

# Wichita Falls Independent School District

## Barwise Middle School

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

# Mission Statement

*The mission of Barwise Leadership Academy is to provide all students the opportunity to perform to their full potential so that they may become life-long learners who are productive, responsible, and participating members of society.*

## Vision

*We at Barwise Leadership Academy believe in doing everything possible to ensure student success and well-being. In addition to providing a safe and secure environment, we are committed to building relationships, providing quality teaching, and maintaining high expectations for all students, regardless of race, sex, ethnicity, or socio-economic status.*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Recruit, retain, and support teachers and principals.	17
Goal 2: Build a foundation of literacy and numeracy.	24
Goal 3: Connect high school to career and college.	34
Goal 4: Improve low performing schools.	38
State Compensatory	50
Personnel for Barwise Middle School	50
Title I Schoolwide Elements	51
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	51
1.1: Comprehensive Needs Assessment	51
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	51
2.1: Campus Improvement Plan developed with appropriate stakeholders	51
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	51
2.6: Address needs of all students, particularly at-risk	51
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	51
3.1: Develop and distribute Parent and Family Engagement Policy	51
3.2: Offer flexible number of parent involvement meetings	51
Title I Personnel	53
Campus Funding Summary	54
Addendums	56

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Barwise Middle School serves a diverse population of students (6th-8th grade). During the year 2019-20, approximately 1178 students were enrolled at Barwise (399 6th graders, 385 7th graders, 394 8th graders). The demographic breakdown of the student population was: 8.6% African American, 50% Hispanic, 34.6% White, 0.4% American Indian, 1.6% Asian, 0.1% Pacific Islander, & 4.7% Two or More Races. Economically disadvantaged students made up 72.7% of the population, 11.4% were English Language Learners, 11.9% were in Special Education, & 58% of students are labeled At-Risk. Barwise Middle School saw a mobility rate of 15.2%. Class size averages ranged from 20.6-28.0 students per class.

The makeup of the staff is: 84.4% teachers, 98.1% professional staff, professional support 4.5%, Campus Admin. (School Leadership) 5.1%, and educational aides 1.9%. Of the total staff, 3.2% are African American, 7.7% Hispanic, 85.9% White, and 3.1% Asian. The majority of teachers, 31.1%, have 1-5 years of experience. Master's degrees are held by 30.7% of the teachers.

### Demographics Strengths

- Diverse student population
- Teachers are experienced and highly educated
- Good mixture of male & female staff members (42.1% Males; 57.9% Females)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High volume of discipline Issues **Root Cause:** High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 2 (Prioritized):** Lack of participation in school events **Root Cause:** High % of low SES students & Lack of Transportation

**Problem Statement 3 (Prioritized):** Lack of school & community interaction. **Root Cause:** Restraint on personnel time and resources

**Problem Statement 4 (Prioritized):** Lack of identification of key community stake holders for our key demographic groups. **Root Cause:** Failure of communication between community and school stakeholders

**Problem Statement 5 (Prioritized):** Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs and additional fun activities to motivate students

# Student Learning

## Student Learning Summary

Barwise Middle School received a "C" rating under the 2018-2019 STAAR accountability system. 69% of all students achieved the approaches grade level or above, 38% achieved meets grade level or above, and 17% achieved the masters grade level rating, overall. 65% of our students met the approaches grade-level standard or above in ELA/Reading, 74% in Math, 61% in Writing, 76% in Science, and 64% in Social Studies.

## Student Learning Strengths

Algebra 1 - Eby (100% Meets; 94% Mastered)

Aranda (8th math teacher) - Meets 8 of the 9 federal academic achievement categories (11 total) for closing the gaps (subpops)

8th Grade Math: beat district in approaches, meets AND masters!

8th Grade Science: beat district in percent, approaches, meets AND masters!

8th Grade Social Studies: beat district in percent, approaches AND meets!

6th Math African American subpopulation has gone up 20% from 2017 to 2019

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Failed to meet ELP status Target **Root Cause:** Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons

**Problem Statement 2 (Prioritized):** Not closing the gaps in sub-population groups. **Root Cause:** Lack of effective intervention programs and oversight of intervention time.

**Problem Statement 3 (Prioritized):** Lack of consistent targeted intervention between grade levels and subjects **Root Cause:** Lack of resources, teacher training, and vertical/horizontal alignment, Not enough programs, personnel to address TIERed students, and materials/supplies to meet all students' needs

**Problem Statement 4 (Prioritized):** Need for effective data driven instruction in every classroom **Root Cause:** Some teachers are still developing on effective lesson planning and delivery

**Problem Statement 5 (Prioritized):** Insufficient instructional resources, including technology and tech hardware. **Root Cause:** COVID-19 and virtual teaching.

**Problem Statement 6 (Prioritized):** Teachers and students are not receiving all supplies requested/needed for classes **Root Cause:** Insufficient funds in the budget

**Problem Statement 7 (Prioritized):** Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed.. **Root Cause:** Lack

of exposure to middle school until entering the 6th grade.

**Problem Statement 8 (Prioritized):** Students and teachers have limited curriculum resources. **Root Cause:** Insufficient funds in the budget

# School Processes & Programs

## School Processes & Programs Summary

Instructional: Eagle Period (Intervention), before/during/after school tutoring, ESL class, PLC (Professional Learning Community), Grade Level Teams, Content PLC, Fundamental Five, CBA/Benchmarks, progress monitoring, Technology 1:1 program,

Curricular: Advanced classes, TEKS Resource System coupled with district developed curriculum, MTA

Personnel: recruitment programs, attendance at job fairs, mentoring programs, staff development in & out of district, curriculum & instruction specialist

Organizational: HRS (High Reliability Schools), CKH (Capturing Kids Hearts), Seidlitz, Student of the Month, Within the school day Eagle Club, NJHS (National Junior Honor Society), Student Council, CIS (Communities in Schools), Chess Club, Robotics, Fellowship of Christian Athletes, After-school clubs, One-Act Play, Choir, Cheerleader & PepSquad

Administrative: T-TESS (includes goal setting, professional growth,& student achievement), T-PESS...

