Spring Independent School District

Bailey Middle School

2022-2023 Goals/Performance Objectives/Strategies

THE BAILEY SCHOOL
for Performing and Visual Arts
Mission Statement

MSPVA students will have the opportunity to attend local, state and national arts related events as well as participate in arts-related internships, apprenticeships, cultural projects and community service.

Vision

Our vision is to prepare every student for successful entry into high school, college, and the workforce by upholding the Standard of Excellence while providing support to all members of the learning community.

Value Statement

We base our decisions on what is best for our students.
We strive for excellence in all we do.
We build trust through integrity and lead by example.
We communicate openly.
We value diversity and treat everyone with dignity and respect
We win as a team.
Table of Contents

Goals
   Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students
   Goal 2: EQUITY-Remove unacceptable barriers to student and staff success
   Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes
   Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met
   Goal 5: OPPORTUNITIES -Expand academic offerings so students can explore, learn, and excel
   Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization
Goals

**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2023, 75% of students will reach at least Approaches and at least 33% will reach Meets on the Spring 2023 STAAR Reading (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
- Grade 6  Approaches-70%, Meets-30%, Masters-25%
- Grade 7  Approaches-75%, Meets-30%, Masters-25%
- Grade 8  Approaches-80%, Meets-40%, Masters-30%
- Grades 6-8  Approaches-75%, Meets-33%, Masters-27%
- Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

**Evaluation Data Sources:** STAAR, MAP, TELPAS, CBA, Cycle Assessments.
## Strategy 1 Details

### Strategy 1: Teachers will utilize All in Learning Instructional Software to engage in systemic formative assessment, Data Driven Instruction & feedback. They will analyze student data from each campus based assessment, checkpoint, benchmark, etc. immediately to make informed decisions on student instruction to address student needs.

**Strategy's Expected Result/Impact:**
- Q1: 100% of our core content Teachers will utilize All in Learning to administer bi-weekly common assessments.
- Q2: 100% of our Core Content Teachers will utilize All in Learning on a weekly basis to assess student learning and aggregate data.
- Q3: 100% of our Core Content Teachers will use All in Learning on a daily basis to check for understanding, aggregate data, for Do Nows and/or Exit tickets.
- Q3: 100% of our Core Content Teachers will use All in Learning, Aggressive Monitoring, and AIL Clickers on a daily basis to as an integral part of their instruction.
- Q1: 50% of scholars will meet grade level expectations
- Q2: 60% of scholars will meet grade level expectations
- Q3: 70% of scholars will meet grade level expectations
- Q4: 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
- **Problem Statements:** Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1

### Reviews

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<th>Summative</th>
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<td>Oct</td>
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## Strategy 2 Details

### Strategy 2: We will contract Teacher's Teacher Tutoring and Suttle Freeman tutoring to host student bootcamps and high dosage tutoring to reinforce low TEKS.

**Strategy's Expected Result/Impact:**
- Q1: 50% of scholars will meet grade level expectations
- Q2: 60% of scholars will meet grade level expectations
- Q3: 70% of scholars will meet grade level expectations
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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- **Problem Statements:** Demographics 1, 3 - School Processes & Programs 1
### Strategy 3 Details

**Strategy 3:** We will increase student achievement by identifying students who need additional curriculum support according to their STAAR scores and enroll them in elective enrichment courses that feature Scholastic high-interest reading libraries and Amplify software instruction on chrome books to support reading improvement. This strategy includes English Language Learners and students receiving Special Education. All teachers will have access to a campus purchased teacher laptop in order to facilitate the online learning.

**Strategy's Expected Result/Impact:**
Q1: 100% of selected students will enroll in the Reading or Math Enrichment Elective.
Q2: 100% of the enrolled students will reflect Lexile/Quintile Level increase of at least 50 points.
Q3: 100% of the enrolled students will reflect a cumulative Lexile/Quintile Level increase of at least 100 points.
Q3: 100% of the enrolled students will reflect a cumulative Lexile/ Quintile Level increase of at least 150 points.

