Spring Independent School District

Claughton Middle School

2023-2024 Improvement Plan

Mission Statement

Claughton Middle School will empower all students to become active, skillful, and responsible citizens by providing engaging curriculum through a safe and supportive environment.

Vision

Claughton Middle School prepares students to be lifelong learners, problem solvers, responsible citizens, and ready to compete in a global society.

Value Statement

We base our decisions on what is best for kids

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

Demographics

Demographics Summary

Claughton Middle school's doors opened to the Spring ISD community in 2004. The school is located in the Northwest section of Harris County. Claughton is a 6th through 8th grade comprehensive middle school. It is a Title I school with approximately 904 students. 93% of the students enrolled are identified as economically disadvantaged and are on free or reduced lunch. Our demographics are 57% Hispanic, 34% African Americans, 3.1% Asian, 1.8% White, American Indian 1.7% and 1.5% mixed.

Claughton has a growing Hispanic population. In fact, Claughton has the largest English language learner population of middle schools in Spring ISD. Claughton has 81 staff members and the majority of the teaching staff members are certified. To support our school success, Claughton has five administrators, a media specialist, a math coach, literacy Coach, three grade level counselors, a Response to Intervention Specialist, 41 classroom teachers and school support staff members. In addition, Title I funds are used to hire math and reading tutors to close student achievement gaps.

The community and parents are becoming more active since the district has resumed in person learning after the breakout of the Covid pandemic. The school PTO is very active in supporting the students and staff for teacher appreciation week and student academic and behavioral incentives. Fallbrook Church is an active community partner that provides support for teacher appreciation week and other activities at the campus.

Demographics Strengths

Claughton Middle School has many thriving areas of strength:

- Our Performing and Visual Arts Department is strong and has received numerous awards in Band, Choir, Theater Arts, and Art.
- We have a very strong and active PTO and volunteers with over 900 volunteer hours.
- The launch and re-branding of Claughton Polytechnic Middle School has provided a new experiences for students, teachers, parents, and the community.
- Teacher and administrator retention has increased within the last 3 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The school has few business partners. **Root Cause:** A plan has not been created and executed to develop partnerships with businesses in the area.

Student Learning

Student Learning Summary

Claughton STAAR SUMMARY 2023

Content Areas	Approaches-2022	Meets-2022	Masters-2022	Approaches-2023	Meets-2023	Masters-2023	Summary
Reading	58%	29%	14%	60%	31%	10%	Increase
Math	48%	18%	3%	50%	19%	4%	Increase
Science	45%	18%	4%	53%	20%	3%	Increase
Social Studies	34%	8%	1%	42%	11%	5%	Increase
							Increase

Based on the comparative 2022 to 2023 STAAR performance data, there were single digits across the content areas in Reading, Math, Science, and Social Studies.

MAP MOY and EOY Comparative Growth data 2023

Subject	Winter 2023	Spring Mean RIT 2023		
Math	Mean RIT	MEAN RIT		
Grade 6	205.88	208.52		
Grade 7	208.89	211.37		
Grade 8	210.16	212.10		

Subject	Winter 2023	Spring Mean RIT 2023		
Reading	Mean RIT	MEAN RIT		
Grade 6	198.30	200.95		
Grade 7	201.76	203.24		
Grade 8	210.12	212.12		

In analysis of the Winter and Spring Reading Map data, all grade levels exceeded the expected grade level growth. Sixth grade exceeded by 2.5 %, 7th grade students exceeded the expected grade level growth by 3%, and 8th grade students exceeded the expected grade level growth by 3.1%. The grade level projected growth are national norms. The students at Claughton met and exceeded the national projected grade level norms for math. Some contributing factors were the effective PLC instructional planning, DDAP Data PLC meetings, and the math interventions/tutorial that were provided. Nevertheless, there are areas we need to improve such as aligning the learning standard to the assessment and effective instructional strategies.

