth and declining percent was consistent across the board in all grade levels and in all student groups. Overall, 64% of the students did not show growth in Math and 56% of the students did not show any growth in Reading.

Student Learning Strengths

Pre Pandemic STAAR Math scores: 75% of students were scoring at the approaches level, 33% at the meets level, and 8% at the masters level in Math. Pre Pandemic STAAR Reading Scores: 76% of students were scoring at the approaches level, 42% at the meets level, and 20% at the masters level in Reading. More than half of the teachers at Stripling hold a current EL certification.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%. **Root Cause:** The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.

Problem Statement 2 (Prioritized): The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%. **Root Cause:** Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Teachers are predominantly recruited and screened by the district HCM offices. At a campus level, candidates are interviewed and recommended for hire. Once at campus, new teachers are assigned mentors, attend the district new teacher academy, and have small peers' groupings supported by administration and the academic coach. Grade level and content-area teams have strong, supported teacher leaders. Teachers are placed in teaching assignments that best utilize their personal strengths to maximize student learning. Campus instructional leaders are members of the campus leadership team which meets on an ongoing basis to discuss highest leverage actions and plans. Core content teacher leaders meet individually with campus administration to discuss PLC plans, outcomes, and to receive coaching on how to lead their department. Areas considered when developing improvement plans are discipline referrals, attendance rates, failure rates, data points from multiple sources such as: SIS (Focus), STAAR, district benchmarks, TELPAS, Panorama survey, and MAP growth indicators. All campus stakeholders are kept abreast of state of school through outlets such as: SMOREs, SBDM, CERC, PTA, Leadership Team, PLC meetings, and a student advisory group. Using these metrics professional development areas can be identified to support strong Tier 1 instruction and plan appropriate Tier 2 and Tier 3 interventions. Campus mission, vision, and values were developed (and are revisited yearly) during teacher/faculty meetings. High expectations are promoted through behavior incentive program (Liveschool points), Academic Pep Rallies (every six weeks), and Motto using 6-character words. All students have opportunity to request specific courses of interest and participate in extra-curricular activities as appropriate. Campus climate survey is administered to staff and students annually. Data is utilized to plan improvement of indicated areas. A College and Career Readiness coach is assigned to and offices at the campus. On-going activities in areas of types of colleges, tuition/fees associated with college, how to apply for loans/grants/scholarships are conducted by the CCR coach. Students will also explore careers as part one of the CTE elective courses. High school programs of choice information is provided to 8th grade students and parents by the counseling staff. Teaching staff utilizes district created Curriculum Frameworks that has been aligned to the TEKS of each course. A district wide scope and sequence is utilized maintain pacing. Teacher learning (Flex days) are built into the district instructional calendar prior to the beginning of the year. 6th grade parents are invited to information sessions about the transition from elementary school to middle school and 6th grade student attends a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students. Discipline referrals have been consistent in normal years for students with "disruptive, disrespectful, profanity, and fighting" as leading reasons for the referral. There is historically an over representation of AA students receiving office referrals from teachers. Males account for the majority of office referrals. Discipline Action codes are similar in terms of "number" of each consequence per year. Three-year trends reveal that AA students tend to be referred at a rate almost 2X their peers for "disrespectful, disruption, and off task behaviors".

School Processes & Programs Strengths

Relatively small campus with low staff turnover, established academic focus for students, clear expectations of content to be taught through curriculum frameworks, dedicated/protected PLC(Professional Learning Community) time, established leadership team with teacher leaders, involved PTA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Disproportionate referral of AA students (<13% enrollment) for disciplinary action (40% all infractions) in the areas of disrespect 22%, disruption 27%, and off task 16% compared to all other students (> 87% of enrollment and 60% all infractions) disrespect 18%. disruption 24%, and off task 13%. AA students more likely to be referred and deemed to be disrespectful, disruptive, and off task. **Root Cause:** Lack of awareness and redirection strategies and alternative corrective action methods at the point of behavior.

Perceptions

Perceptions Summary

New teachers at Stripling Middle School are assigned mentors, attend the district new teacher academy, and have scheduled mentor/mentee meetings supported by administration and the Instructional Coach. Communication devices used for all campus stakeholders are SMOREs(What's the Buzz newsletter), Social Media(Facebook, Twitter, Instagram), campus website and blackboard emails and callouts. Campus climate survey is administered to staff and students annually. Data is utilized to plan improvement of indicated areas. Teachers identified Stripling as having an "inviting work environment" at 91%, and the student's attendance rate in 20-21 was 97,8%. 6th grade parents are invited to information sessions about the transition from elementary school to middle school and 6th grade student attends a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students. WEB leaders continue to be a group of student leaders throughout the remainder of the year as well. Throughout the year, the campus hosts several family and community events. WING(Working to Inspire New Gifts) is a community service project all students on campus will engage in.

