Spring Independent School District

Bailey Middle School

2023-2024 Improvement Plan

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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The needs of Bailey Middle School are based on the large number of 0-1 year teachers, quality instruction, and parent engagement. The top need of the school is to identify the professional development needs of teachers in the District of Innovation who lack formal educational training in K-12 instruction. Bailey aims to address the skills required to increase MAP and STAAR scores, with a specific focus on math and reading courses. Additionally, we must prioritize the importance of tier one instruction, recognize, and create opportunities for learning outside of school to address instruction due to the reduced number of instructional days before STAAR testing. Lastly, this assessment highlights the need for support at the campus and district level to improve student achievement and emphasizes the significance of parental involvement, particularly with Spanish-speaking parents, given the high population of ESL learners in the school.

1. Professional Development Needs:
The first step in the need assessment is to identify the professional development needs of teachers in the District of Innovation. A comprehensive survey or needs assessment questionnaire will be administered to gather information about the teachers' educational background, areas of expertise, and specific challenges they face in the classroom. The assessment should aim to identify gaps in their knowledge and skills related to K-12 instruction, with a particular emphasis on math and reading courses. These surveys in addition to classroom walkthroughs with Get Better Faster feedback, will guide the development of the needs of the teachers.

2. Addressing MAP and STAAR Score Improvement:
To equip teachers with the necessary skills to improve MAP and STAAR scores, targeted professional development programs should be designed. These programs will focus on instructional strategies, assessment techniques, data analysis, and curriculum alignment. Professional development will provide teachers with the knowledge and tools to identify the specific skills that need to be addressed in their students to boost their performance in MAP and STAAR assessments. Continued support from Carnegie and Amplify coaching, as well as district support, will assist monitoring and adjusting instructional practices the improve student learning and teacher practices.

3. Focus on Tier One Instruction:
Given the reduced number of instructional days before STAAR testing, it is crucial to prioritize tier-one instruction. Administrators and support staff prioritize instruction through frequent classroom walks that include high-leverage feedback. PLC planning sessions should concentrate on strengthening teachers' foundational teaching skills and knowledge. This includes intellectual prep, effective lesson planning, differentiation strategies, formative assessment

practices, and instructional techniques that promote active student engagement. The professional development should provide teachers with practical strategies to maximize instructional time and optimize student learning outcomes.

4. Campus and District-Level Support:

Support at both the campus and district levels is necessary to enhance student achievement. To ensure effective implementation of professional development initiatives, district administrators should allocate resources and establish structures to support teachers. This may include mentoring programs, instructional coaching, collaborative learning communities, and ongoing feedback mechanisms. By providing consistent support, the district can foster a positive environment for growth and professional learning.

5. Parental Involvement, Particularly with Spanish-Speaking Parents:

Recognizing the high population of ESL learners in the school, it is essential to focus on parental involvement, particularly with Spanish-speaking parents. The need assessment should explore the current level of parental involvement and identify barriers that prevent effective communication and engagement with these parents. Professional development programs for teachers should incorporate strategies for building strong partnerships with Spanish-speaking parents, such as providing translation services, hosting bilingual workshops, and utilizing culturally sensitive communication methods. These initiatives can help create a supportive home-school connection, which positively impacts student achievement.

By focusing on improving instructional skills, addressing specific skill gaps, prioritizing tier-one instruction, providing campus and district-level support, and promoting parental involvement, the district can enhance student achievement and work towards its goals of improving MAP and STAAR scores. The need assessment's findings will serve as a foundation for designing targeted professional development programs that meet the unique needs of Bailey Middle School.

Demographics Summary

Overview

Rickey C. Bailey Middle School is a sixth through eighth grade Title I campus in Spring ISD located in Houston, TX. Spring ISD is located 20 miles north of central Houston. Spring ISD is a diverse district that educates nearly 36,000 students. The district's 40 campuses include 26 elementary campuses, 9 middle school campuses, and 5 high school campuses. The district's ethnic composition is 45% Hispanic, 40% African-American, 9% White, and 3% Asian. The district currently has a strong focus on literacy, advanced academics, special education, performing and visual arts, and teacher development. Rickey C. Bailey Middle school serves 1036 students. Our diverse learning community is comprised of 49.8% Hispanic students, 40.7% African American students, 5.2% White, 2.2% American Indian and 1% Asian. Our campus consists of 25.4% Emergent Bilingual Learners, 12.2% Special Education, 87.3% Economically Disadvantaged, 60% At-Risk, and 1.3% Gifted and Talented.

Of our currently enrolled students, 46.1% are female and 53.9% are male. Our most recently published student teacher ratio is 17:1. We have 97 full time staff members, 53 of which are full time teachers. 18.3% are beginning teachers, 37.3% have 1-5 years of experience, and 23.9% have 6-10 years of experience.

For the last year, the Rickey C. Bailey leadership team has placed a strategic focus on quality instruction, building a positive school climate and culture, student achievement, family and parent engagement, and Positive Behavior and Intervention Supports. Our conclusions from a thorough analysis of demographic needs, school processes and programs, school perception, Local Assessment Systems (DFA/Benchmark), STAAR, and Discipline Referral data for the campus and district are outlined in the tables that follow.

Staff Demographics

Staff Information	Count/Average	Percent	District	State
Total Staff	102	100.0%	100.0%	100.0%
Professional Staff:	73.5	84.0%	60.7%	64.3%
Teachers	68	61.3%	43.5%	49.6%
Professional Support	15	17.5%	13.7%	10.6%

Staff Information	Count/Average	Percent	District	State
Campus Administration (School Leadership)	5	5.3%	2.6%	3.0%
Educational Aides:	14	16.0%	9.6%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1	n/a	36	4,290.0
Part-time Librarians	0	n/a	4	582
Full-time Counselors	3	n/a	85	13,211.0
Part-time Counselors	2	n/a	12	1,126.0
Total Minority Staff:	72.4	82.8%	74.6%	51.5%
Teachers by Ethnicity:				
African American	34.8	64.9%	41.3%	11.1%
Hispanic	4.9	9.2%	22.2%	28.4%
White	10.9	20.3%	31.4%	56.9%
American Indian	0	0.0%	0.4%	0.3%
Asian	1	1.9%	2.7%	1.8%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	3.7%	1.8%	1.2%
Teachers by Sex:				
Males	20.9	39.0%	28.4%	23.8%
Females	32.7	61.0%	71.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0	0.0%	0.9%	1.2%
Bachelors	32.8	61.2%	69.7%	73.0%
Masters	17.8	33.2%	27.7%	25.0%
Doctorate	3	5.6%	1.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.8	18.3%	9.3%	6.7%
1-5 Years Experience	20	37.3%	32.6%	27.8%
6-10 Years Experience	12.8	23.9%	19.2%	20.3%
11-20 Years Experience	8	14.9%	28.2%	29.1%
21-30 Years Experience	3	5.6%	9.1%	13.0%

Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0	0.0%	1.6%	3.1%
Number of Students per Teacher	17.1	n/a	14.9	14.5
Staff Information	Campus	District	State	
Experience of Campus Leadership:				
Average Years Experience of Principals	6	6.8	6.4	
Average Years Experience of Principals with District	2	5	5.5	
Average Years Experience of Assistant Principals	3.3	6	5.5	
Average Years Experience of Assistant Principals with District	3.3	4.4	4.8	
Average Years Experience of Teachers:	6.3	9.4	11.2	
Average Years Experience of Teachers with District:	3.6	5.2	7.2	
Average Teacher Salary by Years of Experience (regular duties only):				
Beginning Teachers	$55,409	$57,240	$50,849	
1-5 Years Experience	$58,879	$59,006	$53,288	
6-10 Years Experience	$65,236	$62,312	$56,282	
11-20 Years Experience	$67,295	$65,838	$59,900	
21-30 Years Experience	$78,304	$72,580	$64,637	
Over 30 Years Experience	-	$77,580	$69,974	
Average Actual Salaries (regular duties only):				
Teachers	$62,105	$62,929	$57,641	
Professional Support	$62,267	$72,363	$68,030	
Campus Administration (School Leadership)	$86,609	$88,124	$83,424	
Instructional Staff Percent:	n/a	58.9%	64.6%	
Contracted Instructional Staff (not incl. above):	0	0	5,731.4	
	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	2.2%	7.3%	6.2%

Staff Information	Count/Average	Percent	District	State
Career and Technical Education	2.1	4.0%	6.5%	5.1%
Compensatory Education	1.1	2.1%	3.0%	2.8%
Gifted and Talented Education	0	0.0%	1.9%	1.8%
Regular Education	42.3	78.9%	69.7%	71.0%
Special Education	6.4	12.0%	9.4%	9.4%
Other	0.4	0.8%	2.3%	3.6%

Demographics Strengths

In this middle school, the student population is characterized by demographic extremes, with a majority of Hispanic and Black students. The school's diversity fosters a rich cultural tapestry, creating an inclusive and vibrant learning environment. The teachers at the school also reflect the demographics, ensuring that students have relatable role models who understand their unique experiences. Cultural celebrations within the school are thoughtfully organized to reflect the diversity of the student body, incorporating traditions, customs, and celebrations from both Hispanic and Black cultures. These celebrations serve as opportunities for students to proudly share their heritage, promoting cultural understanding, appreciation, and fostering a sense of unity among the students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): 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 (Prioritized): 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.

Problem Statement 4 (Prioritized): 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 in due to barriers with time, availability, and language.

Student Learning

Student Learning Summary

State Assessment of Academic Readiness

	May 2023 STAAR Mathematics, Grade 6							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	331	17	1650	40.64%	63.14%	16.62%	4.83%	05/01/23
Economic Disadvantage	296	17	1648	40.21%	61.49%	16.22%	4.39%	05/01/23
American Indian/Alaskan Native	5	20	1688	46.51%	60%	20%	20%	05/01/23
Asian	4	19	1670	43.60%	75%	25%	0%	05/01/23
Black/African American	143	17	1639	38.85%	55.94%	13.99%	6.29%	05/01/23
Hispanic	169	18	1655	41.48%	69.23%	17.75%	2.96%	05/01/23
Native Hawaiian/Pacific Islander	1	12	1568	27.91%	0%	0%	0%	05/01/23
White	9	22	1716	50.39%	66.67%	33.33%	11.11%	05/01/23
Currently Emergent Bilingual	102	18	1651	40.99%	66.67%	17.65%	1.96%	05/01/23
Fourth Year of Monitoring	2	22	1710	50%	50%	50%	50%	05/01/23
Second Year of Monitoring	1	22	1717	51.16%	100%	0%	0%	05/01/23
Third Year of Monitoring	1	21	1703	48.84%	100%	0%	0%	05/01/23
Special Ed Indicator	34	14	1589	31.53%	32.35%	5.88%	0%	05/01/23

May 2023 STAAR Reading Language Arts, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	330	24	1568	42.67%	60.30%	28.79%	4.85%	05/01/23
Economic Disadvantage	295	24	1565	42.26%	58.64%	28.47%	4.41%	05/01/23
American Indian/Alaskan Native	5	31	1633	54.64%	80%	60%	20%	05/01/23
Asian	4	31	1645	55.36%	75%	50%	0%	05/01/23
Black/African American	143	23	1561	41.55%	58.04%	26.57%	4.90%	05/01/23
Hispanic	168	24	1567	42.47%	60.71%	27.98%	4.17%	05/01/23
Native Hawaiian/Pacific Islander	1	15	1473	26.79%	0%	0%	0%	05/01/23
White	9	30	1636	53.77%	77.78%	55.56%	11.11%	05/01/23
Currently Emergent Bilingual	102	23	1555	40.60%	55.88%	23.53%	4.90%	05/01/23
Fourth Year of Monitoring	2	35	1714	62.50%	100%	50%	50%	05/01/23
Second Year of Monitoring	1	34	1673	60.71%	100%	100%	0%	05/01/23
Third Year of Monitoring	1	29	1625	51.79%	100%	0%	0%	05/01/23
Special Ed Indicator	33	16	1481	29.44%	27.27%	9.09%	0%	05/01/23

May 2023 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	329	19	1703	41.45%	44.68%	18.54%	3.04%	05/01/23
Economic Disadvantage	289	19	1702	41.16%	43.60%	17.65%	2.42%	05/01/23
American Indian/Alaskan Native	21	19	1688	41.41%	52.38%	19.05%	0%	05/01/23
Asian	5	29	1843	62.17%	80%	60%	20%	05/01/23

May 2023 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Black/African American	151	19	1701	41.02%	45.70%	16.56%	1.99%	05/01/23
Hispanic	146	19	1700	40.84%	40.41%	18.49%	4.11%	05/01/23
White	6	23	1757	50%	66.67%	33.33%	0%	05/01/23
Currently Emergent Bilingual	94	18	1687	38.99%	38.30%	13.83%	1.06%	05/01/23
Fourth Year of Monitoring	3	30	1861	65.22%	100%	66.67%	33.33%	05/01/23
Third Year of Monitoring	5	29	1837	62.17%	80%	80%	20%	05/01/23
Special Ed Indicator	36	15	1643	32.19%	19.44%	5.56%	0%	05/01/23

May 2023 STAAR Reading Language Arts, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	331	27	1604	48.58%	62.84%	32.33%	9.67%	05/01/23
Economic Disadvantage	291	27	1605	48.52%	63.92%	32.30%	8.25%	05/01/23
American Indian/Alaskan Native	21	30	1619	53.74%	71.43%	47.62%	14.29%	05/01/23
Asian	5	37	1725	66.07%	80%	60%	40%	05/01/23
Black/African American	151	27	1597	47.39%	64.90%	29.80%	5.96%	05/01/23
Hispanic	147	27	1605	48.47%	59.18%	31.29%	12.24%	05/01/23
Native Hawaiian/Pacific Islander	1	33	1669	58.93%	100%	100%	0%	05/01/23
White	6	26	1594	46.73%	50%	33.33%	0%	05/01/23
Currently Emergent Bilingual	94	26	1585	45.65%	56.38%	26.60%	6.38%	05/01/23
Fourth Year of Monitoring	3	44	1803	77.98%	100%	100%	66.67%	05/01/23
Third Year of Monitoring	5	37	1721	66.43%	80%	80%	40%	05/01/23
Special Ed Indicator	36	20	1523	36.16%	38.89%	5.56%	0%	05/01/23