TELPAS SUMMARY- COMPOSITE SCORES

6th GRADE

Beginning	Intermediate	Advanced	Advanced High
11.28%	41.35%	41.35%	6.02%

7th GRADE

Beginning	Intermediate	Advanced	Advanced High
10.27%	32.88%	45.89%	10.96%

8th GRADE

Beginning	Intermediate	Advanced	Advanced High
8.82%	32.35%	44.85%	13.24%

Students used the K-12 summit program and also had after-school tutorials.

Attendance this year was increase compared to last year. The rate in 2022 was 91.4% and we increase to 92.3%. in 2023. The school reached out to parents and conducted household visits. The school followed thought with truancy procedures.

Discipline-This year the discipline increased due to all students returning to in person learning. In 2022 there were 419 discipline infractions compared to 823 in 2023. This number is still lower compared to previous years.

Student Learning Strengths

- Our students demonstrated a lot of growth on the STAAR and MAP from 2022 to 2023. The gains were made because of the focus on Math by using the Carnegie digital program and in English by the use of the Amplify digital program.
- Math Intervention Classes
- After school tutorials
- Math Pull outs provided by outside company for STAAR intervention
- School-wide technology implementation
- Continuous district and benchmark testing
- MAP testing for BOY, MOY and EOY.

Claughton became a Polytechnic Specialty School in Fall of 2021. The first student cohort, incoming 6th graders was introduced to three career pathways. The three career pathways are Media Technology, Animation, and Robotics. As students move to 7th and 8th grade, students will select a focus pathway. Student in the 8th grade will be taking high school courses that can be used for career certifications once they attend high school. To support the success of the Polytechnic program, all teachers, support staff, and administrators will complete technology badging certifications such as Apple, Google,and Screencastify. The goal is to provide the students at Claughton a rich educational experience that will prepare them for college or the work force upon graduation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a large percentage of first year Emergent Bilingual students **Root Cause:** Teachers are not ESL certified and need professional development to support Emergent Bilingual students.

School Processes & Programs

School Processes & Programs Summary

Personnel- Claughton recruits teachers who apply online and by teacher/district referrals. Teachers are selected to teach classes based upon data results, strengths, and student needs. New teachers participate in the New Cougar Induction where they are trained on the Springway routines, professional learning communities, classroom management, etc. Teachers are retained by establishing and maintaining positive relationships and an open communication process. This year the district and school is struggling with hiring certified teachers. The newly hired teachers will need more training and on the spot coaching due to their lack of teaching and content knowledge.

Professional Practices-Instructional leaders are developed by district professional development, weekly administrative/leadership meetings and training and professional learning communities. Leaders receive job descriptions that outline their duties and responsibilities and receive coaching and feedback to make continuous improvements. Student data is studied across grade levels and content to examine teacher strengths and weaknesses. Progress is tracked by a teacher data tracker that outlines progress. Administrators and the leadership team plan for professional development based on the student and teacher data, curriculum updates and district student achievement goals.

Programs and Opportunities for Students-Claughton became a Polytechnic campus in fall of 2021. We began the first student cohort this year with the 6th grade. Students have the opportunity in the 7th grade to select their polytechnic track. Upon completion of the 8th grade polytech courses, students will receive high school credits. Currently, Claughton has a strong PVA and Athletic department. Claughton won many competitions and district accolades this year.   In regards to our LEP program, we are getting an influx of newcomers. This year we would like to focus on creating a beginners cohort to pair the students with the strongest teachers.

Procedures- Administrators lead weekly PLCs with their departments. The Springway PLC protocol is followed. During PLC time, district curriculum documents, Lead4ward resources and student data is reviewed. Teachers have an intellectual preparedness day to review TEKS, a day to create lesson plans and a day to complete an ATBATS to receive feedback from colleagues to ensure Tier 1 instruction is the strongest. Teachers submit weekly lesson plans in Whetstone and receive feedback from the administrator. This year the campus testing coordinator trained teachers on technology programs to implement school-wide. To protect instructional time the no fly zone is implemented the first and last 10 minutes of class so students will not miss out on the opening and closing of the class. Teachers follow the gradual release lesson cycle, I do, We do, and You do. Also, there is time for teachers to hold small group instruction for remediation. All students are able to access general services at school. Students who are identified as special population receive specialized serviced depending on their accommodations.

