

Fort Worth Independent School District
048 William James Middle School
2022-2023 Campus Improvement Plan



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

Revised/Approved: September 27, 2022

Demographics

Demographics Summary

William James Middle School is an urban middle school in the Polytechnic Heights neighborhood of Fort Worth, Texas. William James Middle School serves approximately 810 students .

We provide regular programming, service a language center, ESL, gifted and talented, SEAS pecial education and inclusion special education classes.

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 2021-2022 school year, William James had an enrollment of 810 students. Of these 810 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 2 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 America 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.

Demographics Strengths

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, chromebooks for all students,
- and school supplies, school uniforms, winter coats, etc. to those in need. We also provide an after school program with dinner to students in grades 3-5 and will begin
- We developed and implemented a school-wide SEL/advisory program for all students this year that has yielded a reduction in dsicipline referrals and an increase in our school's panorama data.
- We have several SEL supports in place to assist students including: three full-time certified counselors, a social worker case manager, an interventionist, and a parent liaison.
- We offer after school enrichment opportunities including: FWAS, rap club, mariaichi club.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our MAP Growth data for ELLS lags behind our campus average according to MOY Map performance (38 to 40 percent) **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % in 2018 to 67 % in 2021-22. This increase requires culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

Problem Statement 2 (Prioritized): EL Students are performing below all other student groups in math and reading 2021 Staar data. **Root Cause:** Capacity of 6-8 math teachers needs to be developed through professional development, critical thinking and problem solving applications.

Problem Statement 3: African American 6th grade students are performing lower than all other student groups on MAP mid-year growth. **Root Cause:** Lessons and checks for understanding are not aligned to the standard, resulting in below grade level performance in both state and nationally normed assessments.

Problem Statement 4 (Prioritized): Economically disadvantaged students lag behind others in meets and masters STAAR 2021 and map growth for ELAR. **Root Cause:** There is a need for quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students at a rigorous level throughout the instructional process.

Problem Statement 5 (Prioritized): Panorama data shows only 68 percent of students feel connected to school and are excited to go to class. **Root Cause:** Teachers need development in culturally-responsive pedagogy and practice.

Priority Problem Statements

Problem Statement 1: Our MAP Growth data for ELLS lags behind our campus average according to MOY Map performance (38 to 40 percent)

Root Cause 1: Our English Learner population has increased from 15 points, from 40.0 % in 2018 to 67 % in 2021-22. This increase requires culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: EL Students are performing below all other student groups in math and reading 2021 Staar data.

Root Cause 2: Capacity of 6-8 math teachers needs to be developed through professional development, critical thinking and problem solving applications.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 4: Economically disadvantaged students lag behind others in meets and masters STAAR 2021 and map growth for ELAR.

Root Cause 4: There is a need for quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students at a rigorous level throughout the instructional process.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Panorama data shows only 68 percent of students feel connected to school and are excited to go to class.

Root Cause 3: Teachers need development in culturally-responsive pedagogy and practice.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

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

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

District Goals

District Goal 1: 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.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from %51 to 58% by May 2023.

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 51% to 58% by May 2023.

High Priority

Evaluation Data Sources: BOY Map, MOY Map, EOY map, lesson plans, formative assessments.

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increased performance on end of year assessment in reading across all sub pops.

Staff Responsible for Monitoring: Principal and ILT

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools





- **ESF Levers:**

Lever 4: High-Quality Curriculum

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<p>Action Step 1: Build an ILT team with a data analyst, computer lab TA and Title I Resource teacher who can will help with reading intervention, using data to address our ELL and Eco dis reading population.</p> <p>Intended Audience: Economically disadvantage, and ELL pop, all students.</p> <p>Date(s) / Timeframe: August-June, 2022</p> <p>Funding Sources: Staff- Data Analyst - Title I (211) - 211-13-6119-04N-048-30-510-000000-23F10 - \$81,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Maintain Title I Resource Teacher in English Language Arts to address ELL needs and provide targeted support and expanded structured literacy offerings at 7th grade</p> <p>Intended Audience: English department Date(s) / Timeframe: August-June, 2023 Provider / Presenter / Person Responsible: English department Collaborating Departments: ILT</p> <p>Funding Sources: English Teacher - Title I (211) - 211-11-6119-04N-048-30-510-000000-23F10 - \$64,000, Computer Lab TA - Title I (211) - 211-11-6129-04U-048-30-510-000000-23F10 - \$31,000, Teacher Assistant - Title I (211) - 211-11-6129-04N-048-30-510-000000-23F10 - \$36,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By August 31, develop a system/cycle of observation and feedback of ELA instruction aligned to FWISD instructional framework, and ELA Framework. and share with staff for opening of school.</p> <p>Intended Audience: English Teachers Date(s) / Timeframe: August 22-May 2023 Provider / Presenter / Person Responsible: Principal Collaborating Departments: FWISD ELA Department, ILT, Instructional Coaches Delivery Method: In person</p> <p>Funding Sources: Payroll for Teacher development Aug 1-5 - Title I (211) - 211-11-6116-OPD-048-30-510-000000-23F10 - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies as needed.</p> <p>Intended Audience: ELA PLC Date(s) / Timeframe: August-June, 2023 Provider / Presenter / Person Responsible: ILT and Principal Collaborating Departments: English Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Purchase a new laptop for Data Analyst to ensure accurate reporting of benchmark, TEA interim and curriculum assessments. Provider / Presenter / Person Responsible: Rincon Delivery Method: in person Funding Sources: Technology - Title I (211) - 211-13-6396-04N-048-30-510-000000-23F10 - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Instructional Leadership Team, Student Support Teams will collaborate with grade level teams and individual teachers to support tier 1 literacy instruction, analyze MAP and formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Increase in Tier I instructional and intervention supports