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- **ESF Levers:**
  - Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- **Targeted Support Strategy - Results Driven Accountability**

### Strategy 4 Details

**Strategy 4:** Instructional Specialist - By utilizing Springway Systems & Routines, the specialist helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The Instructional Specialist, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. Lift 6 Tenet 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds. Additionally, the Principal, Assistant/Associate Principals, Instructional Specialists, the Digital Learning Coach and teacher leaders will attend the Ron Clark Experience in Atlanta, Georgia.

**Strategy's Expected Result/Impact:**
Q1: 100% of our Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.
Q2: 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.
Q3: 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.
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Campus #101919048  
July 18, 2022 1:43 PM
### Strategy 5 Details

**Strategy 5:** Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: Jarret Books, Measuring Up Books, Kamico Books, Step Up to The TKS Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.

**Strategy’s Expected Result/Impact:**
- Q1: 50% of scholars will meet grade level expectations
- Q2: 60% of scholars will meet grade level expectations
- Q3: 70% of scholars will meet grade level expectations
- Q4: 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional**

**Problem Statements:** Demographics 1, 3

### Strategy 6 Details

**Strategy 6:** We will engage with Amplify representatives to provide customized, campus based professional development for Reading teachers.

**Strategy’s Expected Result/Impact:**
- Q1: 50% of scholars will meet grade level expectations
- Q2: 60% of scholars will meet grade level expectations
- Q3: 70% of scholars will meet grade level expectations
- Q4: 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

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**Problem Statements:** Demographics 1, 2 - Student Learning 1

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**Performance Objective 1 Problem Statements:**

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
## Demographics

**Problem Statement 2**: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.  
**Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

**Problem Statement 3**: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP or CBA's. Additionally, our Emergent Bilingual and SPED students underperformed in all STAAR tested areas.  
**Root Cause**: Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

## Student Learning

**Problem Statement 1**: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.  
**Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

## School Processes & Programs

**Problem Statement 1**: Teacher burnout is one of the biggest problems facing our campus at this time. Often times teachers work 10 hours per day in school, but then they also create plan lessons, grade tests, and remediate students.  
**Root Cause**: Teachers are in overdrive daily as they work tirelessly to close behavioral and academic student achievement gaps.
### Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

### Performance Objective 2: By June 2023, 70% of students will reach at least Approaches and at least 30% will reach Meets on the Spring 2023 STAAR Math (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

- **Grade 6**  
  Approaches-70%, Meets-30%, Masters-25%
- **Grade 7**  
  Approaches-70%, Meets-30%, Masters-25%
- **Grade 8**  
  Approaches-70%, Meets-30%, Masters-25%
- **Grades 6-8**  
  Approaches-70%, Meets-30%, Masters-25%

**Domain I [Approaches + Meets + Masters]**  
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- **Problem Statements:** Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1
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**Strategy 4:** Instructional Specialist - By utilizing Springway Systems & Routines, the specialist helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The Instructional Specialist, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. Lift 6 Tenet 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds. Additionally, the Principal, Assistant/Associate Principals, Instructional Specialists, the Digital Learning Coach and teacher leaders will attend the Ron Clark Experience in Atlanta, Georgia.

**Strategy's Expected Result/Impact:**
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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning,
  - Lever 2: Effective, Well-Supported Teachers,
  - Lever 3: Positive School Culture,
  - Lever 4: High-Quality Curriculum,
  - Lever 5: Effective Instruction - **Targeted Support Strategy**

**Strategy 5 Details**

**Strategy 5:** Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: Jarret Books, Measuring Up Books, Kamico Books, Step Up to The TKS Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.

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  - Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

**Problem Statements:** Demographics 1, 3
Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1**: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 3**: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP or CBA's. Additionally, our Emergent Bilingual and SPED students underperformed in all STAAR tested areas. **Root Cause**: Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

### Student Learning

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### School Processes & Programs

**Problem Statement 1**: Teacher burnout is one of the biggest problems facing our campus at this time. Often times teachers work 10 hours per day in school, but then they also create plan lessons, grade tests, and remediate students. **Root Cause**: Teachers are in overdrive daily as they work tirelessly to close behavioral and academic student achievement gaps.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2023, 70% of 8th students will reach at least Approaches and at least 30% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 8  
- Approaches-70%, Meets-30%, Masters-25%
Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

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- **Problem Statements:** Demographics 1, 3

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### Strategy 5 Details

**Strategy 5:** We will engage with Region 4 representatives to provide customized, campus based professional development for Science teachers.