May 2023 STAAR Mathematics, Grade 8

BAILEY MS	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	329	19	1777	39.75%	51.06%	19.45%	4.86%	05/01/23
Economic Disadvantage	297	19	1770	38.66%	49.83%	17.51%	3.37%	05/01/23
American Indian/Alaskan Native	12	17	1745	35.59%	58.33%	8.33%	0%	05/01/23
Asian	8	30	1938	61.72%	75%	50%	37.50%	05/01/23
Black/African American	138	19	1774	39.30%	49.28%	16.67%	5.07%	05/01/23
Hispanic	158	19	1774	39.32%	51.27%	20.89%	3.16%	05/01/23
Native Hawaiian/Pacific Islander	1	14	1716	29.17%	0%	0%	0%	05/01/23
White	12	20	1786	41.15%	50%	25%	8.33%	05/01/23
Currently Emergent Bilingual	97	18	1757	36.75%	46.39%	18.56%	2.06%	05/01/23
Fourth Year of Monitoring	11	28	1898	59.28%	81.82%	54.55%	18.18%	05/01/23
Third Year of Monitoring	3	24	1836	50%	100%	33.33%	0%	05/01/23
Special Ed Indicator	35	13	1701	27.38%	8.57%	0%	0%	05/01/23

May 2023 STAAR Reading Language Arts, Grade 8

BAILEY MS	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	352	27	1662	47.34%	72.73%	41.76%	13.07%	05/01/23
Economic Disadvantage	314	26	1651	45.64%	70.70%	38.54%	9.55%	05/01/23
American Indian/Alaskan Native	14	28	1676	49.87%	85.71%	50%	7.14%	05/01/23
Asian	9	36	1770	64.48%	100%	66.67%	44.44%	05/01/23
Black/African American	148	25	1650	45.34%	68.24%	37.16%	10.14%	05/01/23

May 2023 STAAR Reading Language Arts, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Hispanic	168	27	1663	47.52%	74.40%	42.86%	13.69%	05/01/23
Native Hawaiian/Pacific Islander	1	16	1555	28.57%	0%	0%	0%	05/01/23
White	12	31	1720	55.21%	75%	58.33%	25%	05/01/23
Currently Emergent Bilingual	100	24	1632	42.96%	67%	34%	7%	05/01/23
Fourth Year of Monitoring	13	37	1775	65.38%	100%	84.62%	30.77%	05/01/23
Third Year of Monitoring	4	35	1755	62.50%	100%	75%	25%	05/01/23
Special Ed Indicator	37	15	1535	27.41%	18.92%	5.41%	0%	05/01/23

May 2023 STAAR Science, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	351	19	3625	40.49%	54.70%	21.08%	2.85%	05/01/23
Economic Disadvantage	313	18	3591	39.32%	52.40%	18.21%	1.92%	05/01/23
American Indian/Alaskan Native	14	18	3602	39.29%	57.14%	14.29%	0%	05/01/23
Asian	9	28	4188	61.11%	100%	77.78%	0%	05/01/23
Black/African American	147	18	3575	38.86%	48.98%	19.73%	2.72%	05/01/23
Hispanic	167	19	3641	40.95%	58.08%	19.76%	3.59%	05/01/23
Native Hawaiian/Pacific Islander	1	13	3297	28.26%	0%	0%	0%	05/01/23
White	13	19	3634	40.80%	46.15%	23.08%	0%	05/01/23
Currently Emergent Bilingual	98	17	3554	38%	52.04%	17.35%	0%	05/01/23
Fourth Year of Monitoring	13	25	4014	54.68%	100%	46.15%	0%	05/01/23
Third Year of Monitoring	4	24	3978	52.17%	75%	25%	25%	05/01/23
Special Ed Indicator	36	12	3172	25.42%	19.44%	0%	0%	05/01/23

	May 2023 STAAR Social Studies, Grade 8							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	345	20	3505	41.52%	42.61%	19.13%	5.22%	05/01/23
Economic Disadvantage	307	20	3468	40.17%	39.41%	17.26%	4.23%	05/01/23
American Indian/Alaskan Native	13	17	3361	35.48%	15.38%	7.69%	0%	05/01/23
Asian	9	31	4060	62.81%	100%	66.67%	22.22%	05/01/23
Black/African American	145	20	3487	40.94%	40%	17.24%	5.52%	05/01/23
Hispanic	164	20	3499	41.23%	43.29%	18.90%	4.27%	05/01/23
Native Hawaiian/Pacific Islander	1	13	3128	26.53%	0%	0%	0%	05/01/23
White	13	22	3572	44.11%	53.85%	23.08%	7.69%	05/01/23
Currently Emergent Bilingual	97	19	3412	37.91%	36.08%	13.40%	1.03%	05/01/23
Fourth Year of Monitoring	13	28	3895	56.51%	84.62%	46.15%	7.69%	05/01/23
Third Year of Monitoring	4	21	3548	42.86%	25%	0%	0%	05/01/23
Special Ed Indicator	36	12	3060	25.11%	5.56%	0%	0%	05/01/23

	Spring 2023 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
BAILEY MS	23	32	4034	54.31%	86.96%	43.48%	26.09%	05/01/23
Economic Disadvantage	17	31	3995	52.54%	82.35%	35.29%	29.41%	05/01/23
American Indian/Alaskan Native	2	23	3643	38.14%	50%	0%	0%	05/01/23
Asian	1	35	4110	59.32%	100%	100%	0%	05/01/23
Black/African American	8	29	3929	49.36%	75%	25%	25%	05/01/23

	Spring 2023 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Hispanic	11	36	4201	61.48%	100%	63.64%	36.36%	05/01/23
White	1	25	3744	42.37%	100%	0%	0%	05/01/23
Currently Emergent Bilingual	3	24	3699	40.68%	66.67%	33.33%	0%	05/01/23
Fourth Year of Monitoring	2	30	3928	50.85%	50%	50%	50%	05/01/23
Third Year of Monitoring	1	36	4147	61.02%	100%	100%	0%	05/01/23

Student Learning Strengths

Mathematics Grade 6

2023 vs 2022 Positive Growth: There was approximately a 3% score increase in both the Approaches scores and Masters scores.

Mathematics Grade 7

2023 vs 2022 Positive Growth: There was approximately 7% score increase in the Approaches scores, 9% score increase in the Meets scores and 2% score increase in the Masters scores.

Mathematics Grade 8

2023 vs 2022 Positive Growth: Approximately 38% of the Asian subgroup met Masters in 2023 in comparison to 0% in 2022.

Algebra

2023 vs 2022 Positive Growth: Approximately 100% of the Hispanic subgroup met Approaches in 2023 in comparison to 94% in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): 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 (Prioritized): Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause:** Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Problem Statement 4 (Prioritized): 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

School Processes & Programs Summary

Overview

Curricular Processes

Arts Integration 6-8

•6-8 Grade Core Content teachers will utilize Spring ISD's Arts Integration Framework to develop engaging lessons.

