Spring Independent School District

Bailey Middle School

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated:Declared State of Disaster
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.
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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
Goals

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

Performance Objective 1: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (6th-8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (6th-8th) assessment. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: STAAR Data, MAP Data, Common Assessment Data, Benchmark Data, Checkpoint Data.

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<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
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<td><strong>Strategy 1:</strong> Teachers will utilize All in Learning Instructional Software and clickers to engage in systemic formative assessment, Data Driven Instruction &amp; 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. <strong>Strategy’s Expected Result/Impact:</strong></td>
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<td><strong>Funding Sources:</strong> All in Learning Software and Clickers - 211 Title I, Part A - $5,000</td>
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## Strategy 2 Details

**Strategy 2:** 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 Achieve 3000 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.

**Staff Responsible for Monitoring:** Reading Interventionist
21st Century Coordinator

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

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

**Funding Sources:** STAAR Instructional Materials (STAAR Master, Sirius Education Solutions, ESC Learning, Scholastic Literacy Libraries with various high interest texts. - 211 Title I, Part A - $7,000

## 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.

**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.
- **Q4:** 100 % of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.

**Staff Responsible for Monitoring:** Instructional Specialist

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy

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

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### 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: 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: Classroom  
Teacher |
| Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2 |
| Funding Sources: Classroom General Supplies - 211 Title I, Part A - 6399 - $4,000, Classroom General Supplies - 199 State SCE - State Compensatory Education (PIC - $3,000) |

### Performance Objective 1 Problem Statements:

| Demographics |
| Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| Student Learning |
| Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| School Processes & Programs |
| Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| Perceptions |
| Problem Statement 2: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| Reviews | Formative | Summative |
| Oct | Dec | Mar | June |

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

Performance Objective 2: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (6th-8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (6th-8th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

HB3 Goal

Evaluation Data Sources: STAAR Data, District Assessment Data.

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<td><strong>Staff Responsible for Monitoring</strong>: Teachers, Administrative Staff</td>
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Bailey Middle School
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July 9, 2021 10:49 AM
Strategy 2 Details

**Strategy 2:** 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 Carnegie Math and Legends of Learning software on chrome books to support numeracy 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 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.
Q4: 100% of the enrolled students will reflect a cumulative Lexile/Quintile Level increase of at least 150 points.

**Staff Responsible for Monitoring:** Reading Interventionist
21st Century Coordinator

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

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

**Funding Sources:** STAAR Instructional Materials (STAAR Master, Sirius Education Solutions, ESC Learning, Scholastic Literacy Libraries with various high interest texts. - 211 Title I, Part A - $7,000

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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.

**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.
Q4: 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.

**Staff Responsible for Monitoring:** Instructional Specialist

**TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2
**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:**
- 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:** Classroom Teacher

**Problem Statements:**

Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2

**Funding Sources:** Classroom General Supplies - 211 Title I, Part A - 6399 - $4,000, Classroom General Supplies - 199 State SCE - State Compensatory Education (PIC - $3,000

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| **Student Learning** |
| **Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| **School Processes & Programs** |
| **Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| **Perceptions** |
| **Problem Statement 2:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (8th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: Campus Common Assessments, district created assessments, and STAAR.

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### Strategy 2 Details

**Strategy 2:** We will increase student achievement by identifying students who need additional curriculum support according to their STAAR scores and provide accelerated instruction via the Science Interventionist, Teacher’s Teacher LLC and Suttle Freeman Tutors. This strategy includes English Language Learners and students receiving Special Education Services.

**Strategy’s Expected Result/Impact:**
- **Q1:** 100% of selected students will receive Science Intervention and High Dosage Tutoring.
- **Q2:** 100% of selected students will receive Science Intervention and High Dosage Tutoring.
- **Q3:** 100% of the enrolled students will reflect a cumulative Lexile/Quintile Level increase of at least 100 points. 100% of selected students will receive Science Intervention and High Dosage Tutoring.
- **Q3:** 100% of selected students will receive Science Intervention and High Dosage Tutoring.

**Staff Responsible for Monitoring:** Instructional Specialist
- Science Interventionist (ESSR)
- Principal and Associate Principal
- 21st Century Coordinator

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

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

**Funding Sources:** STAAR Instructional Materials (STAAR Master, Sirius Education Solutions, ESC Learning, Scholastic Literacy Libraries with various high interest texts. - 211 Title I, Part A - $7,000

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**Strategy’s Expected Result/Impact:**
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- **Q4:** 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.