## School Processes & Programs Strengths

- Campus is HRS Level 1 and level 2 certified/Continuing to level 2
- Majority of teachers are implementing CKH and Seidlitz strategies with fidelity
- Many teachers are Google Certified and adequately using technology in the classroom
- Students are comfortable in technology usage
- Celebrating student & staff success
- All ELAR teachers are ESL Certified

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Ability to retain high quality staff **Root Cause:** teachers need more support/training with instruction and managing student behavior

**Problem Statement 2 (Prioritized):** Not enough time for content area & grade level teachers to meet & plan **Root Cause:** Scheduling issues, some teachers teaching multiple grade levels

**Problem Statement 3 (Prioritized):** Unclear teacher goals **Root Cause:** Lack of training in goal setting

**Problem Statement 4 (Prioritized):** Need for well written lesson plans with documented formative assessments **Root Cause:** Complacency with traditional ways of planning and insufficient opportunities to observe more effective teachers



**Problem Statement 5 (Prioritized):** Mentorship did not occur as adequately as intended **Root Cause:** Failure to provide training & expectations

**Problem Statement 6 (Prioritized):** Getting all teachers to effectively incorporate technology **Root Cause:** Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

**Problem Statement 7 (Prioritized):** High number of at-risk ( especially in our economically disadvantaged) **Root Cause:** Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Problem Statement 8 (Prioritized):** Many parents lack the knowledge and skills/abilities to assist students with academics at home. **Root Cause:** Lack of opportunities for parent training

**Problem Statement 9 (Prioritized):** High volume of discipline Issues **Root Cause:** High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 10 (Prioritized):** Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs and additional fun activities to motivate students

# Perceptions

## Perceptions Summary

Parents are kept up to date on school events through: Parentlink, social media, Remind, newsletter, etc. Student-, teacher-, parent-compact distributed & signed yearly. Parents are free to request meetings with school staff; most teachers have Remind and can quickly communicate with parents. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Teachers are vigilant in school safety efforts, before, during, and after school. Capturing Kids' Hearts is a campus-wide program. Discipline is handled in accordance with the discipline demerit system.

## Perceptions Strengths

- Road to College
- PTO
- Social Media
- Remind
- Most announcements are communicated in English & Spanish
- HRS Level 1 certified for Safe & Collaborative school
- Campus police officers are visible and supportive
- Campus safety drills are completed with fidelity

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** PIE Partners under-utilized **Root Cause:** Failure to schedule adequate time to do outreach

**Problem Statement 2 (Prioritized):** Need for social contracts in every classroom **Root Cause:** Lack of understanding in expectations

**Problem Statement 3 (Prioritized):** Seeing an increase in misbehavior **Root Cause:** Insufficient recognition for positive behavior

**Problem Statement 4 (Prioritized):** There is a disconnect between the campus and the community at large. **Root Cause:** Lack of communication/awareness of events going on at the schools.

**Problem Statement 5 (Prioritized):** Lack of awareness of positive things that are occurring on campus. **Root Cause:** Insufficient PR.

**Problem Statement 6 (Prioritized):** Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs and additional fun activities to motivate students

# Priority Problem Statements

**Problem Statement 1:** Ability to retain high quality staff

**Root Cause 1:** teachers need more support/training with instruction and managing student behavior

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Not enough time for content area & grade level teachers to meet & plan

**Root Cause 2:** Scheduling issues, some teachers teaching multiple grade levels

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Unclear teacher goals

**Root Cause 3:** Lack of training in goal setting

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

**Problem Statement 4:** Need for well written lesson plans with documented formative assessments

**Root Cause 4:** Complacency with traditional ways of planning and insufficient opportunities to observe more effective teachers

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Mentorship did not occur as adequately as intended

**Root Cause 5:** Failure to provide training & expectations

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** PIE Partners under-utilized

**Root Cause 6:** Failure to schedule adequate time to do outreach

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Need for social contracts in every classroom

**Root Cause 7:** Lack of understanding in expectations

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Seeing an increase in misbehavior

**Root Cause 8:** Insufficient recognition for positive behavior

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** High number of at-risk ( especially in our economically disadvantaged)

**Root Cause 9:** Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Many parents lack the knowledge and skills/abilities to assist students with academics at home.

**Root Cause 10:** Lack of opportunities for parent training

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** High volume of discipline Issues

**Root Cause 11:** High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Problem Statement 11 Areas:** Demographics - School Processes & Programs

**Problem Statement 12:** Not closing the gaps in sub-population groups.

**Root Cause 12:** Lack of effective intervention programs and oversight of intervention time.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Special Programs are not aligned with needs/desires of students, to provide a well-rounded education.

**Root Cause 13:** Lack of funding for additional electives, clubs and additional fun activities to motivate students

**Problem Statement 13 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 14:** Lack of identification of key community stake holders for our key demographic groups.

**Root Cause 14:** Failure of communication between community and school stakeholders

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** Failed to meet ELP status Target

**Root Cause 15:** Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** There is a disconnect between the campus and the community at large.

**Root Cause 16:** Lack of communication/awareness of events going on at the schools.

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** Need for effective data driven instruction in every classroom

**Root Cause 17:** Some teachers are still developing on effective lesson planning and delivery

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** Lack of consistent targeted intervention between grade levels and subjects

**Root Cause 18:** Lack of resources, teacher training, and vertical/horizontal alignment, Not enough programs, personnel to address TIERed students, and materials/supplies to meet all students' needs

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 19:** Lack of awareness of positive things that are occurring on campus.

**Root Cause 19:** Insufficient PR.

**Problem Statement 19 Areas:** Perceptions

**Problem Statement 20:** Lack of participation in school events

**Root Cause 20:** High % of low SES students & Lack of Transportation

**Problem Statement 20 Areas:** Demographics

**Problem Statement 21:** Lack of school & community interaction.

**Root Cause 21:** Restraint on personnel time and resources

**Problem Statement 21 Areas:** Demographics

**Problem Statement 22:** Getting all teachers to effectively incorporate technology

**Root Cause 22:** Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

**Problem Statement 22 Areas:** School Processes & Programs

**Problem Statement 23:** Teachers and students are not receiving all supplies requested/needed for classes

**Root Cause 23:** Insufficient funds in the budget

**Problem Statement 23 Areas:** Student Learning

**Problem Statement 24:** Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed..

**Root Cause 24:** Lack of exposure to middle school until entering the 6th grade.

**Problem Statement 24 Areas:** Student Learning

**Problem Statement 25:** Students and teachers have limited curriculum resources.

**Root Cause 25:** Insufficient funds in the budget

**Problem Statement 25 Areas:** Student Learning

**Problem Statement 26:** Insufficient instructional resources, including technology and tech hardware.

**Root Cause 26:** COVID-19 and virtual teaching.

**Problem Statement 26 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- School safety data

## 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
- TTESS data

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices














# Goals

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** We will recruit a 100% highly qualified staff to begin the 2021-2022 school-year.