Arts integration involves students in active learning, decision making, and problem solving through the creative process in which students construct and demonstrate their understandings. Arts integration is also recognized for providing learning experiences that are engaging, relevant, and interesting, and as a result, meaningful and highly motivating. Creating in an art form is naturally engaging. When students bring their personal voice, vision, and interests to bear on their learning, it results in increased motivation, sense of ownership and pride in their work, and the development of valued habits of mind.10 Through arts integration, students use alternative ways (e.g., dancing, acting, writing, speaking, drawing, singing) to make sense of content they are learning and to demonstrate their understandings.

Advanced Performing & Visual Arts Electives

•Advanced Performing and Visual Arts Electives will be offered to all students enrolled at the campus.

Creative Writing: Key areas of study include short story writing, poetry, and dramatic writing. To enhance their work, students also take courses in acting, digital storytelling, and publishing and editing.

Technical Theater/ Film and Media: Key areas of study include offering students in intensive study of filmmaking, editing and recording. Students will be exposed to the arts and craft of filmmaking through hands-on curriculum that is valve demanding and rigorous.

Dance: Key areas of study include ballet and modern dance and enriched by master classes and workshops and other dance forms (tap, jazz, ethnic). Courses of study also include dance history, choreography, dance criticism and anatomy/kinesiology. Students will attend live performances and take part in school and district-wide productions.

Drama: Key areas of study include acting (all levels), voice for the actor, theater history, directing, dramatic literature/script analysis, playwriting and

Shakespeare/classical text. Students will be provided performance opportunities at each grade level through workshops, showcases, and/or main stage productions. In addition, students will be exposed to the professional theater through partnerships with outside organizations, teaching artists, master classes, and local/state field trips.

Instrumental Music: Key areas of study include ear training, individual and ensemble playing skills, tone production, reading music in full ensemble setting as well as in small groups, music literacy skills while learning to play piano, instruments in preparation for a sequential experience in a full ensemble setting. Advanced performers will explore and learn techniques of jazz, swing, pop, rock, clues, Latin music, showmanship and basic improvisation.

Visual Arts: Key areas of study include an intensive study of art, including production, history, development of self and assessment skills. Courses of study including: drawing, painting, ceramics, 3D design, graphic design, art appreciation, and printmaking photography. Program is enriched by museum and gallery visits and partnerships with cultural institutions nationally.

Advanced Academics

•We will increase Pre-AP course offerings in all grade levels and expand enrollment across content areas.

Pre-AP courses are created to challenge students and prepare them to be successful with college level coursework. Pre-AP is not a requirement for AP courses, but offers strategies that encourage independent learning. Pre-AP courses are open to any student who chooses to take on the challenge. Students who are successful in Pre-AP classes should consider enrolling in AP courses the following year. By enrolling in these classes, students should be prepared for additional depth, complexity, and rigor.

Organizational Processes

Discipline

In the 2019-2020 school year, the campus created Rickey C. Bailey Positive Behavior Support Plan which included developing Bailey's BEST Expectations for routines and procedures throughout the campus. Rubrics were created as a baseline for the expectations/or as a measure for success. RBMS implemented the PBIS Rewards System to encourage students to display positive behaviors and to foster a positive culture. We have continued to implement this process successfully over the last three years. Additionally, a system was created to calibrate discipline across grade levels. Campus Administration utilized a discipline matrix to make sure there was equity in discipline as outlined by the Spring ISD Discipline Management Guide. There was also a big push in restorative practices. The campus collaborated with district coordinators to implement restorative practices such as restorative as a means of reconciliation and/or to teach students how to diffuse situations and/or restore

relationships. RBMS formed a discipline committee to create a positive behavior support plan outlining routines and procedures to decrease disciplinary incidents. We have successfully continued this practice over the last three years.

PLC Structures

There are two main goals of professional learning communities: first, to improve the knowledge and skills of educators through collaborative study, exchange of expertise, and professional dialogue, and second, to improve the educational aspirations, achievements, and attainments of students through stronger leadership and teaching. Working in a group of like-minded educators is an excellent opportunity to do ongoing action research in order to better one's craft as an educator and expand one's knowledge base. Educators who have received special training in leading professional learning communities conduct meetings.

Other Processes

The Bailey School for Performing and Visual Arts focuses on three key areas to inspire a campus culture of excellence and creativity: Campus Environment, Student Culture, and Staff Culture.

Campus Environment	Student Culture Routines	Staff Culture Routines
• Our Mission and Vision is posted at the entrance of the campus. • We screenprinted the windows to reflect the new campus logo. • The walls reflect inspirational artists and their quotes throughout the building. • BEST Behaviors are posted throughout the campus. • Dance Studio facility is available. • Visual Art Gallery Displays in every bulletin space.	• Daily morning meetings to reinforce BEST Behaviors • PBIS Rewards • Restorative Practices • PVA Fieldtrips, outings, and internships. • PVA Clubs • In-House Theatrical Performances & Fieldtrips. Campus Spirit Weeks.	• PVA Team Building Activities • Active Culture Committee • Employee of the Week • Staff Performances • Staff Talent Showcase • Staff Gala Events • Daily Leadership Huddles • Monthly PVA Themed Faculty Meetings

School Processes & Programs Strengths

Bailey Middle School is committed to maintaining strong school processes that prioritize student well-being and academic success. The following processes are in place to create a positive and orderly school environment:

1. Escorted Transitions: Bailey Middle School recognizes the importance of smooth and orderly transitions between classes and areas within the school building. To ensure this, students are escorted during transitions, allowing for the organized movement of students throughout grade-level pods. This process minimizes disruptions and promotes a focused learning environment.

2. Campus Arts Integration Liaison: The school has a dedicated Campus Arts Integration Liaison who collaborates with non-performing and visual arts content areas. This liaison works to ensure that arts integration is a priority, monitored, and consistently nurtured. By integrating the arts into various aspects of the curriculum, Bailey Middle School enhances students' creativity, critical thinking, and overall academic experience.

3. Positive Behavioral Interventions and Supports (PBIS) System: Bailey Middle School adopts a PBIS system to promote positive behavior among students. This system emphasizes proactive strategies to prevent behavioral issues and provides a framework for recognizing and rewarding good behavior. Students are incentivized to engage in positive actions, fostering a strong sense of motivation and self-discipline. The PBIS system at Bailey Middle School is well-established and effectively encourages students to exhibit positive behavior consistently.