Staff Responsible for Monitoring: ILT





TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 curriculum expectations, state standards, FWISD literacy frameworks, and culturally responsive instructional strategies Intended Audience: Teachers and ILT Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Principal and iLT Collaborating Departments: ILT, Campus Instructional Coaches, Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies as needed.</p> <p>Intended Audience: Teachers and PLC Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: ILT Collaborating Departments: ILT Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence and state/program standards.</p> <p>Intended Audience: All teachers Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: Campus Admin Collaborating Departments: ILT Delivery Method: In Person</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>				

District Goal 2: 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.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 40% to 60% by May 2023.

Increase the percentage of ELL students from 38% to 58% by May 2023.

High Priority

Evaluation Data Sources: MAP BOY, MOY and EOY

Strategy 1: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Increased achievement in mathematics.

Staff Responsible for Monitoring: ILT

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.</p> <p>Intended Audience: Teachers of Math Date(s) / Timeframe: weekly through June 2023 Provider / Presenter / Person Responsible: ILT Collaborating Departments: ILT and Curriculum Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: PLCs will be used to provide tier 1 instruction planning support, data analysis, and lesson acceleration strategies.</p> <p>Intended Audience: Math teachers and ILT</p> <p>Date(s) / Timeframe: Weekly through June 2023</p> <p>Provider / Presenter / Person Responsible: Math Department head, Instructional Coach, Data Analyst and Principal</p> <p>Collaborating Departments: Curriculum and Instruction</p> <p>Delivery Method: IN person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and Amplify curriculum implementation.</p> <p>Intended Audience: Math teachers</p> <p>Date(s) / Timeframe: weekly through June 2023</p> <p>Provider / Presenter / Person Responsible: Admin</p> <p>Delivery Method: in person</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>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our MAP Growth data for ELLS lags behind our campus average according to MOY Map performance (38 to 40 percent) Root Cause: Our English Learner population has increased from 15 points, from 40.0 % in 2018 to 67 % in 2021-22. This increase requires culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>
<p>Problem Statement 2: EL Students are performing below all other student groups in math and reading 2021 Staar data. Root Cause: Capacity of 6-8 math teachers needs to be developed through professional development, critical thinking and problem solving applications.</p>
Student Learning
<p>Problem Statement 1: Our MAP Growth data for ELLS lags behind our campus average according to MOY Map performance (38 to 40 percent) Root Cause: Our English Learner population has increased from 15 points, from 40.0 % in 2018 to 67 % in 2021-22. This increase requires culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.</p>
<p>Problem Statement 2: EL Students are performing below all other student groups in math and reading 2021 Staar data. Root Cause: Capacity of 6-8 math teachers needs to be developed through professional development, critical thinking and problem solving applications.</p>

School Processes & Programs

Problem Statement 1: Our MAP Growth data for ELLS lags behind our campus average according to MOY Map performance (38 to 40 percent) **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % in 2018 to 67 % in 2021-22. This increase requires culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

Perceptions

Problem Statement 1: Our MAP Growth data for ELLS lags behind our campus average according to MOY Map performance (38 to 40 percent) **Root Cause:** Our English Learner population has increased from 15 points, from 40.0 % in 2018 to 67 % in 2021-22. This increase requires culturally responsive, reflective teachers who demographically and pedagogically attend to the needs of the community.

District Goal 2: 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.

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 36 % to 58% by May 2023. 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 36% to 50% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: Instructional Leadership Team and Student Support Teams will collaborate with grade level teams and individual teachers to support tier 1 instruction, analyze formative assessment data, and create MTSS plans for students making limited progress.