School Processes & Programs Strengths

- Continuous district wide professional development
- Weekly walkthroughs
- On the spot coaching
- Lesson plan review
- Lesson plan feedback
- Weekly PLC Protocol for common planning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some newly hired teachers are not certified and will need a lot of support.   **Root Cause:** The limited pool of certified teachers.

Perceptions

Perceptions Summary

This year the staff turnover rate was about the same compared to the previous year. This year new staff received mentoring and coaching throughout the school year with the Cougar Induction series that was done during after-school meetings or during PLC time. This series focus on instructional strategies and classroom management.

Parent/Guardian/Community Engagement- We measured participation rates by the amount of parents who attended parent/guardian meetings. We held two in person grade level orientations and one in person open house.   The Claughton leadership team continued to focus on updated core value statements to sustain a shared responsibility for all stakeholders by focusing on building a positive and safe learning environment.

Students-This year students were actively engaged and excited about returning to in person learning. Students participated in academic competitions, sports and district events.

Parents and guardians- Parents were more engaged this year with parent conferences. Parents attended academic nights and student academic conferences to learn about student learning expectations, curriculum and student progress. The PTO was active with supporting initiatives for teachers and students throughout the year.

Community-The community see Claughton as an institute where students learn, participate in extracurricular activities and focuses on being prepared to enter high school.

Teachers-Teachers describe Claughton as a campus where all stakeholders are improving self accountability, school climate and professional growth to focus on meeting state accountability. Teachers receive district and school training, meet weekly for professional learning communities and receive administrative coaching to improve student growth. Administrators and teachers work together on a daily basis to improve student outcomes.

All stakeholders- We engage all stakeholders through collaboration, communication, sharing data results, and setting continuous goals to improve the environment by maintaining high expectations.

Perceptions Strengths

- The community, parents and students are invested in seeing Claughton produce students who are academically and socially prepared.
- Communication was used frequently with all stakeholders to empower and equip them with information.
- Core values were updated and shared with all stakeholders.
- A school rubric was created and implemented to assess the school and classroom climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has a limited number of volunteers and low parental participation at events.   **Root Cause:** There is a language barrier with parents who are new to the country.

Priority Problem Statements

Problem Statement 1: The school has few business partners.
Root Cause 1: A plan has not been created and executed to develop partnerships with businesses in the area.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a large percentage of first year Emergent Bilingual students
Root Cause 2: Teachers are not ESL certified and need professional development to support Emergent Bilingual students.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Some newly hired teachers are not certified and will need a lot of support.
Root Cause 3: The limited pool of certified teachers.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The campus has a limited number of volunteers and low parental participation at events.
Root Cause 4: There is a language barrier with parents who are new to the country.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- PSAT
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

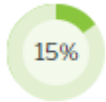**Goal 1:** STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Reading assessment will increase performance by 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 5% at the Masters level on the 2024 Spring STAAR Reading assessment.
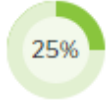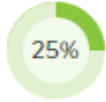
Performance Level	2023 %		2024 %
Approaches	60%	to	67%
Meets	31%	to	38%
Masters	10%	to	15%
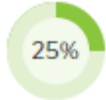
High Priority

Evaluation Data Sources: Campus Formative Assessment, MAP Data, Benchmark Data, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: The four Springway PLC's (Learning, planning, practice, and data driven planning) will be used in the instructional planning cycle to ensure teachers are aware of student strengths/weaknesses and know what to reteach and/or accelerate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%			

Strategy 2 Details	Reviews			
Strategy 2: The purchase of supplemental material, Sirius Education Solutions, will be purchased for tier 1 and tier 2 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Content administrator, Department Chair, and ELA teachers. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	15%			