**Evaluation Data Sources:** A list of resumes/applications of potential candidates from at least 2 job fairs.

<p><b>Strategy 1:</b> Select a team who will attend the job fairs &amp; compile a list of highly qualified candidates.</p> <p><b>Strategy's Expected Result/Impact:</b> We will begin the 2021-2022 school year fully staffed with highly qualified teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 2:</b> The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers hired will be highly qualified with the hope of increasing student achievement. If that cannot be achieved parents will be notified.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 3:</b> The campus will attend two job fairs in the 2020-21 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Help close learning gaps through explicit instruction by highly qualified teachers and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Teacher Salaries - Title 1 Part A</p>	<b>Formative Reviews</b>		
<p style="text-align: center;">  No Progress            Accomplished            Continue/Modify            Discontinue         </p>	Nov	Feb	May
			
			
			

**Performance Objective 1 Problem Statements:**


<b>School Processes &amp; Programs</b>
--





<b>Problem Statement 1:</b> Ability to retain high quality staff <b>Root Cause:</b> teachers need more support/training with instruction and managing student behavior
--

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 2:** Provide once a six weeks mentorship to new and some continuing teachers with highly effective teachers/staff and CILs, beginning September 2020 ending May 2021.

**Evaluation Data Sources:** Agendas and minutes from CILs PLCs  
Feedback notes from mentors, administration, and CILs on lesson plans and walkthroughs.

<p><b>Strategy 1:</b> Each teacher new to campus, who has 3 or less years of teaching experience &amp; also some existing teachers, will be provided a mentor (go-to person - Campus Instructional Leaders) for a minimum of one year. The go-to person will be available to meet with the mentee as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support and build capacity in teachers to help provide quality instruction &amp; improve teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> - Title 1 Part A - 21113623900046930000</p>	Formative Reviews		
	Nov	Feb	May
			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue


**Performance Objective 2 Problem Statements:**





School Processes & Programs
<b>Problem Statement 5:</b> Mentorship did not occur as adequately as intended <b>Root Cause:</b> Failure to provide training & expectations

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 3:** Provide professional development at least once a month through staff meetings and other campus staff development days in the 2020-21 school year.

**Evaluation Data Sources:** Sign in sheets and agendas

<p><b>Strategy 1:</b> Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop teachers who follow HRS recommendations to ensure effective teaching in every classroom. Sped and ESL teachers work with general education teachers to plan/modify and discuss ways to help students improve</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teacher Leaders</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</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative Reviews		
	Nov	Feb	May
			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue


**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 2:</b> Not enough time for content area &amp; grade level teachers to meet &amp; plan <b>Root Cause:</b> Scheduling issues, some teachers teaching multiple grade levels</p>

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 4:** Campus administrators will meet with each teacher to plan at least 1 measurable student and 1 measurable professional growth goals, for the 2020-21 school year, beginning in August and continuing through September 2020.

**Evaluation Data Sources:** Measurable goals in Eduphoria (also posted outside teachers' classrooms).

<p><b>Strategy 1:</b> Each teacher will write 2 goals for the school year 2020-2021 and will collect evidence to monitor accomplishment of those goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance in the classrooms; Increased student performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative Reviews		
	Nov	Feb	May
	 85%		

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue






**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> Unclear teacher goals <b>Root Cause:</b> Lack of training in goal setting</p>

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 5:** Ensure effective lesson planning and instruction in every classroom through assessment/observation, coaching, and feedback on a weekly basis, beginning September 2020-May 2021.

**Evaluation Data Sources:** Written Feedback on Lesson plans and feedback to teachers from classroom observations provided by administration and CILs

<p><b>Strategy 1:</b> Administrators and Campus Instructional Leaders will conduct walk-throughs in teachers' classrooms, review lesson plans, provide feedback and attend PLC meetings to assist teachers in the improvement of lesson planning and lesson delivery. Feedback will be provided accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in lesson planning, delivery of instruction and management of classrooms based on feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Instructional Leaders</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, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Need for well written lesson plans with documented formative assessments <b>Root Cause:</b> Complacency with traditional ways of planning and insufficient opportunities to observe more effective teachers</p>

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 6:** Provide additional support for staff & students with increase personnel and additional assistance with planning & teaching in mainly core content areas beginning August 2020 through the end of the 2021 school year.

**Evaluation Data Sources:** COVID para schedules  
CILs PLC minutes & planning agendas

<p><b>Strategy 1:</b> Use SCE funds to hire 2 additional paraprofessionals to assist with COVID related task.  <b>Strategy's Expected Result/Impact:</b> Reduce the number of COVID related issues  <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers  <b>Problem Statements:</b> School Processes &amp; Programs 7  <b>Funding Sources:</b> Salaries &amp; Benefits - SCE - \$40,000</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 2:</b> Use SEC funds to pay for an additional planning period for 4 Campus Instructional Leaders.  <b>Strategy's Expected Result/Impact:</b> Assist teacher with developing/delivering effective lessons.  <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <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  <b>Problem Statements:</b> Student Learning 2, 4 - School Processes &amp; Programs 2</p>	Formative Reviews		
	Nov	Feb	May
No Progress               Accomplished               Continue/Modify               Discontinue			






**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.</p> <p><b>Problem Statement 4:</b> Need for effective data driven instruction in every classroom <b>Root Cause:</b> Some teachers are still developing on effective lesson planning and delivery</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Not enough time for content area &amp; grade level teachers to meet &amp; plan <b>Root Cause:</b> Scheduling issues, some teachers teaching multiple grade levels</p> <p><b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements</p>

**Goal 2:** Build a foundation of literacy and numeracy.


**Performance Objective 1:** At least 50% of all students will get to meet or master level on the STAAR tests in all core subjects in all grade levels on the 2021 tests.