By implementing these processes, Bailey Middle School creates an environment that supports student growth, fosters creativity, and encourages positive behavior. These initiatives contribute to the overall success and well-being of the school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data. **Root Cause:** Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Problem Statement 2 (Prioritized): 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 (Prioritized): 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 4 (Prioritized): 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 in due to barriers with time, availability, and language.
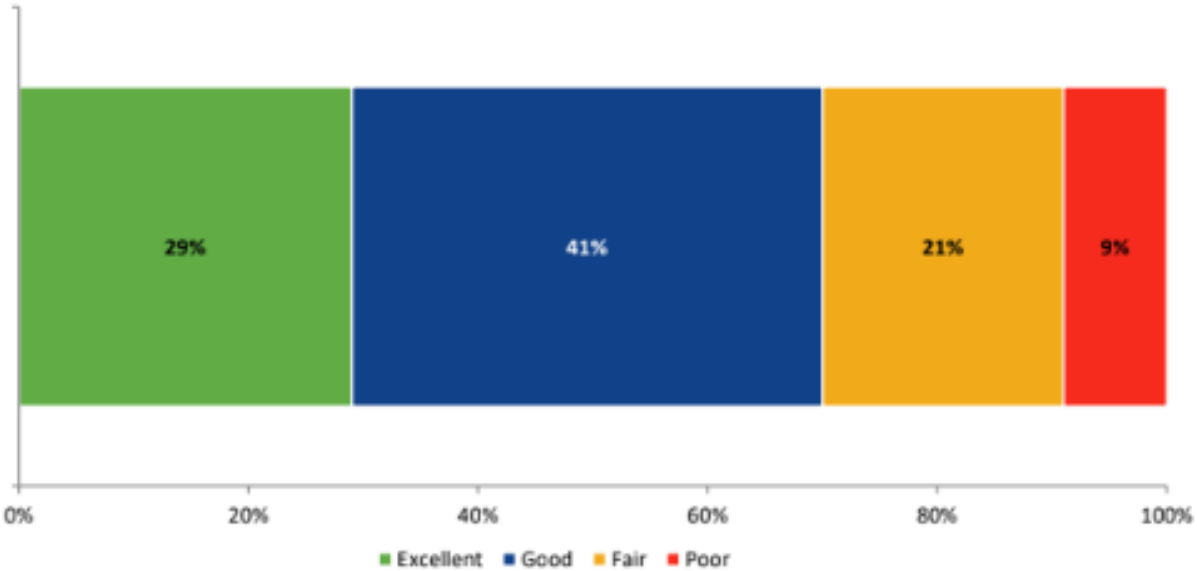
Perceptions

Perceptions Summary

RBMS established an established PTO and Parent Engagement Committee. The committee works in conjunction with the Parent Engagement Liaison as well as teachers to create opportunities to engage families and the community with events and learning opportunities. Each grade level has an Assistant Principal, a counselor, and a secretary who focuses on engaging all stakeholders in the learning environment and decision-making process at RBMS. Our goal is to continue responding to the needs of our community by offering an array of course offerings for the 2023- 2024 school year that appeal to our students who have a high interest in the performing and visual arts as well as provide opportunities for students to demonstrate college and career readiness through advanced academics courses. Additionally, most parents, students, and staff would rate the campus as "Good" or "Excellent."

Parents

Overall Quality

How would you rate the overall quality of your child's school? (N=207)

■ Excellent ■ Good ■ Fair ■ Poor

Campus-based Staff

Overall Quality

How would you rate the overall quality of your school? (N=55)

0%   20%   40%   60%   80%   100%

■ Excellent   ■ Good   ■ Fair   ■ Poor
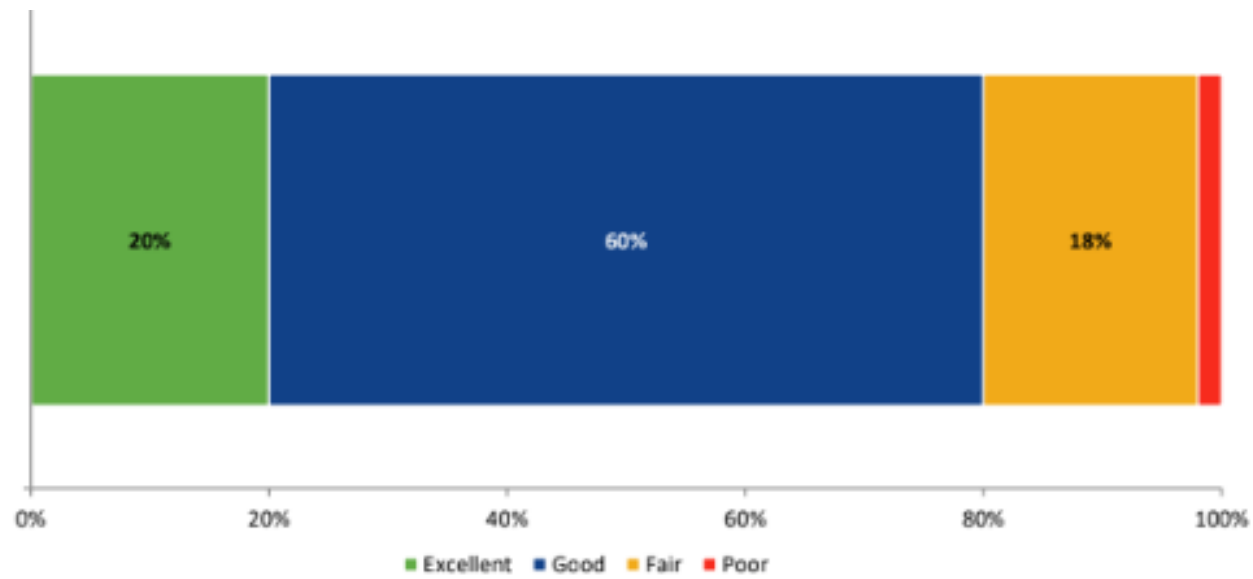
Secondary Students

Overall Quality

How would you rate the overall quality of your school? (N=343)

| 19% | 42% | 31% | 8% |

0%   20%   40%   60%   80%   100%
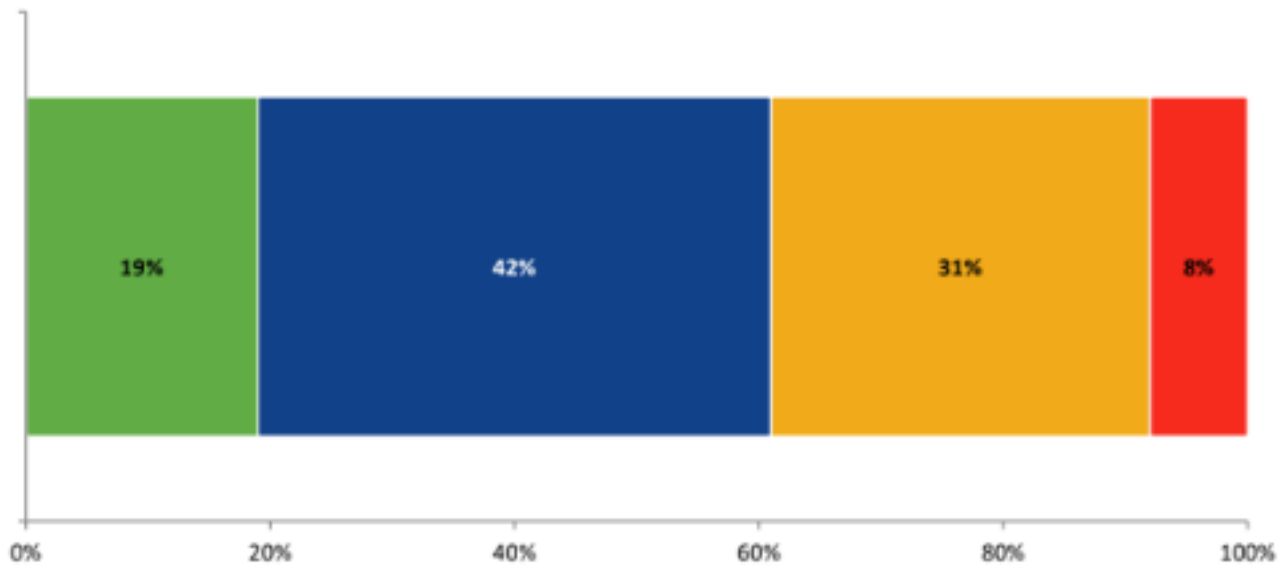
Perceptions Strengths

Bailey Middle School is generally perceived as a quality educational institution by the majority of its staff and students. However, there appears to be a significant gap in perception between the school's administration and the parents. According to recent surveys, approximately 70% of the parents express dissatisfaction with the school, while 80% of the staff and 62% of the students believe that it is a good school.