Strategy 3 Details	Reviews			
Strategy 3: Title 1 tutors to provide intensive small group instruction to close achievement gaps	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Content administrators, teachers, and teacher leaders. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Tutorials - 211 Title I, Part A - $10,000	**Oct**	**Jan**	**Mar**	**June**
	20%			

Strategy 4 Details	Reviews			
Strategy 4: Targeted students will be provided interventions, tutorials during school, after school, and at Saturday classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Math Coach, Reading Coach, and Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Targeted interventions - 211 Title I, Part A - $20,000	**Oct**	**Jan**	**Mar**	**June**
	20%			

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: 21st Century Connection: Academic tutorial and enrichment programs will utilize the district's scope and sequence to ensure alignment and highlight deficient areas while focusing on experiential learning, applied theory and academic content to real-world experiences and application of concepts in practice through morning and after-school student support in literacy and mathematics. Our focus will be chunking and understanding informational texts that align to making connections, inferences, and main idea/ summary (MMI).	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, Claughton Middle School 6-8 students will see a 5% improvement in the percentage of students meeting the Approaches Grade Level standard in Reading & Mathematics on the STAAR exams, compared to overall campus percentages. **Staff Responsible for Monitoring:** Principal and 21st CCLC Site Coordinator **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **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 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	25%			

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Teachers' Teach will provide Saturday reading tutorials for grades 6-8.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Campus Administrators, instructional coaches, and teacher leaders **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	25%			

Strategy 7 Details	Reviews			
Strategy 7: Instructional supplies such as paper, pencils, markers, composition books, chart paper will be purchased to support after school tutorials.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Administrators, teachers, content specialist, and campus secretary **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** SUpplies and Materials - 199 State SCE - State Compensatory Education (PIC - $10,000	25%			

Strategy 8 Details	Reviews			
Strategy 8: Campus Testing Coordinator to attend the Houston Campus Testing Coordinator Academy	**Formative**			**Summative**
Strategy's Expected Result/Impact: Testing strategies	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators and CTC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Registration - 211 Title I, Part A - $1,000	N/A			

Strategy 9 Details	Reviews			
Strategy 9: AC adapters for Chromebook testing and one to one technology use.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Technology Coordinator and the Campus Testing Coordinator **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Chargers - 211 Title I, Part A - $1,000	N/A			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students.

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.
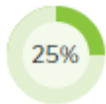
By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Math assessment.
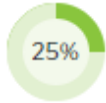
Performance Level	2023 %		2024 %
Approaches	50%	to	57%
Meets	19%	to	27%
Masters	4%	to	5%

High Priority

Evaluation Data Sources: Campus Formative Assessment, MAP Data, Benchmark Data, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: The four types of PLC's (Learning, planning, Practice, and Data driven action planning) will be used in the instructional planning cycle to ensure teachers are aware of students strengths/weaknesses and know what to reteach and/or accelerate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Content administrator, all math teachers, and Math coach **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 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	20%			

Strategy 2 Details	Reviews			
Strategy 2: Imagine Math will be purchased to support Tier 2 and Tier 3 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content administrator, Math Coach, and all math teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Math Program - 211 Title I, Part A - $7,000	25%			

Strategy 3 Details	Reviews			
Strategy 3: The recruitment and hiring of Title 1 teachers to provide accelerated instruction and to reduce student to teacher ratio.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly **Staff Responsible for Monitoring:** Principal, Assistant Principals, teachers, and teacher leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	25%			

Strategy 4 Details	Reviews			
Strategy 4: Forde Ferrier Mastery Math and Reading workbooks will be purchased to support after school tutorials	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Math and Reading Coach, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Reading & Math supplements - 211 Title I, Part A - $20,000	15%			

Strategy 5 Details	Reviews			
Strategy 5: Teachers' Teach will provide STAAR accelerated BOOT CAMPS for science, US History, reading, and math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Math and Reading Coach, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** STAAR practice materials - 211 Title I, Part A - $100,000	25%			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students
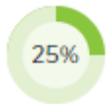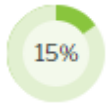
Performance Objective 3: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Science assessment will increase performance by 3% at the Approaches and Meets performance
levels.