- **Strategy's Expected Result/Impact:**
  - Q1: 50% of scholars will meet grade level expectations
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  - Q4: 80% of scholars will meet grade level expectations on STAAR test

- **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

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<th>Strategy 5 Details</th>
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<td>Formative</td>
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### Performance Objective 3 Problem Statements:

- **Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
### Demographics

**Problem Statement 3**: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP or CBA's. Additionally, our Emergent Bilingual and SPED students underperformed in all STAAR tested areas. **Root Cause**: Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

### Student Learning

**Problem Statement 1**: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

### School Processes & Programs

**Problem Statement 1**: Teacher burnout is one of the biggest problems facing our campus at this time. Often times teachers work 10 hours per day in school, but then they also create plan lessons, grade tests, and remediate students. **Root Cause**: Teachers are in overdrive daily as they work tirelessly to close behavioral and academic student achievement gaps.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2023, 70% of 8th students will reach at least Approaches and at least 30% will reach Meets on the Spring 2023 STAAR Social Studies assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Social Studies assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 8      Approaches-70%, Meets-30%, Masters-25%
Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

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### Strategy 2 Details

**Strategy 2:** We will contract Teacher's Teacher Tutoring and Suttle Freeman tutoring to host student bootcamps and high dosage tutoring to reinforce low TEKS.

**Strategy's Expected Result/Impact:**
- Q1: 50% of scholars will meet grade level expectations
- Q2: 60% of scholars will meet grade level expectations
- Q3: 70% of scholars will meet grade level expectations
- Q4: 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools  
  - ESF Levers:
    - Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3 - School Processes & Programs

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### Strategy 3 Details

**Strategy 3:** Instructional Specialist - By utilizing Springway Systems & Routines, the specialist helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The Instructional Specialist, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. Lift 6 Tenet 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds. Additionally, the Principal, Assistant/Associate Principals, Instructional Specialists, the Digital Learning Coach and teacher leaders will attend the Ron Clark Experience in Atlanta, Georgia.

**Strategy's Expected Result/Impact:**
- Q1: 100% of our Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.
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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools  
  - ESF Levers:
  - Additional Targeted Support Strategy - Results Driven Accountability
Strategy 4 Details

Strategy 4: Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: Jarret Books, Measuring Up Books, Kamico Books, Step Up to The TKS Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.

- **Strategy's Expected Result/Impact:**
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- **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
  - **ESF Levers:**
    - Lever 1: Strong School Leadership and Planning
    - Lever 2: Effective, Well-Supported Teachers
    - Lever 3: Positive School Culture
    - Lever 4: High-Quality Curriculum
    - Lever 5: Effective Instruction

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

Problem Statements: Demographics 1, 3

Strategy 5 Details

Strategy 5: We will engage with Region 4 representatives to provide customized, campus based professional development for Social Studies teachers.

- **Strategy's Expected Result/Impact:**
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  - Q2: 60% of scholars will meet grade level expectations
  - Q3: 70% of scholars will meet grade level expectations
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- **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:**
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  - **ESF Levers:**
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    - Lever 4: High-Quality Curriculum
    - Lever 5: Effective Instruction

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

Problem Statements: Demographics 1, 2

Performance Objective 4 Problem Statements:

Demographics

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
## Demographics

**Problem Statement 2**: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.  
**Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

**Problem Statement 3**: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP or CBA's. Additionally, our Emergent Bilingual and SPED students underperformed in all STAAR tested areas. **Root Cause**: Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

## Student Learning

**Problem Statement 1**: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.  
**Root Cause**: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

## School Processes & Programs

**Problem Statement 1**: Teacher burnout is one of the biggest problems facing our campus at this time. Often times teachers work 10 hours per day in school, but then they also create plan lessons, grade tests, and remediate students. **Root Cause**: Teachers are in overdrive daily as they work tirelessly to close behavioral and academic student achievement gaps.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance.