**Staff Responsible for Monitoring:** Instructional Specialist

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2
### 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:**
- **Q1:** 50% of scholars will meet grade level expectations
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- **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:** Classroom Teacher, Instructional Specialist, Principal

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

**Funding Sources:**
- Classroom General Supplies - 211 Title I, Part A - 6399 - $4,000
- Classroom General Supplies - 199 State SCE - State Compensatory Education (PIC - $3,000)

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

**Performance Objective 4:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR SS (8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR SS (8th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

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**Staff Responsible for Monitoring:** Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools -

**Additional Targeted Support Strategy**

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

**Funding Sources:** All in Learning Software and Clickers - 211 Title I, Part A - $5,000
### Strategy 2 Details

**Strategy 2:** We will increase student achievement by identifying students who need additional curriculum support according to their STAAR scores and engage with Suttle Freeman, Teacher's Teacher and Social Studies teachers to provide targeted acceleration. 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 receive Social Studies acceleration and high dosage tutoring.
- **Q2:** 100% of selected students will receive Social Studies acceleration and high dosage tutoring.
- **Q3:** 100% of selected students will receive Social Studies acceleration and high dosage tutoring.
- **Q4:** 100% of selected students will receive Social Studies acceleration and high dosage tutoring.

**Staff Responsible for Monitoring:** Social Studies Teachers
Principal
Instructional Specialist
21st Century Coordinator

**Title 1 Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

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

**Funding Sources:** STAAR Instructional Materials (STAAR Master, Sirius Education Solutions, ESC Learning, Scholastic Literacy Libraries with various high interest texts. - 211 Title I, Part A - $7,000

### 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.

**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.
- **Q4:** 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.

**Staff Responsible for Monitoring:** Instructional Specialist

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2
### 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:**
- 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:** Classroom
Teacher, Instructional Specialist, Administrative staff.

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

**Funding Sources:**
- Classroom General Supplies - 211 Title I, Part A - 6399 - $4,000
- Classroom General Supplies - 199 State SCE - State Compensatory Education (PIC - $3,000)

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

#### Student Learning

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

#### School Processes & Programs

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

#### Perceptions

**Problem Statement 2:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2022 (EOY), 65% of 6th-8th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize All in Learning Instructional Software and clickers to engage in systemic formative assessment, Data Driven Instruction &amp; 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.</td>
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<td><strong>Strategy’s Expected Result/Impact:</strong> Q1: 100% of our core content Teachers will utilize All in Learning to administer bi-weekly common assessments.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Classroom Teacher, Instructional Specialist, Administrative staff.</td>
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<tr>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 2</td>
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<tr>
<td><strong>Funding Sources:</strong> All in Learning Software and Clickers - 211 Title I, Part A - $5,000</td>
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</table>
Strategy 2 Details

**Strategy 2:** 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 Achieve 3000 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.

**Staff Responsible for Monitoring:** Classroom Teacher, Instructional Specialist, Administrative staff.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math

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

**Funding Sources:** STAAR Instructional Materials (STAAR Master, Sirius Education Solutions, ESC Learning, Scholastic Literacy Libraries with various high interest texts. - 211 Title I, Part A - $7,000

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Bailey Middle School
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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.

**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.
- **Q4:** 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.

**Staff Responsible for Monitoring:** Classroom Teacher, Instructional Specialist, Administrative staff.

**TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy

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

### 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:**
- **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:** Classroom Teacher, Instructional Specialist, Administrative staff.

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

**Funding Sources:**
- Classroom General Supplies - 211 Title I, Part A - 6399 - $4,000
- Classroom General Supplies - 199 State SCE - State Compensatory Education (PIC - $3,000

### Performance Objective 5 Problem Statements:
| Demographics                                                                                   |
| Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| Student Learning                                                                            |
| Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| School Processes & Programs                                                                  |
| Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |

| Perceptions                                                                                  |
| Problem Statement 2: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment. |
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2022 (EOY), 65% of 6th-8th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

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### Strategy 2 Details

**Strategy 2:** 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 Achieve 3000 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.
- Q4: 100% of the enrolled students will reflect a cumulative Lexile/Quintile Level increase of at least 150 points.