Perceptions Strengths

Stripling has relatively low staff turnover, high attendance of students and staff, and is identified as an inviting work environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In a self assessment through Panorama, 54% of students identified being in control of their emotions as a struggle and is consistent among all groups. **Root Cause:** Lack of resources and adult knowledge of youth culture, and time to address and teach the skills needed

Problem Statement 2 (Prioritized): In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups. **Root Cause:** Lack of training, understanding and implementation of culturally responsive instruction.

Priority Problem Statements

Problem Statement 1: Enrollment has declined over the past 3 years decreasing from 740 to 553.

Root Cause 1: Lack of recruitment and marketing of uniqueness of the campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 20-21 school year, 5% of the overall population was chronically absent with 11% of the African American population being chronically absent.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%.

Root Cause 3: The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%.

Root Cause 4: Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Disproportionate referral of AA students (<13% enrollment) for disciplinary action (40% all infractions) in the areas of disrespect 22%, disruption 27%, and off task 16% compared to all other students (> 87% of enrollment and 60% all infractions) disrespect 18%. disruption 24%, and off task 13%. AA students more likely to be referred and deemed to be disrespectful, disruptive, and off task.

Root Cause 5: Lack of awareness and redirection strategies and alternative corrective action methods at the point of behavior.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups.

Root Cause 6: Lack of training, understanding and implementation of culturally responsive instruction.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: In a self assessment through Panorama, 54% of students identified being in control of their emotions as a struggle and is consistent among all groups.

Root Cause 7: Lack of resources and adult knowledge of youth culture, and time to address and teach the skills needed

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Equity data

Parent/Community Data

- Parent 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

Goals





Revised/Approved: September 24, 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 44% to 54% by May 2022.

Increase the percentage of ELL students who meet or exceed projected growth on MAP Growth Reading from 40% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$240, - Title I (211) - 211-11-6399-04N-058-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%. Root Cause: The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.</p>
<p>Problem Statement 2: The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%. Root Cause: Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.</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 96% to 98% by May 2022.

Increase the percentage of Hispanic students who score at meets or above in English 1 from 94% to 98% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups. Root Cause: Lack of training, understanding and implementation of culturally responsive instruction.</p>





Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 36% to 46% by May 2022.

Increase the percentage of ELL students who meet or exceed projected growth on MAP Growth Mathematics from 30% to 35% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-058-30-510-000000-22F10 - \$3,000, - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$240</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%. Root Cause: The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.</p>
<p>Problem Statement 2: The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%. Root Cause: Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.</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 69% to 85% by May 2022.

Increase the percentage of Hispanic students who score at MEETS or above in Algebra 1 from 68% to 85% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
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Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 2: In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups.</p> <p>Root Cause: Lack of training, understanding and implementation of culturally responsive instruction.</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 42% to 55% by May 2022.
 Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 29% to 40% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality tier 1 instruction through data driven, culturally responsive, standards- aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Sharroky Hollie PD - Title I (211) - 211-13-6299-04N-058-30-510-000000-22F10 - \$9,000, - Title I (211) - 211-11-6112-0PD-058-30-510-000000-22F10 - \$6,700, - Title I (211) - 211-13-6119-04N-058-30-510-000000-22F10 - \$76,334, - Title I (211) - 211-13-6499-04N-058-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-12-6329-04N-058-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-13-6329-04N-058-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%. Root Cause: The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.</p>
<p>Problem Statement 2: The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%. Root Cause: Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.</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 33% to 50% by May 2022.
 Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 15% to 30% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I (211) - 211-11-6112-0PD-058-30-510-000000-22F10 - \$3,700, - Title I (211) - 211-23-6499-04N-058-30-510-000000-22F10 - \$2,121, - Title I (211) - 211-13-6499-04N-058-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
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 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%. Root Cause: The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.</p>
<p>Problem Statement 2: The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%. Root Cause: Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.</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 1: Decrease the percentage of students who are chronically absent from 5% to 2% by May 2022.