Grade 6  43% On/Above (2022) to 70 % On/Above (2023)
Grade 7  51% On/Above (2022) to 70 % On/Above (2023)
Grade 8  52% On/Above (2022) to 70 % On/Above (2023)

Evaluation Data Sources: MAP EOY

<table>
<thead>
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- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3 - School Processes & Programs 1
**Strategy 2 Details**

**Strategy 2:** Instructional Specialist - By utilizing Springway Systems & Routines, the specialist helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The Instructional Specialist, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. Lift 6 Tenet 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds. Additionally, the Principal, Assistant/Associate Principals, Instructional Specialists, the Digital Learning Coach and teacher leaders will attend the Ron Clark Experience in Atlanta, Georgia.

**Strategy’s Expected Result/Impact:**
- Q1: 100% of our Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.
- Q2: 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.
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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

|----------------|-------------------------------------------------------------------|----------------|-------------------------------------------------------------------|-----------------------------|

**Strategy 3 Details**

**Strategy 3:** Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: Jarret Books, Measuring Up Books, Kamico Books, Step Up to The TKS Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.

**Strategy’s Expected Result/Impact:**
- Q1: 50% of scholars will meet grade level expectations
- Q2: 60% of scholars will meet grade level expectations
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- Q4: 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

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<td><strong>Problem Statements:</strong></td>
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## Performance Objective 5 Problem Statements:

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**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance.

Grade 06 42 % On/Above (2022) to 70% On/Above (2023)
Grade 07 37 % On/Above (2022) to 70% On/Above (2023)
Grade 08 51 % On/Above (2022) to 70% On/Above (2023)

**Evaluation Data Sources:** EOY MAP

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- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3 - School Processes & Programs 1
## Strategy 2 Details

**Strategy 2:** Instructional Specialist - By utilizing Springway Systems & Routines, the specialist helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The Instructional Specialist, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. Lift 6 Tenet 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds. Additionally, the Principal, Assistant/Associate Principals, Instructional Specialists, the Digital Learning Coach and teacher leaders will attend the Ron Clark Experience in Atlanta, Georgia.

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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:**
- **Additional Targeted Support Strategy - Results Driven Accountability**

### Reviews

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## Strategy 3 Details

**Strategy 3:** Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: Jarret Books, Measuring Up Books, Kamico Books, Step Up to The TKS Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.

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- **Q4:** 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:**

**Problem Statements:** Demographics 1, 3
### Strategy 4 Details

**Strategy 4:** Teachers will utilize All in Learning Instructional Software to engage in systemic formative assessment, Data Driven Instruction & feedback. They will analyze student data from each campus based assessment, checkpoint, benchmark, etc. immediately to make informed decisions on student instruction to address student needs.

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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1

### Strategy 5 Details

**Strategy 5:** We will contract Teacher's Teacher Tutoring and Suttle Freeman tutoring to host student bootcamps and high dosage tutoring to reinforce low TEKS.

**Strategy's Expected Result/Impact:**
- **Q1:** 50% of scholars will meet grade level expectations
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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers:
  - Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3 - School Processes & Programs 1
### Strategy 6 Details

**Strategy 6:** Instructional Specialist - By utilizing Springway Systems & Routines, the specialist helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The Instructional Specialist, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. Lift 6 Tenet 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds. Additionally, the Principal, Assistant/Associate Principals, Instructional Specialists, the Digital Learning Coach and teacher leaders will attend the Ron Clark Experience in Atlanta, Georgia.

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**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

**TEA Priorities:**
- Build a foundation of reading and math, Improve low-performing schools - ESF Levers:

**ESF Levers:**
- Additional Targeted Support Strategy - Results Driven Accountability

### Strategy 7 Details

**Strategy 7:** Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: Jarret Books, Measuring Up Books, Kamico Books, Step Up to The TKS Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.