**Staff Responsible for Monitoring:** Classroom Teacher, Instructional Specialist, Administrative staff.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math

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

**Funding Sources:** STAAR Instructional Materials (STAAR Master, Sirius Education Solutions, ESC Learning, Scholastic Literacy Libraries with various high interest texts. - 211 Title I, Part A - $7,000

### 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.

**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.
- Q4: 100% of our Reading Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency.

**Staff Responsible for Monitoring:** Instructional Specialist

**TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2
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:
- Q1: 50% of scholars will meet grade level expectations on MAP
- Q2: 60% of scholars will meet grade level expectations on MAP
- Q3: 70% of scholars will meet grade level expectations on MAP
- Q4: 80% of scholars will meet grade level expectations on MAP

Staff Responsible for Monitoring: Classroom
Teacher, Instructional Specialist, Administrative staff.

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

Funding Sources: Classroom General Supplies - 211 Title I, Part A - 6399 - $4,000, Classroom General Supplies - 199 State SCE - State Compensatory Education (PIC - $3,000)

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

Student Learning

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

School Processes & Programs

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

Perceptions

Problem Statement 2: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

Evaluation Data Sources: Attendance Data, Awards Agendas, Meeting Agendas

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Office Personnel. The Attendance Clerk will pull and record teacher attendance daily for review by campus, grade level, and by teacher. The daily &quot;Magic Number&quot; (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. <strong>Strategy's Expected Result/Impact:</strong> 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. <strong>Staff Responsible for Monitoring:</strong> Teachers, Attendance Clerk, Attendance Administrators. <strong>TEA Priorities:</strong> Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</td>
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<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 students with excessive absences. <strong>Strategy's Expected Result/Impact:</strong> 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. <strong>Staff Responsible for Monitoring:</strong> Teachers, Attendance Clerk, Attendance Administrators. <strong>TEA Priorities:</strong> Improve low-performing schools <strong>Problem Statements:</strong> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 2</td>
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</table>
**Strategy 3 Details**

**Strategy 3:** Each grade level will have a thermometer posted to track daily attendance outcomes, noting the number of students absent for the grade level. Also, an incentive program will be developed to celebrate grade levels and students for positive attendance outcomes (JEAN days, certificates, EOY field trip, etc...)

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

**Problem Statements:**
- Demographics
- Student Learning
- School Processes & Programs
- Perceptions

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<tr>
<th>Performance Objective 7 Problem Statements:</th>
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### Demographics

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

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### Student Learning

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

### School Processes & Programs

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

### Perceptions

**Problem Statement 2:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.
Goal 2: EQUITY—Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.

Evaluation Data Sources: Survey Data, Teacher Profiles, T-TESS data.

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<tr>
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| **Strategy 1:** 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. The Instructional Specialist, under the direction of campus leadership, will support classroom teachers, instructional specialists, and campus administration to strengthen instruction and increase teacher effectiveness. **Strategy’s Expected Result/Impact:** Q1: Each quarter, at least 80% will respond positively to survey questions regarding professional development and leadership support.
Q2: Each quarter, at least 80% will respond positively to survey questions regarding professional development and leadership support.
Q3: Each quarter, at least 80% will respond positively to survey questions regarding professional development and leadership support.
Q4: Each quarter, at least 80% will respond positively to survey questions regarding professional development and leadership support.
Q4: By June of 2022, Bailey Middle School will retain at least 80% of our T-TESS teachers who have earned a proficient rating or higher. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers. **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions
| Formative | Summative |
| Oct | Dec | Mar | June |

Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

**Student Learning**

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

**School Processes & Programs**

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.
Problem Statement 2: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.
Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2022, there will be at least a 10% decrease in 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.