**Evaluation Data Sources:** STAAR results

<p><b>Strategy 1:</b> Students will be identified for and enrolled in Foundations/STAAR classes based on prior state reading and math assessments. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Focused instruction with smaller numbers for those who previously failed the state exams will help those students succeed</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Diags</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, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 6 - School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> Supp &amp; Mat - Title 1 Part A</p>	<p align="center"><b>Formative Reviews</b></p>		
	<p align="center"><b>Nov</b></p>	<p align="center"><b>Feb</b></p>	<p align="center"><b>May</b></p>
			
<p><b>Strategy 2:</b> SCE funds will pay for an additional paraprofessional who will be scheduled into reading classes to help special education students by lowering the student to teacher ratio.</p> <p><b>Strategy's Expected Result/Impact:</b> The hope is that additional personnel will result in more individualized help for students and consequently, better results on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Diags</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> Para Salaries - Not Funded</p>	<p align="center"><b>Formative Reviews</b></p>		
	<p align="center"><b>Nov</b></p>	<p align="center"><b>Feb</b></p>	<p align="center"><b>May</b></p>
			
<p><b>Strategy 3:</b> Ensure that as many classes as possible are provided with adequate supplies by supplementing the general budget with Title 1 and SCE funds to purchase and make those requested supplies available as much as possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in learning through the provision on enriched activities</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> supplies for classroom activities - Title 1 Part A - \$1,000</p>	<p align="center"><b>Formative Reviews</b></p>		
	<p align="center"><b>Nov</b></p>	<p align="center"><b>Feb</b></p>	<p align="center"><b>May</b></p>
			



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Not closing the gaps in sub-population groups. **Root Cause:** Lack of effective intervention programs and oversight of intervention time.

**Problem Statement 5:** Insufficient instructional resources, including technology and tech hardware. **Root Cause:** COVID-19 and virtual teaching.

**Problem Statement 6:** Teachers and students are not receiving all supplies requested/needed for classes **Root Cause:** Insufficient funds in the budget

**School Processes & Programs**




**Problem Statement 7:** High number of at-risk ( especially in our economically disadvantaged) **Root Cause:** Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Goal 2:** Build a foundation of literacy and numeracy.


**Performance Objective 2:** Increase the domain 3 score from 47% to at least 65% on the report card (in the closing the gaps category) in reading and math by end of May 2021.


**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math and Reading results

<p><b>Strategy 1:</b> Students will be identified for and enrolled in Foundations/STAAR classes based on prior state math and reading assessments. The classes will provide intensive remediation in preparation for upcoming exams. In addition, the campus will pay for additional tutoring before and after school and also hire additional support for teachers to pull groups for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher academic achievement status met on the STAAR tests, in Math and Reading - more sub-populations meet targets of closing the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers/Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> - Title 1 Part A, - SCE</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> The campus will schedule an intervention hour ("Eagle Hour") in which struggling students will be grouped and provided additional support. CILs will plan work for all students and will utilize technology and special programs like, Pear Deck, Freckle, Study Island and google apps to provide targeted practice for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved intervention/support/programs availability for assertive support for student, resulting in improved learning and performance on tests.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> CIL Salaries - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Title 1 money will be used to purchase books to help build literacy through Literature Circles (in reading classes), to help develop students' abilities to make real-world connections - focusing mainly on identifying themes and recognizing characterization (areas in which students struggled during the course of the last school year).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase literacy that will result in an increase in STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> A collection of books on different themes for literature circles - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Not closing the gaps in sub-population groups. **Root Cause:** Lack of effective intervention programs and oversight of intervention time.

**School Processes & Programs**










**Problem Statement 6:** Getting all teachers to effectively incorporate technology **Root Cause:** Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

**Problem Statement 7:** High number of at-risk ( especially in our economically disadvantaged) **Root Cause:** Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** Improve TELPAS scores from 23% to 36% and STAAR scores for our ELL students from 17% meets in reading and 28% meets in math to 40% overall with targeted interventions in our ESL classes for the 2020-21 school year.

**Evaluation Data Sources:** ESL committee formed/Program to serve TAG students/Programs to serve the interests of the general student population

<p><b>Strategy 1:</b> Title funds shall be utilized to to meet the identified needs of ESL students and leverage learning resources and support to improve their performance. Those needs would be identified by a committee of administrators and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in ELs scores.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL teachers, LPAC/ESL committe</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Contracted Services Supplies - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students passing TELPAS and State assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL staff, LPAC</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> ESL students will monitor their own progress on various language and academic assessments throughout the year. Parents will see progress monitoring at ESL parent meetings 4 times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in academic performance throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin ESL Teacher ESL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


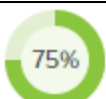




**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Failed to meet ELP status Target <b>Root Cause:</b> Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons
<b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Conduct weekly PLC meetings during the instructional day as was done last school year for core classes and add a Fine Arts PLC meeting at least twice a semester; also continue to have grade level teams to meet from 4 times each semester.

**Evaluation Data Sources:** PD plans for each semester, Data/minutes from meetings collected in a folder in google drive, Master schedule.

<p><b>Strategy 1:</b> Common planning times built into Master Schedule for all core subjects by PLC group  <b>Strategy's Expected Result/Impact:</b> Improvement in planning and instruction and data analysis, which consequently results in better student outcomes  <b>Staff Responsible for Monitoring:</b> Administrators/teacher leaders/head of departments  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Create schools within a school, grade level teams where a group of core teachers share a common group of students  <b>Strategy's Expected Result/Impact:</b> Teachers get to know students better and will therefore be able to provide more effective intervention, building student groups etc  <b>Staff Responsible for Monitoring:</b> Admin, counselors  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools  <b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2  <b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**






<b>Student Learning</b>
<b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Not enough time for content area & grade level teachers to meet & plan <b>Root Cause:</b> Scheduling issues, some teachers teaching multiple grade levels

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 5:** Increase low performing sub-population performance on reading and math tests; for African American students from 25% to at least 30% and from 28% to 33% respectively, for Economically Disadvantaged students in reading from 28% to 33% and math from 35% to 40% and for ELs from 17% to 22% in Reading and 28% in Math to 33%, by May, 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data