The negative sentiment expressed by the parents suggests that there may be some areas where Bailey Middle School is falling short in meeting their expectations. It is crucial for the school administration to understand and address these concerns in order to improve the overall satisfaction of the parent community.

One common point of agreement among parents, students, and staff is the perception of inadequate support within the school. All three groups believe that the school lacks sufficient resources and assistance. This sentiment is expressed by over 70% of the respondents, indicating a clear need for increased support services within the school.

Despite the aforementioned concerns, it is noteworthy that parents are actively involved in their children's education at Bailey Middle School. They happily volunteer and are glad to come into the school. This level of parental engagement can contribute positively to the overall school community and student experience.

To address the concerns raised by parents, it is essential for the school administration to communicate and engage with them actively. Open channels of communication, such as regular parent-teacher meetings, newsletters, and online platforms, can facilitate dialogue and provide an opportunity for parents to express their concerns and suggestions. By fostering a culture of collaboration and involving parents in decision-making processes, the school can work towards bridging the perception gap and improving parent satisfaction.

In addition, the school should prioritize efforts to enhance the support services available to students, staff, and parents. This may involve allocating

additional resources, providing professional development opportunities for staff, and implementing programs that address the specific needs of the school community.

By addressing the concerns raised by the majority of parents and striving to provide a supportive and inclusive environment, Bailey Middle School has the potential to improve its overall quality and perception. With concerted efforts from the school administration, staff, students, and parents, positive changes can be made to ensure a more positive and fulfilling educational experience for everyone involved.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 in due to barriers with time, availability, and language.

Problem Statement 2 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause 1: 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 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

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 2: 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 2 Areas: Demographics - Student Learning - School Processes & Programs

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 3: 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.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 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 4: 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 4 Areas: Student Learning

Problem Statement 5: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 5: There may be limited opportunities in activities parents/community members feel confident in participating in due to barriers with time, availability, and language.

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 6: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.

Root Cause 6: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Goals

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

Performance Objective 1: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Reading assessment will increase performance by 1% at the Approaches and Meets performance
levels.
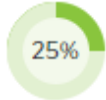
By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 %   2024 %

Approaches	65%	to	66%
Meets	34%	to	35%
Masters	9%	to	10%

Evaluation Data Sources: STAAR, MAP. TELPAS, CBA, Cycle Assessments.

Strategy 1 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
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 in 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 2 - School Processes & Programs 2 - Perceptions 2	60%			

Strategy 2 Details	Reviews			
Strategy 2: We will host 4 student bootcamps and high-dosage after school tutoring to reinforce low TEKS.	Formative			Summative
	Oct	Jan	Mar	June
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 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** Innovative School Conference Reghistration and Travel - 211 Title I, Part A - $5,000	25%			

Strategy 3 Details	Reviews			
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. and Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	25%			

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: 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 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 2, 4 - School Processes & Programs 2, 3 - Perceptions 2
Funding Sources: Travel to Austin - 211 Title I, Part A - $3,000

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	20%			

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 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2

Strategy 5 Details	Reviews			
Strategy 5: We will engage with Amplify representatives to provide customized, campus based professional development for Reading teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 1	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 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 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 2: 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: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
Problem Statement 4: 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 efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
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Perceptions
Problem Statement 2: 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.

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

Performance Objective 2: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Math assessment will increase performance by 7% at the Approaches and Meets performance
levels.
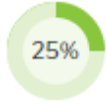
By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Math assessment.
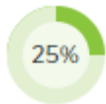
Performance Level 2023 %   2024 %

Approaches	52%	to	59%
Meets	18%	to	25%
Masters	4%	to	5%

Evaluation Data Sources: CBA, DBA, STAAR

Strategy 1 Details	Reviews			
Strategy 1: We will host 4 Saturday student bootcamps and high dosage tutoring to reinforce low TEKS.	**Formative**			**Summative**
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 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	**Oct**	**Jan**	**Mar**	**June**
	25%			

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: We will engage with Carnegie representatives to provide customized, campus based professional development for Math teachers. Math teachers will attend the Carnegie Math Conference to receive intensive training on strategies.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Q1: 100% of teachers will meet grade level expectations Q2: 100% of teachers will meet grade level expectations Q3: 100% of teachers will meet grade level expectations Q4: 100% of teachers will meet grade level expectations . **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2	50%			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Math Instructional Leaderhsip -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 Leadership Team, under the direction of district leadership, will support classroom teachers, and campus administration to strengthen instruction and increase student learning. and Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds.	**Oct**	**Jan**	**Mar**	**June**
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:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	25%			

Strategy 4 Details	Reviews			
Strategy 4: Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper, headphones	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2, 4 - School Processes & Programs 2, 3 - Perceptions 2	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 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 2: 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: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
Problem Statement 4: 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 efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
Problem Statement 2: 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: 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.

Perceptions
Problem Statement 2: 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.

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

Performance Objective 3: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Science assessment will increase performance by 3% at the Approaches and Meets performance
levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Science assessment.

Performance Level 2023 %   2024 %

Approaches	55%	to	58%
Meets	21%	to	24%
Masters	3%	to	4%

Evaluation Data Sources: Science BOY, MOY, EOY, CBA, DBA

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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 in 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 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	60%			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	20%			

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	50%			

Strategy 4 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	60%			

Strategy 5 Details	Reviews			
Strategy 5: We will engage with Region 4 representatives to provide customized, campus based professional development for Science teachers.	Formative			Summative
	Oct	Jan	Mar	June
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 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2	40%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 3 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.

Student Learning

Problem Statement 2: 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: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data. **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

School Processes & Programs

Problem Statement 1: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data. **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Problem Statement 2: 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.

Perceptions

Problem Statement 2: 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.

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

Performance Objective 4: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Social Studies assessment will increase performance by 5% at the Approaches and Meets performance
levels.
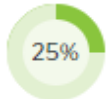
By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Social Studies assessment.