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

Performance Level	2023 %		2024 %
Approaches	53%	to	56%
Meets	20%	to	23%
Masters	3%	to	11%

High Priority

Evaluation Data Sources: Campus Formative Assessment, MAP Data, Benchmark Data, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: The four types of PLC's (Learning, planning, Practice, and Data driven action planning) will be used in the instructional planning cycle to ensure teachers are aware of students strengths/weaknesses and know what to reteach and/or accelerate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Content administrator, Science Department Chair, and all science teachers **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	30%			

Strategy 2 Details	Reviews			
Strategy 2: Stemscopes will be purchased to support tier 1 instruction.	Formative			Summative
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content administrator, Science Department Chair, and all science teachers **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 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Stemscopes - 211 Title I, Part A - $10,000	25%			

Strategy 3 Details	Reviews			
Strategy 3: General supplies and supplemental instructional materials such as: paper, ink, office supplies, and printers.	Formative			Summative
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Math/Reading coaches, and school secretary **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Materials - 211 Title I, Part A - $5,000	15%			

Strategy 4 Details	Reviews			
Strategy 4: The purchase of Summit K12 supplemental software program to track students master and performance on assessed standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly **Staff Responsible for Monitoring:** Based on campus and district assessments, scholars will meet grade level expectations quarterly **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 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** K-12 Summit - 211 Title I, Part A - $8,000	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 3 Problem Statements:

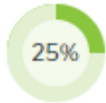| Student Learning |
|---|
| **Problem Statement 1**: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students. |
| **School Processes & Programs** |
| **Problem Statement 1**: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers. |

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students
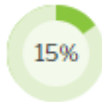
Performance Objective 4: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Social Studies assessment will increase performance by 5% at the Approaches and Meets performance
levels.
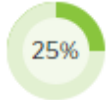
By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Social Studies assessment.

Performance Level   2023 %   2024 %

Approaches   42%   to   47%
Meets   11%   to   16%
Masters   5%   to   6%

High Priority

Evaluation Data Sources: Campus Formative Assessment, MAP Data, Benchmark Data, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Jarrett publishing Company will be used to support student mastery of the TEKS in World History.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content Administrator, Department chair, and all History teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Jarrett - 211 Title I, Part A - $5,000	15%			

Strategy 2 Details		Reviews			
Strategy 2: The four Springway PLC's (Learning, planning, practice, and data driven planning) will be used in the instructional planning cycle to ensure teachers are aware of student strengths/weaknesses and know what to reteach and/or accelerate.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** Content Administrator, Department chair, and all History teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1		25%			

Strategy 3 Details		Reviews			
Strategy 3: The supplemental resource Edmentum-Exact path and Study Island will be used to accelerate instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To boost growth and proficiency in reading, math, science, and social studies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Reading/Math Coaches, and teachers **Problem Statements:** Student Learning 1		**Oct**	**Jan**	**Mar**	**June**
		25%			

Strategy 4 Details		Reviews			
Strategy 4: Teachers' Teach LLC will provide a social studies accelerated instruction boot camp for 150 8th grade students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To boost growth and proficiency on the 8th Social Studies STAAR Assessment. **Staff Responsible for Monitoring:** Principal, content specialist, and teachers **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 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1		**Oct**	**Jan**	**Mar**	**June**
		25%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students.

School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.

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: 35%

High Priority

Evaluation Data Sources: MAP Data

Strategy 1 Details		Reviews			
Strategy 1: Reading tutors will pull small groups twice a week to close achievement gaps.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly.		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Content administrator and Literacy coach		15%			
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1					
Strategy 2 Details		**Reviews**			
Strategy 2: Literacy and math instructional leaders to attend the NWEA national conference to improve MAP best practices and student outcomes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve MAP EOY reading and math student perfomances		Oct	Jan	Mar	June

Staff Responsible for Monitoring: Principal, Content administrators, Literacy/math coaches and teachers

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 1
Funding Sources: Travel and Registration - 211 Title I, Part A - $2,100

25%

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

Performance Objective 5 Problem Statements:
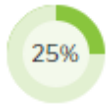
Student Learning
Problem Statement 1: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students.