<p><b>Strategy 1:</b> Targeted intervention and tutorials for these sub-populations via Eagle Period, CIS, small group, pullout, and before/after school tutoring and providing needed resources and supplies like paper etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in % score for sub-populations on the STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team leaders, Administrators, CIS</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, Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> Tutors - Title 1 Part A, Tutors - SCE, Tutoring buses - SCE, Tutoring buses - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 5 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.
School Processes & Programs
<b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 6:** Increase low performing sub-population performance on "All Subjects" tested: for SPED students from 11% to at least 16%, and ELs from 20% to at least 25% Meets standard on STAAR test by May 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR data

<p><b>Strategy 1:</b> Progress monitoring, goal setting, and data analysis at PLC. Teachers &amp; Students will track students' performance, beginning with their level on the previous year's STAAR, Unit Test, CBA's, and/or benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> As students track their results, hopefully they will be motivated to perform higher than the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 2:</b> Targeted intervention and tutorials for these sub-populations via Eagle Period, CIS, small group, pullout, and before/after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scores of students on district's, School's and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team leaders, Asst. Principals, CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
No Progress                 Accomplished                 Continue/Modify                 Discontinue			




**Performance Objective 6 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Failed to meet ELP status Target <b>Root Cause:</b> Need for rich vocabulary development and incorporation of Seidnitz strategies (with fidelity) into lessons</p> <p><b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Not enough time for content area &amp; grade level teachers to meet &amp; plan <b>Root Cause:</b> Scheduling issues, some teachers teaching multiple grade levels</p> <p><b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements</p>

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 7:** Provide supplemental curriculum and or instructional materials for the core educational departments by Sept. 2020 to aid instruction.

**Evaluation Data Sources:** Covid-19 requirements/assessment reports

<p><b>Strategy 1:</b> Use Title I/SCE funds to purchase online curriculum and or other online instructional materials to supplement district curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement in core areas</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers</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, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative Reviews		
	Nov	Feb	May
	 100%	 100%	 100%

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 7 Problem Statements:**


Student Learning
<p><b>Problem Statement 8:</b> Students and teachers have limited curriculum resources. <b>Root Cause:</b> Insufficient funds in the budget</p>







**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 8:** Provide daily effective instruction to meet the needs of all students both virtual and face to face by increasing the available instructional technology and technology hardware inventory on campus by May 2021.

**Evaluation Data Sources:** Technology Inventory

<p><b>Strategy 1:</b> Title 1/SCE funds will be used to purchase additional Chromebooks/Chromebook chargers/webcams/online instructional resources etc. to assist with effective virtual and face to face lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff being able to connect with easy and efficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative Reviews		
	Nov	Feb	May
			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





**Performance Objective 8 Problem Statements:**




Student Learning
<p><b>Problem Statement 5:</b> Insufficient instructional resources, including technology and tech hardware. <b>Root Cause:</b> COVID-19 and virtual teaching.</p>





**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** Increase school wide activities that allow students to explore college and career opportunities at the Career Education Center from 1 to 2 by May 2021.

**Evaluation Data Sources:** Schedule reports

<p><b>Strategy 1:</b> Seventh grade career classes, 8th grade field trip to the CEC, School-wide job fair, extracurricular clubs including Robotics, TAME, etc. will be used to increase students knowledge about future academic and career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and continuing education and/or career opportunities post secondary.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, academic counselors, college &amp; career advisor</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 10 - Perceptions 6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Communities In Schools will work with students to provide information and activities that connect them to interests that can lead to a career path. Various community groups host clubs and after school learning and mentoring opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement with access to additional resources and programs both at school and outside of school.</p> <p><b>Staff Responsible for Monitoring:</b> CIS site coordinator, Admin liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 4, 5 - School Processes &amp; Programs 10 - Perceptions 6</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> School wide Gallup Survey administered in Reading classes</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 4, 5 - School Processes &amp; Programs 10 - Perceptions 6</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> All 8th grade students spend a full day at the Career Education Center exploring all programs and pathways offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and graduate.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Academic Counselors College &amp; Career Advisor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 2 - School Processes &amp; Programs 7, 10 - Perceptions 6</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<b>Strategy 5:</b> Road to College program expanded from 1 to 2 grade levels of students. <b>Staff Responsible for Monitoring:</b> Admin <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> Demographics 5 - Student Learning 2 - School Processes & Programs 7, 10 - Perceptions 6 <b>Funding Sources:</b> - Not Funded	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 4:</b> Lack of identification of key community stake holders for our key demographic groups. <b>Root Cause:</b> Failure of communication between community and school stakeholders <b>Problem Statement 5:</b> Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. <b>Root Cause:</b> Lack of funding for additional electives, clubs and additional fun activities to motivate students
<b>Student Learning</b>
<b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements <b>Problem Statement 10:</b> Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. <b>Root Cause:</b> Lack of funding for additional electives, clubs and additional fun activities to motivate students
<b>Perceptions</b>
<b>Problem Statement 6:</b> Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. <b>Root Cause:</b> Lack of funding for additional electives, clubs and additional fun activities to motivate students

**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** Create opportunities for students to explore their interests beyond the regular curriculum offered at the Middle School by offering a number of clubs after school, including through CIS; we will also continue Robotics for students in advanced technology applications and additional activities, including Boat Float Projects etc. for the 2020-21 school year.

**Evaluation Data Sources:** Variety of clubs offered, A semester of robotics Robotics added to the curriculum as an elective option

<p><b>Strategy 1:</b> Over 50 Eagle Clubs will be offered to students each semester, every other Wednesday, beginning the 2nd six-weeks. Students will choose clubs that explore new interests or expand their current interests. Therefore, Title funds will be used to help fund supplies for some of those clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a greater interest in school and will get to explore other fields/careers.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 10 - Perceptions 6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Tech Apps 8/Robotics will be offered as an elective option each semester for 8th grade students who are advanced in technology applications and are interested in pursuing even higher skills.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 10 - Perceptions 6</p> <p><b>Funding Sources:</b> - SCE - \$2,800</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> Design a Special Science project - Boat Float (Building boats that will stay afloat on the lake) for students in the 8th grade to utilize knowledge gained throughout the years in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate learning of scientific principles by building a boat that will stay afloat on water.</p> <p><b>Staff Responsible for Monitoring:</b> 8th Grade teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 10 - Perceptions 6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 5:</b> Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. <b>Root Cause:</b> Lack of funding for additional electives, clubs and additional fun activities to motivate students</p>

**School Processes & Programs**

**Problem Statement 10:** Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs and additional fun activities to motivate students











**Perceptions**

**Problem Statement 6:** Special Programs are not aligned with needs/desires of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs and additional fun activities to motivate students

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Provide at least 5 school-wide family engagement activities by the end of May 2021.