Decrease the percentage of African American students who are chronically absent from 11% to 5% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: 90% attendance rate for chronically absent students by the 6th grading cycle. Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>Staff Responsible for Monitoring: Admin and administrative intern</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-058-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-61-6116-04L-058-30-510-000000-22F10 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: During the 20-21 school year, 5% of the overall population was chronically absent with 11% of the African American population being chronically absent.</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 61% to 80% by May 2022.

Increase positive response by Special Education students from 53% to 63% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: Decrease student discipline referrals by 20% by 6th cycle.</p> <p>Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Live School - SEL - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
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 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 2: In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups.</p> <p>Root Cause: Lack of training, understanding and implementation of culturally responsive instruction.</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 from 5% to 2% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: Decrease student discipline referrals for African American students by 15% by 6th cycle.</p> <p>Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>Staff Responsible for Monitoring: Student Support Committee</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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



Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Disproportionate referral of AA students (<13% enrollment) for disciplinary action (40% all infractions) in the areas of disrespect 22%, disruption 27%, and off task 16% compared to all other students (> 87% of enrollment and 60% all infractions) disrespect 18%. disruption 24%, and off task 13%. AA students more likely to be referred and deemed to be disrespectful, disruptive, and off task. Root Cause: Lack of awareness and redirection strategies and alternative corrective action methods at the point of behavior.</p>
Perceptions
<p>Problem Statement 1: In a self assessment through Panorama, 54% of students identified being in control of their emotions as a struggle and is consistent among all groups. Root Cause: Lack of resources and adult knowledge of youth culture, and time to address and teach the skills needed</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 85% to 92% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022 The response to student ratio on the EOY parent survey will increase from 26% to 46%(number of parent responses divided by student population).</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-058-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-61-6499-04L-058-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Enrollment has declined over the past 3 years decreasing from 740 to 553. Root Cause: Lack of recruitment and marketing of uniqueness of the campus.</p>

Plan Notes

CIP reviewed with Mrs. Chritian and the CIP checklist. Great job, no actions from me.

Todd

Site-Based Decision Making Committee

Committee Role	Name	Position
DERC Representative 1	Susan Walker	classroom teacher
Classroom Teacher	Drew Weesner	classroom teacher
Classroom Teacher	Dana Diehl	classroom teacher
Classroom Teacher	Stacey Caldwell	classroom teacher
Parent	Jami Lampert	parent
Parent	shannon McOwen	parent
Professional District-Level Staff	Megan Zara	District Ed Tech Liaison
Professional Non-Teaching Staff	Courtney Wait	Instructional coach
Business Representative	Kevin Williams	Business owner
Community Representative	Dave Marshall	community member
Administrator	Amy Chritian	Principal
Administrator	Brandy Sachs	Assistant Principal
Administrator	Christi Stinson	Assistant Principal
Parent	Makenzie Carpenter	parent
DERC Representative 2		
Additional Representative (optional)		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Supplies and materials for instructional use	211-11-6399-04N-058-30-510-000000-22F10	\$3,000.00
2	1	1		Supplies and materials for instructional use	211-11-6399-04N-058-30-510-000000-22F10	\$3,000.00
3	1	1	Sharroky Hollie PD	Contracted professional development	211-13-6299-04N-058-30-510-000000-22F10	\$9,000.00
3	1	1		Subs for professional development	211-11-6112-0PD-058-30-510-000000-22F10	\$6,700.00
3	1	1		Data Analyst	211-13-6119-04N-058-30-510-000000-22F10	\$76,334.00
3	1	1		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-058-30-510-000000-22F10	\$2,000.00
3	1	1		Reading materials for library use	211-12-6329-04N-058-30-510-000000-22F10	\$1,000.00
3	1	1		Reading materials for professional development	211-13-6329-04N-058-30-510-000000-22F10	\$3,000.00
3	2	1		Subs for professional development	211-11-6112-0PD-058-30-510-000000-22F10	\$3,700.00
3	2	1		Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04N-058-30-510-000000-22F10	\$2,121.00
3	2	1		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-058-30-510-000000-22F10	\$3,000.00
4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-058-30-510-000000-22F10	\$2,000.00
4	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-058-30-510-000000-22F10	\$300.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-058-30-510-000000-22F10	\$1,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-058-30-510-000000-22F10	\$2,000.00
Sub-Total						\$118,155.00
Budgeted Fund Source Amount						\$118,155.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$240.00
2	1	1		Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$240.00
4	2	1	Live School - SEL	Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$4,000.00
Sub-Total						\$4,480.00
Budgeted Fund Source Amount						\$4,480.00
+/- Difference						\$0.00
Grand Total						\$122,635.00