Performance Level 2023 %   2024 %

Approaches	43%	to	48%
Meets	19%	to	24%
Masters	5%	to	6%

Evaluation Data Sources: Social Studies BOY, MOY, EOY
CBA, DBA, STAAR

Strategy 1 Details	Reviews			
Strategy 1: We will host 5 Saturday student bootcamps and high dosage tutoring to reinforce low TEKS.	**Formative**			**Summative**
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. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	**Oct**	**Jan**	**Mar**	**June**
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Leadership -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 Leadership, with the support of district leadership, will support classroom teachers and campus administration to strengthen instruction and increase student learning. 4 Data Driven Instruction: The Instructional Specialist will be directed by data and provide coaching on the instructional frames as supported by instructional rounds.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2	50%			

Strategy 3 Details	Reviews			
Strategy 3: Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction and after school instruction such as: , Lowman Consulting LLC, Jarret Books, pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, construction paper.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2, 4 - School Processes & Programs 2, 3 - Perceptions 2 **Funding Sources:** Lowman - 211 Title I, Part A - $2,000	25%			

Strategy 4 Details	Reviews			
Strategy 4: We will engage with Region 4 representatives to provide customized, campus-based professional development for Social Studies teachers. We will also provide 8th Grade Social Studies Daily Lessons from Lowman LLC, Active Classroom, and district support.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2	20%			
	0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✖ **Discontinue**

Performance Objective 4 Problem Statements:

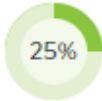| Demographics |
|---|
| **Problem Statement 1**: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations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

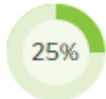| Student Learning |
|---|
| **Problem Statement 2**: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| **Problem Statement 3**: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems. |

Student Learning
Problem Statement 4: 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 efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data. **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
Problem Statement 2: 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: 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.

Perceptions
Problem Statement 2: 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.

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

Performance Objective 5: By June 2024 (EOY), 42% of students enrolled in Grades 6-7 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 31%

Evaluation Data Sources: MAP EOY

Strategy 1 Details	Reviews			
Strategy 1: We will contract Teacher's Teacher Tutoring and Suttle Freeman tutoring to host student bootcamps and high dosage tutoring to reinforce low TEKS.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2	25%			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**

	Formative			Summative
	Oct	Jan	Mar	June
	50%			

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: 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 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2

Strategy 3 Details	Reviews			

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.	Formative			Summative
	Oct	Jan	Mar	June
	25%			

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 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

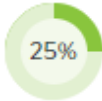**Performance Objective 5 Problem Statements:**

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 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 2: 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: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
Problem Statement 4: 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 efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.
Problem Statement 2: 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: 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.

Perceptions
Problem Statement 2: 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.

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

Performance Objective 6: By June 2024 (EOY), 48% of students enrolled in Grade 8 participating in the NWEA MAP Math Assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 41%

Evaluation Data Sources: EOY MAP

Strategy 1 Details	Reviews			
Strategy 1: We will host 4 Saturday student boot camps and high-dosage tutoring to reinforce low TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Q1: 50% of scholars will meet growth goal expectations Q2: 60% of scholars will meet growth goal expectations Q3: 80% of scholars will meet growth goal expectations Q4: 100% of scholars will meet growth goal expectations on EOY MAP 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 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2	**Oct**	**Jan**	**Mar**	**June**
	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Math Instructional Leadership team -By utilizing Springway Systems & Routines helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. Under the direction of district leadership, the Math Instructional Leadership will support classroom teachers and campus administration to strengthen instruction and increase student learning. Instructional Leadership will be directed by data and provide coaching on the instructional frames supported by instructional rounds.	**Oct**	**Jan**	**Mar**	**June**
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 Math Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency. Q3: 100 % of our Math Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency. Q4: 100 % of our Math Teachers will implement Spring Way Structures, Arts Integrated Instructional Strategies, DDAP, Practice, Learning and Planning PLCs with proficiency. **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Chromebooks and Classroom general supplies resources will be purchased to support classroom instruction, after school instruction , and Saturday Boot Camps, such as pencils, copy paper, glue, pocket folders, markers, scissors, chart paper, dry erase boards, index cards, and construction paper.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Q1: 100% of scholars will received needed resources to support instruction. Q2: 100% of scholars will received needed resources to support instruction. Q3: 100% of scholars will received needed resources to support instruction. Q4: 100% of scholars will received needed resources to support instruction. **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2	20%			

Strategy 4 Details	Reviews			
Strategy 4: We will engage with Carnegie representatives to provide customized, campus based professional development for Math teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Q1: 100% of teachers will meet grade level expectations Q2: 100% of teacher will meet grade level expectations Q3: 100% of teacher will meet grade level expectations Q4: 100% of teacher will meet grade level expectations. **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 6 Problem Statements:

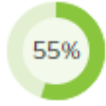| Demographics |
|---|
| **Problem Statement 1**: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| **Problem Statement 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 2**: 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**: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems. |
| **Problem Statement 4**: 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 efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Problem Statement 2: 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: 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.

Perceptions

Problem Statement 2: 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.

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

Performance Objective 7: By June 2024, the campus will maintain a 96% attendance rate.

2023 Attendance Rate: 91.1%

Evaluation Data Sources: Attendance reports in Decision Ed.

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Clerk will pull and record student 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 3	50%			

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **Problem Statements:** Demographics 1, 2, 4 - Student Learning 2, 4 - School Processes & Programs 2, 3, 4 - Perceptions 1, 2	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 7 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 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 4: 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 in due to barriers with time, availability, and language.

Student Learning
Problem Statement 2: 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 4: 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 2: 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: 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 4: 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 in due to barriers with time, availability, and language.

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 in due to barriers with time, availability, and language.

Problem Statement 2: 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.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Evaluation Data Sources: STAAR & MAP BOY

Strategy 1 Details	Reviews			
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. Teacher's Teacher will work with teachers to model and co-teach district adopted, effective TLAC strategies with students .	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2	40%			

Strategy 2 Details	Reviews			
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 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	Formative			Summative
	Oct	Jan	Mar	June
	30%			

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 5: Effective Instruction
Problem Statements: Demographics 1, 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 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 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 2: 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: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Student Learning

Problem Statement 4: 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 efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data. **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Problem Statement 2: 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: 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.

Perceptions

Problem Statement 2: 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.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

    Evaluation Data Sources: CBA, MOY, STAAR

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 and Discipline Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Student Learning 2, 4 - School Processes & Programs 2, 3 - Perceptions 2	25%			

Strategy 2 Details	Reviews			
Strategy 2: 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.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.	40%			

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
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Results Driven Accountability**
Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2

Strategy 3 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Q1: Disciplinary Incidents will reflect a 10% decrease when compared to 21-22 disciplinary data.	60%			

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
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Results Driven Accountability**
Problem Statements: Demographics 1, 2 - Student Learning 2, 4 - School Processes & Programs 2, 3 - Perceptions 2

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

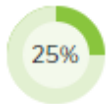| Demographics |
|---|
| **Problem Statement 1**: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| **Problem Statement 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
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School Processes & Programs
Problem Statement 2: 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: 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.

Perceptions
Problem Statement 2: 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.

Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 80% rate .