**Evaluation Data Sources:** Family engagement activities, calendar, agendas, and audience

<p><b>Strategy 1:</b> Utilize Road 2 College program to have parents and students in our building for training at least 2 nights during the school year 2020-2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease dropout rate. Increase the college and career awareness and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7, 8</p> <p><b>Funding Sources:</b> PE Contracts - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Provide both Fall and Spring events to engage parents in school-life. For example parent-teacher conference, Title I meeting w/break out sessions, Technology Boot camp, painting night, Scare-O-Rama, 8th grade Promotion, and Award Ceremonies, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and training that will as a result help improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 2, 3 - School Processes &amp; Programs 7, 8 - Perceptions 5</p> <p><b>Funding Sources:</b> - Title 1 Part A, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Conduct 2-4 ESL parent meetings this year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement will our ESL with the hope that this will result in increased student performance and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7, 8 - Perceptions 4</p> <p><b>Funding Sources:</b> Printing - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 4:</b> The campus, in consultation with parents, will develop, implement, and review a parental involvement policy and student compact. The policy and student compact will be published on the school website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase involvement between stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8 - Perceptions 4</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







## Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Lack of participation in school events <b>Root Cause:</b> High % of low SES students & Lack of Transportation
<b>Problem Statement 3:</b> Lack of school & community interaction. <b>Root Cause:</b> Restraint on personnel time and resources
School Processes & Programs
<b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements
<b>Problem Statement 8:</b> Many parents lack the knowledge and skills/abilities to assist students with academics at home. <b>Root Cause:</b> Lack of opportunities for parent training
Perceptions
<b>Problem Statement 4:</b> There is a disconnect between the campus and the community at large. <b>Root Cause:</b> Lack of communication/awareness of events going on at the schools.
<b>Problem Statement 5:</b> Lack of awareness of positive things that are occurring on campus. <b>Root Cause:</b> Insufficient PR.

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** Increase overall campus attendance rate from 95.64% (2019) to at least 96% by May 2021.

**Evaluation Data Sources:** attendance reports and data each month

<p><b>Strategy 1:</b> The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in attendance rates and a decrease in chronic attendance issues will increase students academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p><b>Strategy 2:</b> Make attendance visible for students and families and staff, give them an opportunity to take ownership through team competition - daily attendance will be posted for each grade level for everyone to see.</p> <p><b>Strategy's Expected Result/Impact:</b> Ownership of attendance rates will increase attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**




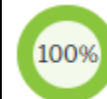

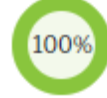

School Processes & Programs
<p><b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements</p>









**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Reduce the number of discipline referrals by 10% from 18-19 (1619 total referrals) to 20-21, by May 2021.

**Evaluation Data Sources:** Skyward discipline reports

<p><b>Strategy 1:</b> Implement Capturing Kids Hearts and social contracts in every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Building a family within the classroom will increase student participation and positively effect classroom behavior and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Students will be evaluated and provided services as needed in special programs to include Vape/Tobacco Prevention-Awareness, Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking and intervention will ensure that students are receiving proper and adequate resources.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 9 - Perceptions 3</p> <p><b>Funding Sources:</b> Student Support Counselors - Salary &amp; Benefits - SCE</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p><b>Strategy's Expected Result/Impact:</b> Training will allow all staff members to identify and inform admin and counselors for early intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 9</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<p><b>Strategy 4:</b> Students who are assigned to DAEP/County Juvenile Detention Center will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the occurrence of serious discipline issues and help students stay up-to-date with their expected learning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 7, 9</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p><b>Strategy 5:</b> Increase visibility and supervision in common areas, particular before school. Utilize structure of auditorium over cafeteria. Develop relationship with students and praise for good behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student behavior/reduction in disciplinary incidents</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 9 - Perceptions 3</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> High volume of discipline Issues <b>Root Cause:</b> High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness</p>
School Processes & Programs
<p><b>Problem Statement 7:</b> High number of at-risk ( especially in our economically disadvantaged) <b>Root Cause:</b> Increase in Low SES status students, failure to meet STAAR/Academic requirements</p> <p><b>Problem Statement 9:</b> High volume of discipline Issues <b>Root Cause:</b> High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness</p>
Perceptions
<p><b>Problem Statement 2:</b> Need for social contracts in every classroom <b>Root Cause:</b> Lack of understanding in expectations</p> <p><b>Problem Statement 3:</b> Seeing an increase in misbehavior <b>Root Cause:</b> Insufficient recognition for positive behavior</p>

**Goal 4:** Improve low performing schools.

**Performance Objective 4:** Maintain & improve upon the criteria established by certified level 2 High Reliability School, through daily monitoring of classroom instruction throughout, 2020-21.

**Evaluation Data Sources:** Data collected on route to level 2; HRS certificate;

<p><b>Strategy 1:</b> HRS leadership and ASOT admin and teacher teams will be formed and attend training and monitor and implement strategies learned to improve teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the delivery of instruction and ultimately, improvement in student scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Region 9 reps.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Performance Objective 4 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.</p> <p><b>Problem Statement 3:</b> Lack of consistent targeted intervention between grade levels and subjects <b>Root Cause:</b> Lack of resources, teacher training, and vertical/horizontal alignment, Not enough programs, personnel to address TIERed students, and materials/supplies to meet all students' needs</p>

**Goal 4:** Improve low performing schools.

**Performance Objective 5:** Lead teachers will create model lessons for F2F & remote students to assist teachers who are affected by COVID-19, so that other teachers on campus will have those as examples to improve their teaching and subsequently, enhance learning throughout the school year .

**Evaluation Data Sources:** Hard copies of plans and videos of exemplars

<p><b>Strategy 1:</b> Lead teachers will compile effective plans/lessons/ videos of lessons(utilizing Swivls) to have as resources that teachers will use as resource to enhance their own learning.</p> <p><b>Staff Responsible for Monitoring:</b> Amin CILs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Paying teachers to create model lessons - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 5 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.