Strategy's Expected Result/Impact: Increase in student performance.





Staff Responsible for Monitoring: ILT

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Curriculum

Action Step 1 Details	Reviews			
Action Step 1: Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 curriculum standards, literacy and biliteracy, and culturally responsive instructional strategies. Intended Audience: Algebra I teacher Date(s) / Timeframe: Weekly Provider / Presenter / Person Responsible: ILT Collaborating Departments: Curriculum and Instruction Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 59% to 65 % by May 2023.

Increase the percentage of 6th Grade students marginalized by instruction on our campus (gender, race, program, other) from 43% to 55% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Lesson plan, walkthrough, Map data and star data

Strategy 1: All 6-8 teachers will participate in daily PLC meetings to: focus on high-quality tier 1 instructional planning and implementation, analyze formative and summative assessment data, and identify instructional gaps to create targeted support plans based on student need.

Strategy's Expected Result/Impact: Increased consistency and student achievement.

Staff Responsible for Monitoring: ILT and Admin.

Strategy 2: To create a campus data-rich culture with a focus on growth for all students, teachers will be trained to use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Strategy's Expected Result/Impact: Increased Tier 1 instruction and performance

Staff Responsible for Monitoring: ILT and Admin

TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 4 - Student Learning 2, 4 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Master schedule includes at least one PLC daily for ELA and Math teacher teams to meet.	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: PLC meetings have a specific focus aligned to the district and/or campus goals.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: EL Students are performing below all other student groups in math and reading 2021 Staar data. Root Cause: Capacity of 6-8 math teachers needs to be developed through professional development, critical thinking and problem solving applications.</p>
<p>Problem Statement 4: Economically disadvantaged students lag behind others in meets and masters STAAR 2021 and map growth for ELAR. Root Cause: There is a need for quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students at a rigorous level throughout the instructional process.</p>
Student Learning
<p>Problem Statement 2: EL Students are performing below all other student groups in math and reading 2021 Staar data. Root Cause: Capacity of 6-8 math teachers needs to be developed through professional development, critical thinking and problem solving applications.</p>
<p>Problem Statement 4: Economically disadvantaged students lag behind others in meets and masters STAAR 2021 and map growth for ELAR. Root Cause: There is a need for quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students at a rigorous level throughout the instructional process.</p>
School Processes & Programs
<p>Problem Statement 3: Economically disadvantaged students lag behind others in meets and masters STAAR 2021 and map growth for ELAR. Root Cause: There is a need for quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students at a rigorous level throughout the instructional process.</p>
Perceptions
<p>Problem Statement 3: Economically disadvantaged students lag behind others in meets and masters STAAR 2021 and map growth for ELAR. Root Cause: There is a need for quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students at a rigorous level throughout the instructional process.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 13% to 25% by May 2023.

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 5% to 15 % by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Map MOY and STAAR

Strategy 1: All 6-8 teachers will participate in daily PLC meetings to: focus on high-quality tier 1 instructional planning and implementation, analyze formative and summative assessment data, and identify instructional gaps to create targeted support plans based on student need.

Strategy 2: To create a campus data-rich culture with a focus on growth for all students, teachers will be trained to use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Strategy's Expected Result/Impact: Increased achievement.

Staff Responsible for Monitoring: ILT and Admin

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 12% to 5% by May 2023.

Evaluation Data Sources: Attendance data

Strategy 1: Implement a house system based on Ron Clark Academy PD that gives all students a sense of belonging and engagement at school.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: ILT and Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: Send 3 staff members to attend Ron Clark in Fall of 2023 to add to the implementation team.</p> <p>Intended Audience: Teachers and students</p> <p>Date(s) / Timeframe: Fall 2023</p> <p>Provider / Presenter / Person Responsible: Ron Clark Academy</p> <p>Collaborating Departments: School Leadership</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Travel to Ron Clark Academy - Title I (211) - 211-23-6411-04N-048-30-510-000000-23F10 - \$3,000, Travel to Ron Clark Academy - Title I (211) - 211-13-6411-04N-048-30-510-000000-23F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop houses through advisory to address student needs, including social emotional wellness, campus climate and culture, and internal house identity and accountability..</p> <p>Intended Audience: Students and staff</p>	Formative			Summative
	Nov	Jan	Mar	June


Date(s) / Timeframe: August- June


Collaborating Departments: ILT


Delivery Method: IN person

Funding Sources: Supplies for houses - Title I (211) - 211-11-6399-04N-048-30-510-000000-23F10 - \$5,080

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1616 to 1000 by May 2023.