Evaluation Data Sources: Survey Results

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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 **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Student Learning 1 - School Processes & Programs 4 - Perceptions 1	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Bailey Middle School will survey parents and students to provide relevant topics to offer to increase interest, participation, and feedback on school processes. Quarterly parent meetings to discuss results and actions will occur.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 campus 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 4 - School Processes & Programs 4 - Perceptions 1	25%			

Strategy 3 Details	Reviews			
Strategy 3: Engage students and parents via the 21st century program Helping Hearts, Crime Stoppers. Girls Empowerment Network, Ice Cream Club, Young Ladies of Elegance, Vine Mentoring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student success through tutorial, social skills, empowerment, and prevention activities. **Staff Responsible for Monitoring:** 21st Century coordinator. Counselors CIS SSS **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

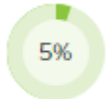| Demographics |
|---|
| **Problem Statement 1**: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause**: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| **Problem Statement 4**: 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 in due to barriers with time, availability, and language. |

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.
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School Processes & Programs
Problem Statement 2: 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 4: 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 in due to barriers with time, availability, and language.

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 in due to barriers with time, availability, and language.
Problem Statement 2: 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.

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

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: Bailey Middle School will use the Bailey Buc's System to form student committees and allow students to participate in meaningful campus jobs to increase students sense of belonging.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Culture Committee **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 3	5%			

Strategy 2 Details	Reviews			
Strategy 2: 100% of Bailey Middle School students will receive 7 Mindset lessons to reinforce the campus mission, vision, and values. Additionally, our counselors will attend the Texas School Counselors Conference.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Culture Committee **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** Texas School Counselors Session: Kalahari Resorts - 211 Title I, Part A	80%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 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 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 2: 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 4: 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 2: 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: 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.

Perceptions
Problem Statement 2: 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.

Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: Attend HOA Meetings once a month with an active presence in the neighborhoods surrounding Bailey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental communication in person and highlight the positives of Bailey. We will also be recruiting the incoming 5th graders. **Staff Responsible for Monitoring:** Campus leaders and parent liaison committee members. **Problem Statements:** Demographics 4 - School Processes & Programs 4 - Perceptions 1	**Oct**	**Jan**	**Mar**	**June**
	20%			
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: 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 in due to barriers with time, availability, and language.
School Processes & Programs
Problem Statement 4: 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 in due to barriers with time, availability, and language.
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 in due to barriers with time, availability, and language.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of new teachers will complete professional learning requirements of the New Teacher Academy.

    Evaluation Data Sources: Professional Development in Strive

Strategy 1 Details		Reviews			

Strategy 1: Identify new teachers that are formally trained and District of Innovation. Assign each new teacher a mentor and a PD list to complete and provide evidence at the end of each 9 week period.
    Strategy's Expected Result/Impact: Classroom management and instructional growth.
    Staff Responsible for Monitoring: Administrators and instructional support staff
 	
    Problem Statements: Student Learning 3 - School Processes & Programs 1
		Formative			**Summative**

		Oct	Jan	Mar	June
		20%			
0% No Progress	100% Accomplished	→ Continue/Modify		✘ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

School Processes & Programs
Problem Statement 1: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

    Evaluation Data Sources: Eduphoria: Strive

Strategy 1 Details				Reviews			
Strategy 1: All leaders will have updated TTESS & TPESS certifications.				**Formative**			**Summative**
Strategy's Expected Result/Impact: All leaders can effectively evaluate teachers and staff members. **Staff Responsible for Monitoring:** Campus leaders. **Problem Statements:** Student Learning 3 - School Processes & Programs 1				**Oct**	**Jan**	**Mar**	**June**
				50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

School Processes & Programs
Problem Statement 1: Teacher efficacy is a challenge at this time due to the large percentage of teachers with 3 or less years of experience. This can affect the instructional practices and student achievement data.   **Root Cause**: Teachers have not had formal education training in educational pedagogy or are new to the practices and systems.

State Compensatory

Budget for Bailey Middle School

Total SCE Funds: $50,000.00
Total FTEs Funded by SCE: 9
Brief Description of SCE Services and/or Programs

The state compensatory education supplement plays a vital role in supporting various services and programs aimed at enhancing student growth and academic achievement for Bailey's at-risk population. Through this funding, our educational institution strives to provide high-quality resources and initiatives that directly impact student success. One significant area of focus is the provision of high-level tutorials. These tutorials are designed to provide students with additional support and personalized instruction, enabling them to grasp challenging concepts and improve their understanding of the Texas Essential Knowledge and Skills (TEKS). By aligning instruction with TEKS, we ensure that students are equipped with the necessary knowledge and skills required for their educational advancement. To facilitate effective teaching and learning, the state compensatory education supplement also supports the creation of smaller class sizes. By reducing the student-to-teacher ratio, we aim to foster a more conducive learning environment where teachers can provide individualized attention and address the unique needs of each student. This approach enhances engagement, promotes active participation, and ultimately leads to greater student achievement. In addition to smaller class sizes, the funding enables us to offer both small and large group student intervention activities. These activities are strategically designed to target specific areas of improvement and provide students with additional opportunities for growth. Whether it's through targeted remediation or enrichment programs, students receive tailored support that addresses their academic needs and propels them towards success. Furthermore, the state compensatory education supplement supports transportation services to events outside of regular school hours or on Saturdays. This ensures that students have access to enriching experiences, such as educational field trips, extracurricular activities, and community events. By broadening their horizons and exposing them to diverse learning opportunities, we foster holistic growth and nurture well-rounded individuals. It is important to note that all events and the allocation of funds through the state compensatory education supplement are directly tied to student growth. Our institution is committed to utilizing these resources in a manner that maximizes their impact on student achievement. Through careful planning, monitoring, and assessment, we continuously evaluate the effectiveness of these services and programs to ensure that they serve their intended purpose of fostering student growth and academic success. The state compensatory education supplement provides crucial support for a range of services and programs focused on enhancing student growth. From high-level tutorials and TEKS alignment to smaller class sizes, student interventions, and transportation to extracurricular events, every initiative is aimed at supporting student achievement and nurturing their overall development.

Personnel for Bailey Middle School

Name	Position	FTE
Amber Calvert	Science Teacher	1
Gregory Lee	Social Studies	1
Le Antranell Lee	English Teacher	1
Markesha Turner	Social Studies Teacher	1
Raiquaichia Raybon	Math Teacher	1
Sherry Stover	English Interventionist	1
Tom Meadough	Student Support Specialist	1
Tracie Purnell	Science Teacher	1

Name	Position	FTE
Victor Ekpo	Math Interventionsist	1

Title I

1.1: Comprehensive Needs Assessment

We surveyed staff, studens, and parents ro identify areas of need. We pulled a committee of teachers together, campus leaders, and one community member. We discussed the survey data and articulated solutions. The specific process is outlined below:

We conducted a gallery walk with the aforementioned stakeholders.

- We posted 3 predetermined questions from the guiding questions for each of the 4 areas around the room on chart paper along with supporting data.
- All members rotated through each of the 4 stations answering the 3 guiding questions at each station using the data to support answers.
- We recorded the results on a google doc.
- We met with the Campus Leadership Team to review all 4 areas of the CNA to determine the problem statements.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Julia Sanders	Instructional Specialist	Title 1	1
Laquesha Kennedy	Science Teacher	Title 1	1
Rafina Bomar	ELA Teacher	Title I	1
Reginald Mitchell	Science Teacher	Title 1	1