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- Q4: 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.

**TEA Priorities:**
- Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers:

**Problem Statements:** Demographics 1, 3
Strategy 8 Details

Strategy 8: We will engage with Carnegie representatives to provide customized, campus based professional development for Math teachers.

**Strategy's Expected Result/Impact:**
- **Q1:** 50% of scholars will meet grade level expectations
- **Q2:** 60% of scholars will meet grade level expectations
- **Q3:** 70% of scholars will meet grade level expectations
- **Q4:** 80% of scholars will meet grade level expectations on STAAR test

**Staff Responsible for Monitoring:** STAAR, MAP, TELPAS, CBA, Cycle Assessments.

- **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional**

Performance Objective 6 Problem Statements:

### Demographics

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 3:** Less than 100% of students made adequate literacy growth as measured by STAAR, MAP or CBA's. Additionally, our Emergent Bilingual and SPED students underperformed in all STAAR tested areas. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

### Student Learning

**Problem Statement 1:** Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

### School Processes & Programs

**Problem Statement 1:** Teacher burnout is one of the biggest problems facing our campus at this time. Often times teachers work 10 hours per day in school, but then they also create plan lessons, grade tests, and remediate students. **Root Cause:** Teachers are in overdrive daily as they work tirelessly to close behavioral and academic student achievement gaps.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023, the campus attendance rate will improve to a minimum of 94%.

2019 rate: 93.3%  2020 rate 96.0%  2021 rate 93.5%  2022 rate 92.0%

Source: District - Year Over Year Attendance % by School (Decision Ed)

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<thead>
<tr>
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</table>
| **Strategy 1:** The Attendance Clerk will pull and record teacher attendance daily for review by campus, grade level, and by teacher. The daily "Magic Number" (based on the current student population) will be assessed to ensure that the campus has a minimum number of absences daily. Year over year trend data will be pulled to determine whether the campus is making progress and to prepare for dips in attendance, based on historical data.  
  **Strategy's Expected Result/Impact:** Q1: The campus will experience .5% increase in attendance data at every grade level.  
  Q2: The campus will experience 1% increase in attendance data at every grade level.  
  Q3: The campus will experience 1.5% increase in attendance data at every grade level.  
  Q4: The campus will experience 1.5% increase in attendance data at every grade level.  
  **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Attendance Administrators  
  **Problem Statements:** Demographics 1 | 

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> The attendance committee will meet monthly to monitor student attendance and systems more closely; document the phase students with excessive absences are on; and determine whether systems are working, using the Continuous Improvement Process. Home visits will be conducted routinely and attendance contracts will be given for</td>
<td></td>
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</table>
students with excessive absences.

**Strategy's Expected Result/Impact:**
- Q1: The campus will experience .5% increase in attendance data at every grade level.
- Q2: The campus will experience 1% increase in attendance data at every grade level.
- Q3: The campus will experience 1.5% increase in attendance data at every grade level.
- Q4: The campus will experience 1.5% increase in attendance data at every grade level.

**Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Attendance Administrators

- **TEA Priorities:** Improve low-performing schools
- **ESF Levers:** Lever 1: Strong School Leadership and Planning
- **Targeted Support Strategy:** Additional Targeted Support Strategy
- **Results Driven Accountability**

**Problem Statements:**

<table>
<thead>
<tr>
<th>Demographics 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Not all demographic populations have achieved their full potential academically or behaviorally. <strong>Root Cause:</strong> A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.</td>
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</tbody>
</table>
**Goal 2:** EQUITY - Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2023, achievement gaps between student groups will be decreased.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Close achievement gaps by improving the delivery of the state standards while ensuring the district instructional framework, Carnegie Math, and Amplify reading are delivered with fidelity. Teacher's Teacher will work with teachers to model and co-teach district adopted, effective TLAC strategies with students.</td>
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</tbody>
</table>
| **Strategy's Expected Result/Impact:** Q1: 50% of scholars will meet grade level expectations  
Q2: 60% of scholars will meet grade level expectations  
Q3: 70% of scholars will meet grade level expectations  
Q4: 80% of scholars will meet grade level expectations on STAAR test  |
| **Staff Responsible for Monitoring:** STAAR, MAP, TELPAS, CBA, Cycle Assessments.  |
| - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools  - **ESF Levers:**  
- **Additional Targeted Support Strategy** - Results Driven Accountability  |