**Goal 4:** Improve low performing schools.

**Performance Objective 6:** Improve academic success in the classroom by reducing the number of failing students by 10% every six weeks from 2018-19 to the 2020-21 school year.

**Evaluation Data Sources:** Skyward reports

<p><b>Strategy 1:</b> Every teacher will have daily lesson plans with documented formative assessments.  <b>Strategy's Expected Result/Impact:</b> Student understanding will be measured more effectively and often, thus allowing immediate feedback on student understanding of specific concepts.  <b>Staff Responsible for Monitoring:</b> Admin            CILs            Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 4, 7</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 2:</b> Teacher will implement data driven lessons.  <b>Strategy's Expected Result/Impact:</b> Decrease the number of students failing classes and increase the number of students Meeting expectations on STAAR test.  <b>Staff Responsible for Monitoring:</b> Admin            CILs            Teachers  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2, 3, 4 - School Processes &amp; Programs 4, 7</p>	Formative Reviews		
	Nov	Feb	May
No Progress              Accomplished              Continue/Modify              Discontinue			

**Performance Objective 6 Problem Statements:**


Student Learning
<p><b>Problem Statement 2:</b> Not closing the gaps in sub-population groups. <b>Root Cause:</b> Lack of effective intervention programs and oversight of intervention time.</p> <p><b>Problem Statement 3:</b> Lack of consistent targeted intervention between grade levels and subjects <b>Root Cause:</b> Lack of resources, teacher training, and vertical/horizontal alignment, Not enough programs, personnel to address TIERed students, and materials/supplies to meet all students' needs</p> <p><b>Problem Statement 4:</b> Need for effective data driven instruction in every classroom <b>Root Cause:</b> Some teachers are still developing on effective lesson planning and delivery</p>
School Processes & Programs
<p><b>Problem Statement 4:</b> Need for well written lesson plans with documented formative assessments <b>Root Cause:</b> Complacency with traditional ways of planning and insufficient opportunities to observe more effective teachers</p>





**School Processes & Programs**

**Problem Statement 7:** High number of at-risk ( especially in our economically disadvantaged) **Root Cause:** Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Goal 4:** Improve low performing schools.

**Performance Objective 7:** Adequately prepare incoming 6th grade students for a successful transition to middle school by planning at least 2 introductory events by Aug. 20, 2021.

<p><b>Strategy 1:</b> Plan and prepare a 6th grade Eagle Camp to introduce students to the programs and operations of the middle school and provide supplies and resources to help ease transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will be more confident and successful if they enter with prior knowledge of expectations and school process and practices.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, &amp; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 7</p>	Formative Reviews		
	Nov	Feb	May
			













 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 7 Problem Statements:**

Student Learning
<p><b>Problem Statement 7:</b> Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed.. <b>Root Cause:</b> Lack of exposure to middle school until entering the 6th grade.</p>

**Goal 4:** Improve low performing schools.

**Performance Objective 8:** Improve the whole child by meeting the physical, social and emotional needs of students families by providing SEL services throughout the school year 2020-21, utilizing CIS and SEL Counselor beginning August 2020.

<b>Strategy 1:</b> Provide Trauma informed care for At-Risks students through CIS case management <b>Staff Responsible for Monitoring:</b> CIS Case Manager <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 7, 9 - Perceptions 3	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> Building prevention and awareness for whole child health and wellness through informative posters, red-ribbon week, specialty groups. <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 7, 9 - Perceptions 3	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> SCE funds will be used to fund a full-time Social Emotional Counselor to meet the SEL needs of students. <b>Strategy's Expected Result/Impact:</b> Reduce students stress and anxiety to increase academic performance. <b>Staff Responsible for Monitoring:</b> SEL Counselor <b>Title I Schoolwide Elements:</b> 2.6 <b>Problem Statements:</b> School Processes & Programs 7 - Perceptions 3	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 4:</b> Student will be trained through Athletics/Physical Education classes to maintain physical health. A fitness gram will be utilized to measure the students physical health each year. <b>Strategy's Expected Result/Impact:</b> Increase the physical health of students <b>Staff Responsible for Monitoring:</b> PE/Athletic Coaches <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 7	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 8 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> High volume of discipline Issues <b>Root Cause:</b> High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness



**School Processes & Programs**

**Problem Statement 7:** High number of at-risk ( especially in our economically disadvantaged) **Root Cause:** Increase in Low SES status students, failure to meet STAAR/Academic requirements

**Problem Statement 9:** High volume of discipline Issues **Root Cause:** High percentage of low socioeconomic status (SES) students /Poor classroom management/Not enough positive incentives for behavior/Lack of cultural awareness

**Perceptions**

**Problem Statement 3:** Seeing an increase in misbehavior **Root Cause:** Insufficient recognition for positive behavior

# State Compensatory

## Personnel for Barwise Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ash, Janice	Teacher	School Wide	.14
Bourland, Erica	Teacher	School Wide	.14
Chapman, Sandy	Teacher	School Wide	.14
Denson, Chiara	Aide	COVID CARE	.100
Fanchier, Chelsey	Teacher	School Wide	.86
Johnson, Tonia	Teacher	School Wide	.28
Marin, Alejandro	Aide	COVID CARE	.100
Mathis, Kerri	Teacher	School Wide	.14
Smith, Carol	Aide	School Wide	.90
Wilkinson, Robert	Teacher	School Wide	.14
Yancey, Albert	Teacher	School Wide	.28

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Friday, May 24 site base team worked on CNA

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Friday, May 24 site base team worked on CNA

### **2.4: Opportunities for all children to meet State standards**

See strategies below:

### **2.5: Increased learning time and well-rounded education**

See strategies below:

### **2.6: Address needs of all students, particularly at-risk**

See strategies below:

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

See strategies below:

### **3.2: Offer flexible number of parent involvement meetings**

See strategies below:

Aug 13 evening 6th grade & new student Orientation



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aranda, Lisa	Teacher	School Wide	.14
Burross, Kevin	CIL	School Wide	.14
Chapman, Sandy	Teacher	School Wide	.14
Eby, Bethlyn	Teacher	School Wide	.28
Flores, Megan	Teacher	School Wide	.14
Hester, Alvin	Teacher	School Wide	.14
Kasper, Ferran	CIL	School Wide	.14
Markovinovic, Magadelna	Teahcer	School Wide	.14
McDonald, Matthew	Teacher	School Wide	.43
Miller-Steward, Geranda	Teacher	School Wide	.14
Mitchell, Clara	Teacher	School Wide	.28
Rice, Jenifer	Teacher	School Wide	.14
Rodriguez, Judith	Teacher	School Wide	.14
Wood, Adam	Teacher	School Wide	.14
Yeary, Amy	CIL	School Wide	.43