School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.

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: 36%

High Priority

Evaluation Data Sources: MAP DATA

Strategy 1 Details		Reviews			
Strategy 1: Edmentum Exact Path will be used to support growth in MAP Reading.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade level expectations quarterly.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content Administrator, Digital Literacy Coach, all Reading teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1		25%			
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.

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: 92.4%

High Priority

Evaluation Data Sources: Campus Formative Assessment, MAP Data, Benchmark Data, Attendance data and STAAR

Strategy 1 Details	Reviews			
Strategy 1: PBIS Rewards will be used as a incentive to improve the daily and annual attendance percentage.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on campus and district attendance goals, the scholars will meet the attendance expectations quarterly.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: All administrators, Attendance Clerk, SIMS Clerk, and Campus Registrar **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Rewards - 199 General Fund - $5,000	25%			

Strategy 2 Details	Reviews			
Strategy 2: Campus leadership team will attend the TABSE 39th Annual State Conference	**Formative**			**Summative**
Strategy's Expected Result/Impact: Leadership development	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administrators **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 **Funding Sources:** Registration - 211 Title I, Part A - $1,000	N/A			

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

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: The school has few business partners.   **Root Cause**: A plan has not been created and executed to develop partnerships with businesses in the area.
School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.

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.

HB3 Goal

Evaluation Data Sources: Campus Formative Assessment, MAP Data, Benchmark Data, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: The four Springway PLC's (Learning, planning, practice, and data driven planning) will be used in the instructional planning cycle to ensure teachers are aware of student strengths/weaknesses and know what to reteach and/or accelerate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessment, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** All Administrators, Math and Literacy coaches, Student Support Specialist, and Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	25%			

Strategy 2 Details	Reviews			
Strategy 2: Targeted students will be provided interventions during school, tutorial before and after school, and scheduled Saturday tutorials.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Based on campus and district assessment, scholars will meet grade level expectations quarterly. **Staff Responsible for Monitoring:** All administrators, Math and Literacy coaches, and all teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	30%			

Strategy 3 Details	Reviews			
Strategy 3: Campus administrative team attend the TASSP Summer Conference to enhance instructional skills and stategies.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Instructional leadership to impact student achievement. **Staff Responsible for Monitoring:** Principal and campus adminstrators **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 Title I, Part A - $2,000	35%			

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

Performance Objective 1 Problem Statements:

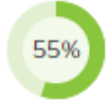| Student Learning |
|---|
| **Problem Statement 1**: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students. |

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: Weekly, nine weeks, and annual discipline reports

Strategy 1 Details	Reviews			
Strategy 1: PBIS rewards will be used as a incentive to increase positive behavior.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Based on the campus and district goals, the discipline referrals will meet the quarterly expectations. **Staff Responsible for Monitoring:** Administrators, discipline committee, and all teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Oct**	**Jan**	**Mar**	**June**
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
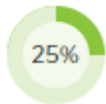
Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a large percentage of first year Emergent Bilingual students   **Root Cause**: Teachers are not ESL certified and need professional development to support Emergent Bilingual students.

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 XX% rate .