Decrease the number of discipline referrals by school personnel for Hispanic students or the student group that is most marginalized on our campus (gender, race, program, other) from 1200 to 600 by May 2023

Evaluation Data Sources: FOCUs discipline data

Strategy 1: Implement a house system based on Ron Clark Academy PD that gives all students a sense of belonging and engagement at school.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 400 to 200 by May 2023.

Evaluation Data Sources: Focus discipline data

Strategy 1: Implement a house system based on Ron Clark Academy PD that gives all students a sense of belonging and engagement at school.

Strategy's Expected Result/Impact: Decreased discipline incidents

Staff Responsible for Monitoring: ILT

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 70 to 80 by May 2023.

Evaluation Data Sources: Panorama data, sign in sheets

Strategy 1: Develop 6th Grade Transition camp program for parents and students for all 6th grade students.

Strategy's Expected Result/Impact: Greater connection to the school and increased parent buy-in.





Staff Responsible for Monitoring: Admin and ILT, 6th grade team.

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: Have quarterly parent events calendared and scheduled given to parents at the 6th grade transition camp. Intended Audience: Parents Date(s) / Timeframe: August Delivery Method: In person Funding Sources: - Parent Engagement - 211-61-6399-04L-048-30-510-000000-23F10 - \$3,708	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Strategy 2: Develop monthly family literacy initiative in cooperation with the Blue Zones Project, where each family develops a culturally relevant library in their home and connects with the school around the book of the month.

Strategy's Expected Result/Impact: Increased parent involvement and buy in

Staff Responsible for Monitoring: Admin, ILT, MHMR navigator

ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase books for all students to participate in semester book club. Intended Audience: students and families Date(s) / Timeframe: Fall and Spring Delivery Method: In person Funding Sources: - SCE (199 PIC 24) - 199-11-6329-001-048-24-273-000000- - \$12,869	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Host bilingual culture nights specifically for language center students, providing education and connection to our school and community resources for our newcomer families. Intended Audience: Bilingual and newcomer families Date(s) / Timeframe: Quarterly Collaborating Departments: Adult Ed, Bilingual Delivery Method: In person Funding Sources: - BEA (199 PIC 25) - 199-61-6399-001-048-25-273-000000 - \$3,629	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 3: Open house with snacks for students and parents in fall and spring.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Parent liaison.

Title I:





4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: Purchase snacks for fall and spring open house. Funding Sources: Snacks - Title I (211) - 211-61-6499-04L-048-30-510-000000-23F10 - \$1,800	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Staff- Data Analyst	Data Analyst	211-13-6119-04N-048-30-510-000000-23F10	\$81,000.00
1	1	1	2	Teacher Assistant	Teacher Assistant	211-11-6129-04N-048-30-510-000000-23F10	\$36,000.00
1	1	1	2	English Teacher	Title I Teacher	211-11-6119-04N-048-30-510-000000-23F10	\$64,000.00
1	1	1	2	Computer Lab TA	Computer Lab Assistant	211-11-6129-04U-048-30-510-000000-23F10	\$31,000.00
1	1	1	3	Payroll for Teacher development Aug 1-5	Extra duty pay for PD after hours	211-11-6116-0PD-048-30-510-000000-23F10	\$3,500.00
1	1	1	5	Technology	Technology for data analyst	211-13-6396-04N-048-30-510-000000-23F10	\$1,200.00
4	1	1	1	Travel to Ron Clark Academy	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-048-30-510-000000-23F10	\$6,000.00
4	1	1	1	Travel to Ron Clark Academy	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-048-30-510-000000-23F10	\$3,000.00
4	1	1	2	Supplies for houses	Supplies and materials for instructional use	211-11-6399-04N-048-30-510-000000-23F10	\$5,080.00
4	4	3	1	Snacks	Snacks for parents to promote participation	211-61-6499-04L-048-30-510-000000-23F10	\$1,800.00
Sub-Total							\$232,580.00
Budgeted Fund Source Amount							\$232,580.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	1		Reading materials for classroom use	199-11-6329-001-048-24-273-000000-	\$12,869.00
Sub-Total							\$12,869.00
Budgeted Fund Source Amount							\$12,869.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-048-30-510-000000-23F10	\$3,708.00
Sub-Total							\$3,708.00
Budgeted Fund Source Amount							\$3,708.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	2		Supplies and materials for parental involvement	199-61-6399-001-048-25-273-000000	\$3,629.00
Sub-Total							\$3,629.00
Budgeted Fund Source Amount							\$3,629.00
+/- Difference							\$0.00
Grand Total Budgeted							\$252,786.00
Grand Total Spent							\$252,786.00
+/- Difference							\$0.00

Addendums