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teacher Salaries		\$0.00
1	2	1		21113623900046930000	\$0.00
2	1	1	Supp & Mat		\$0.00
2	1	3	supplies for classroom activities		\$1,000.00
2	2	1			\$0.00
2	2	2	CIL Salaries		\$0.00
2	2	3	A collection of books on different themes for literature circles		\$0.00
2	3	1	Contracted Services Supplies		\$0.00
2	5	1	Tutors		\$0.00
2	5	1	Tutoring buses		\$0.00
4	1	1	PE Contracts		\$0.00
4	1	2			\$0.00
4	1	2			\$0.00
4	1	3	Printing		\$0.00
4	5	1	Paying teachers to create model lessons		\$0.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Salaries & Benefits		\$40,000.00
2	2	1			\$0.00
2	5	1	Tutors		\$0.00
2	5	1	Tutoring buses		\$0.00
3	2	2			\$2,800.00
4	3	2	Student Support Counselors - Salary & Benefits		\$0.00
<b>Sub-Total</b>					<b>\$42,800.00</b>

Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
2	1	2	Para Salaries		\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$43,800.00

# Addendums



										2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered		
FND	T	FC	OBJ	SO	ORG	F	PI	Account Level		Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance		
										Description							
211								ESEA Title I Part A									
E								Expense									
6100								Payroll Costs									
211	E	11	6112	00	046	1	30	000		1,000.00	1,000.00	0.00	0.00	0.00	1,000.00		
211	E	11	6118	00	046	1	30	000	Extra Duty Pay Profession	4,000.00	4,000.00	0.00	0.00	0.00	4,000.00		
211	E	13	6118	00	046	1	30	000	Extra Duty Pay Profession	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00		
211	E	11	6118	67	046	1	30	000		21,000.00	21,000.00	0.00	0.00	0.00	21,000.00		
211	E	11	6119	00	046	1	30	000		211,451.00	211,451.00	0.00	0.00	0.00	211,451.00		
211	E	--	61--	--	--	--	--	--		239,451.00	239,451.00	0.00	0.00	0.00	239,451.00		
6200								Contracted Svc									
211	E	11	6248	00	046	1	30	000	Maint Cont-Online Svc	8,500.00	8,500.00	0.00	0.00	0.00	8,500.00		
211	E	34	6294	67	046	1	30	000	Misc Contract Svc/Tutorial/X	8,000.00	8,000.00	0.00	0.00	0.00	8,000.00		
211	E	11	6297	00	046	1	30	000	Print Shop Services	500.00	500.00	0.00	0.00	0.00	500.00		
211	E	13	6299	00	046	1	30	000	Other Contracted Services	1,500.00	1,500.00	0.00	0.00	0.00	1,500.00		
211	E	61	6299	00	046	1	30	215	Other Contracted Services	1,250.00	1,250.00	0.00	0.00	0.00	1,250.00		
211	E	--	62--	--	--	--	--	--		19,750.00	19,750.00	0.00	0.00	0.00	19,750.00		
6300								Supplies									
211	E	11	6329	00	046	1	30	000		2,000.00	2,000.00	0.00	0.00	0.00	2,000.00		
211	E	11	6395	00	046	1	30	000	Computer Equipment	7,000.00	7,000.00	0.00	0.00	0.00	7,000.00		
211	E	11	6397	00	046	1	30	000	Software < \$5000	1,158.00	1,158.00	0.00	0.00	0.00	1,158.00		
211	E	11	6399	00	046	1	30	000	Supplies & Materials	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00		
211	E	61	6399	00	046	1	30	215	Supplies & Materials	1,250.00	1,250.00	0.00	0.00	0.00	1,250.00		
211	E	--	63--	--	--	--	--	--		12,408.00	12,408.00	0.00	0.00	0.00	12,408.00		
6400								Other Op Costs									
211	E	13	6411	00	046	1	30	000	Travel - Staff	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00		
211	E	61	6499	00	046	1	30	215	Other Misc Oper Expenses	1,094.00	1,094.00	0.00	0.00	0.00	1,094.00		
211	E	--	64--	--	--	--	--	--		2,094.00	2,094.00	0.00	0.00	0.00	2,094.00		
211	E	--	----	--	----	--	----	----		273,703.00	273,703.00	0.00	0.00	0.00	273,703.00		
211	-	--	----	--	----	--	----	----		-273,703.00	-273,703.00	0.00	0.00	0.00	-273,703.00		
Grand Expense Totals										273,703.00	273,703.00	0.00	0.00	0.00	273,703.00		

FND	T	FC	OBJ	SO	ORG	F	PI	Account Level	2020-21	2020-21	September	2020-21	2020-21	Encumbered	Unencumbered
								Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	

Number of Accounts: 17

\*\*\*\*\* End of report \*\*\*\*\*

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	046	0 30 000	Substitutes	2,500.00				2,500.00
199	E	11	6118	67	046	0 30 000	Extra Duty-prof-tutorials					
199	E	11	6248	00	046	0 30 000	Maint Agr/online Srv					
199	E	11	6269	00	046	0 30 000	Rental-Op Ls Land&Bld					
199	E	34	6294	67	046	0 30 000	Misc Contract Svc					
199	E	11	6295	67	046	0 30 000	Transportaion Chgs					
199	E	11	6297	00	046	0 30 000	Print Shop Services					
199	E	11	6329	00	046	0 30 000	Reading Materials					
199	E	11	6399	00	046	0 30 000	Supplies & Materials	30,980.00		-299.04		31,279.04
199	E	11	6412	00	046	0 30 000	Travel - Students					
--- E --- 046 ---								33,480.00		-299.04		33,779.04
--- - - - - 046 ---								-33,480.00		299.04		-33,779.04
Grand Expense Totals								33,480.00		-299.04		33,779.04

Number of Accounts: 10

\*\*\*\*\* End of report \*\*\*\*\*