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<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. <strong>Strategy's Expected Result/Impact:</strong> Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 2020-2021 disciplinary data. Q2: Disciplinary Incidents will reflect a 10% decrease when compared to 22020-2021 disciplinary data. Q3: Disciplinary Incidents will reflect a 10% decrease when compared to 2020-2021 disciplinary data. Q4: Disciplinary Incidents will reflect a 10% decrease when compared to 22020-2021 disciplinary data. <strong>Staff Responsible for Monitoring:</strong> Discipline Committee <strong>TEA Priorities:</strong> Improve low-performing schools <strong>Problem Statements:</strong> Perceptions 1 <strong>Funding Sources:</strong> Professional Development: SXSW Conference - 211 Title I, Part A - 6411.00 - $5,000</td>
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<td><strong>Strategy 2:</strong> Lift 6 Tenet 6 Safe and Secure Learning Environment: The PBS 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. <strong>Strategy's Expected Result/Impact:</strong> Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 2020-2021 disciplinary data. Q2: Disciplinary Incidents will reflect a 10% decrease when compared to 22020-2021 disciplinary data. Q3: Disciplinary Incidents will reflect a 10% decrease when compared to 2020-2021 disciplinary data. Q4: Disciplinary Incidents will reflect a 10% decrease when compared to 22020-2021 disciplinary data. <strong>Staff Responsible for Monitoring:</strong> Campus Behavior Coordinator Teachers Counselors <strong>TEA Priorities:</strong> Improve low-performing schools <strong>Funding Sources:</strong> Professional Development Conference: SXSW - 211 Title I, Part A - $5,000</td>
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Strategy 3 Details

Strategy 3: Bailey Middle School will create and 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: The campus discipline matrix will be utilized to determine consequences for 100% of the disciplinary infractions.
Q2: The campus discipline matrix will be utilized to determine consequences for 100% of the disciplinary infractions.
Q3: The campus discipline matrix will be utilized to determine consequences for 100% of the disciplinary infractions.
Q4: The campus discipline matrix will be utilized to determine consequences for 100% of the disciplinary infractions.

Staff Responsible for Monitoring: Campus Behavior Coordinator
Assistant Principals

TEA Priorities: Improve low-performing schools

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

Reviews

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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

Student Learning

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

School Processes & Programs

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

Perceptions

Problem Statement 1: Only 34% of parents rated Bailey as "good" or excellent on the parent survey. Root Cause: There has not been a consistent, systematic, mechanism for communication.

Problem Statement 2: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.
**Goal 3:** ENGAGEMENT-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

**Evaluation Data Sources:** Parent Engagement Survey

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<th>Strategy 1 Details</th>
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| **Strategy 1:** 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)  
**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  
**Problem Statements:** Perceptions 1 | **Formative** | **Summative** |
| | Oct | Dec | Mar | June |
| Strategy 2 Details | Reviews |
| **Strategy 2:** Bailey Middle School will survey parents and students to provide relevant topics to offer in an effort to increase interest and participation.  
**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  
**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2 | **Formative** | **Summative** |
| | Oct | Dec | Mar | June |
Strategy 3 Details

Strategy 3: Bailey Middle School will host one academic content night each semester and feature the excellence of our performing and visual arts program. (Board Constraint 3).

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".
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Staff Responsible for Monitoring: Parent Engagement Committee
TEA Priorities: Improve low-performing schools

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. Root Cause: There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

Student Learning

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School Processes & Programs

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Goal 4: WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2022, 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.

Evaluation Data Sources: Climate Survey Data

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| **Strategy 1**: Bailey Middle School will use The Leader in Me Framework to form student committees and allow students to participate in meaningful campus jobs to increase student sense of belonging.  
**Strategy's Expected Result/Impact**: 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.  
**Staff Responsible for Monitoring**: Principal, Assistant Principal, Lighthouse Team  
**Problem Statements**: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2 | **Formative** | **Summative** |
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| **Strategy 2**: 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 Framework to reinforce the campus mission, vision, and values. We will 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.  
**Strategy's Expected Result/Impact**: 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.  
**Staff Responsible for Monitoring**: Principal, Assistant Principal, Lighthouse Team  
**Problem Statements**: Student Learning 2 - Perceptions 1 | **Formative** | **Summative** |
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Performance Objective 1 Problem Statements:

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### Student Learning

**Problem Statement 2:** Students and staff do not feel a sense of belonging which decreases the level of efficacy amongst stakeholders. **Root Cause:** Professional learning opportunities and systemic structures are not in place to create authentic buy-in for campus and district wide initiatives. An organization has not been created to consistently invite the voice of all stakeholders.

### School Processes & Programs

**Problem Statement 1:** In 2020-2021 less than 50% of our student population scored at the Meets Level on the STAAR Assessment. **Root Cause:** There was significant learning loss due to the Covid-19 interruption. Additionally, our teachers were not prepared or well-equipped to meet the demands of the learning needs of our students in this new learning environment.

### Perceptions

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