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<tr>
<th>Strategy Details</th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> We will increase student achievement by identifying students who need additional curriculum support according to their STAAR scores and enroll them in elective enrichment courses that feature Scholastic high-interest reading libraries and Amplify software instruction on chrome books to support reading improvement. This strategy includes English Language Learners and students receiving Special Education. All teachers will have access to a campus purchased teacher laptop in order to facilitate the online learning.</td>
<td></td>
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</tbody>
</table>
| **Strategy's Expected Result/Impact:** Q1: 100% of selected students will enroll in the Reading or Math Enrichment Elective.  
Q2: 100% of the enrolled students will reflect Lexile/Quintile Level increase of at least 50 points.  
Q3: 100% of the enrolled students will reflect a cumulative Lexile/Quintile Level increase of at least 100 points.  
Q3: 100% of the enrolled students will reflect a cumulative Lexile/Quintile Level increase of at least 150 points.  |
| **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Campus Administrators.  |
| - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools  - **ESF Levers:**  
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - Results Driven Accountability  |
**Goal 2:** EQUITY-Remove unacceptable barriers to student and staff success

**Performance Objective 2:** By June 2023, decrease by 10% discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups.

<table>
<thead>
<tr>
<th>Strategy Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> The school will designate a PBIS team/Discipline Committee that will hold six meetings to review each grade level data to analyze trends for ISS, D-HALL, and OSS.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.</td>
<td>Oct</td>
</tr>
<tr>
<td>Q2: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.</td>
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<tr>
<td>Q3: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.</td>
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<tr>
<td>Q4: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Behavior Coordinator and Discipline Committee</td>
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<tr>
<td>- <strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Improve low-performing schools - ESF</td>
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<tr>
<td><strong>Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <strong>Targeted Support</strong></td>
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<tr>
<td><strong>Strategy - Additional Targeted Support Strategy - Results Driven Accountability</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 2 - Student Learning 1</td>
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<tr>
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<tr>
<td><strong>Strategy 2:</strong> The PBIS plan will be implemented in order to increase and recognize more positive student to student and student to teacher relationships and engagement. The campus principal and leadership team members will attend the following professional conferences: SXSW EDU, PBIS REWARDS BOOTCAMP, RON CLARK ACADEMY, HGSE Relay Graduate School.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Campus Behavior Coordinator Discipline Committee</td>
<td></td>
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<td>- <strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Improve low-performing schools - ESF</td>
<td></td>
</tr>
<tr>
<td><strong>Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <strong>Targeted Support</strong></td>
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<tr>
<td><strong>Strategy - Additional Targeted Support Strategy - Results Driven Accountability</strong></td>
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</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2</td>
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</table>
## Strategy 3 Details

**Strategy 3:** Bailey Middle School will continue to implement a campus wide discipline matrix that adheres to the Student Code of Conduct that is aligned to the district's discipline matrix while clearly defining disciplinary consequences for each type of infraction.

**Strategy's Expected Result/Impact:**
- Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.
- Q2: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.
- Q3: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.
- Q4: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.