   Evaluation Data Sources: Parent surveys and Volunteer hours

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive parent engagement road map.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Include parents in identifying parent needs and school needs to establish how and when parents can be involved.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: All administrators, teachers, and the campus parent liaison and PTO/A. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Perceptions 1	25%			

Strategy 2 Details	Reviews			
Strategy 2: Parent Empowerment week including scholar led conferences allowing parent and students to discuss academic and behavioral goals for the school year.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: To strengthen parent communication and engagement **Staff Responsible for Monitoring:** All administrators and teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Perceptions 1	25%			

Strategy 3 Details	Reviews			
Strategy 3: Annual subscription of Parent Institute and Woodburn Press monthly parent newsletters	**Formative**			**Summative**
Strategy's Expected Result/Impact: To strengthen parent communication and engagement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, and teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Perceptions 1 **Funding Sources:** Parent Engagement - 211 Title I, Part A - $250	55%			

Strategy 4 Details	Reviews			
Strategy 4: 21st Century Connection: 21st century teams will collect stakeholder feedback through discussions and survey results, collected from parents, diverse community members, business owners, community non-profits, and the external evaluator to gauge parent needs and effectiveness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected Result/Impact In the last week of December 2022 and April 2023, we will send a survey asking for feedback about our monthly parent sessions, parent check-ins, and decision-making processes. For auditing and tracking purposes, event sign-in sheets will be collected at the end of each event. Our goal is to have 80% or higher of parents acknowledging that their needs were met. **Staff Responsible for Monitoring:** Principal and 21st CCLC Site Coordinator **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Perceptions 1	25%			

Strategy 5 Details	Reviews			
Strategy 5: Water and snacks for student meetings and assessment sessions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To improve student academic outcomes and engagement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and teachers **Title I:** 2.4, 2.5, 2.6, 4.1 - **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 **Problem Statements:** Perceptions 1 **Funding Sources:** Water and snacks - 211 Title I, Part A - $2,200	40%			
0% No Progress	100% Accomplished		Continue/Modify	Discontinue
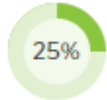
Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The campus has a limited number of volunteers and low parental participation at events.   **Root Cause**: There is a language barrier with parents who are new to the country.

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.

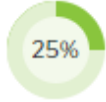**Evaluation Data Sources:** Sign in sheets
School discipline data reports

Strategy 1 Details	Reviews			
Strategy 1: Morning Restorative Circles will be implemented daily to develop relationships, build community, and respond to conflict and problems that arise	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Classroom behavior improvement, reduction in discipline referrals, increase ability to manage stress and depression, and better awareness about self **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 1	25%			

Strategy 2 Details	Reviews			
Strategy 2: Student led class bonding celebrations at the end of each nine weeks grading period. (potluck, karaoke party, and escape room challenge)	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Classroom behavior improve, reduction in discipline referrals, increase ability to manage stress and depression, and better awareness about self **Staff Responsible for Monitoring:** Administrators and teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1	35%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The school has few business partners.   **Root Cause**: A plan has not been created and executed to develop partnerships with businesses in the area.
School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.

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: Host after school homework help at the apartment complex next to the campus with the partnership of the management office.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: We hope to build partnerships between the apartment management and the campus to increase student academic offerings for all students. **Problem Statements:** School Processes & Programs 1	25%			

Strategy 2 Details	Reviews			
Strategy 2: The school will conduct a semester community walk to visit the home of scholars struggling with academics and attendance.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will increase their attendance and academic performance. **Staff Responsible for Monitoring:** Administrators, counselors, attendance clerk and teachers. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.
Perceptions
Problem Statement 1: The campus has a limited number of volunteers and low parental participation at events.   **Root Cause**: There is a language barrier with parents who are new to the country.

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

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Strategy 1 Details	Reviews			
Strategy 1: The campus administrative team will conduct instructional walks once a month to calibrate T-TESS instructional expectations.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved instructional delivery and student achievement. **Staff Responsible for Monitoring:** Campus administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support. **Root Cause**: The limited pool of certified teachers.

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 and meet district expectations with the Teacher Evaluation and Support System.

High Priority

Evaluation Data Sources: Summative Evaluation

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will conduct two weekly walkthroughs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1	30%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Some newly hired teachers are not certified and will need a lot of support.   **Root Cause**: The limited pool of certified teachers.

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

Title I Personnel

Name	Position	Program	FTE
Alexandra Bracht	Teacher	MAth	1