**Staff Responsible for Monitoring:** Campus Behavior Coordinator, Discipline Committee.

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**Levers:**
- Lever 2: Effective, Well-Supported Teachers
- Lever 3: Positive School Culture - Targeted Support

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

**Problem Statements:** Demographics 2

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 2:** Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

**Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

#### Student Learning

**Problem Statement 1:** Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

**Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Bailey have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Bailey Middle School will utilize various communication strategies including social media, school website, voice messenger, and school flyers to promote parent and student workshops. Additionally, we will ensure that student report cards are complete throughout the year and at the end of each marking period. (Board Constraint 1)</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Q1: Campus based parent surveys will indicate that at least 40% of parents would rate the school as &quot;good&quot; or &quot;excellent&quot;. Q2: Campus based parent surveys will indicate that at least 45% of parents would rate the school as &quot;good&quot; or &quot;excellent&quot;. Q3: Campus based parent surveys will indicate that at least 50% of parents would rate the school as &quot;good&quot; or &quot;excellent&quot;. Q4: The district wide parent survey will indicate that at least 50% of parents would rate the school as &quot;good&quot; or &quot;excellent&quot;.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Parent Engagement Committee</td>
<td></td>
</tr>
</tbody>
</table>

- **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

**Problem Statements:** Perceptions 1
Strategy 2: Bailey Middle School will survey parents and students to provide relevant topics to offer in an effort to increase interest and participation. We will send our Parent Teacher Organization members and the Parent Engagement liaison to the "Deep in the Heart Virtual State Wide Parental conference.

**Strategy's Expected Result/Impact:**
- Q1: Campus based parent surveys will indicate that at least 40% of parents would rate the school as "good" or "excellent".
- Q2: Campus based parent surveys will indicate that at least 45% of parents would rate the school as "good" or "excellent".
- Q3: Campus based parent surveys will indicate that at least 50% of parents would rate the school as "good" or "excellent".
- Q4: The district wide parent survey will indicate that at least 50% of parents would rate the school as "good" or "excellent".

**Staff Responsible for Monitoring:** Parent Engagement Committee

- **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** - Additional Targeted Support Strategy - **Results Driven Accountability**

**Problem Statements:**

### Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. <strong>Root Cause:</strong> There may be limited opportunities in activities parents/community members feel confident in participating and we have some restrictions for in-person due to mitigating COVID.</td>
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</table>
Goal 4: WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

<table>
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<tr>
<td><strong>Strategy 1</strong>: Bailey Middle School will use The Leader in Me Framework and the Ron Clark House System to form student committees and allow students to participate in meaningful campus jobs to increase student sense of belonging.</td>
<td><strong>Strategy's Expected Result/Impact</strong>: By June of 2022, at least 80% of students, staff and parents surveyed will indicate that Bailey Middle School demonstrates excellence and embodies the articulated vision, mission and values of the campus.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Culture Committee</td>
<td><strong>Output</strong></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong>: Improve low-performing schools - <strong>ESF Levers</strong>: Lever 3: Positive School Culture - <strong>Targeted Support Strategy</strong> - <strong>Additional Targeted Support Strategy</strong> - <strong>Results Driven Accountability</strong></td>
<td><strong>Problem Statements</strong>: Perceptions 1</td>
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<tr>
<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2</strong>: 100% of Bailey Middle School teachers will conduct core belief activities at the beginning of each lesson utilizing the 7 Mindsets and the Leader in Me Workbooks to reinforce the campus mission, vision, and values. We will engage in Lighthouse team training in order to utilize Core Belief Activities with our teachers and leadership teams to build the capacity of your staff members in the area of mission, vision, values, and goals.</td>
<td><strong>Strategy's Expected Result/Impact</strong>: By June of 2023, at least 80% of students, staff and parents surveyed will indicate that Bailey Middle School demonstrates excellence and embodies the articulated vision, mission and values of the campus.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Culture Committee</td>
<td><strong>Output</strong></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong>: Improve low-performing schools - <strong>ESF Levers</strong>: Lever 3: Positive School Culture - <strong>Targeted Support Strategy</strong> - <strong>Additional Targeted Support Strategy</strong> - <strong>Results Driven Accountability</strong></td>
<td><strong>Problem Statements</strong>: Perceptions 1</td>
</tr>
</tbody>
</table>

Performance Objective 1 Problem Statements:

**Perceptions**

**Problem Statement 1**: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause**: There may be limited opportunities in activities parents/community members feel confident in participating and we have some restrictions for in-person due to mitigating COVID.

Bailey Middle School
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Campus #101919048
July 18, 2022 1:43 PM
Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management, homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.
Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.