

**Spring Independent School District**  
**Dueitt Middle School**  
**2023-2024 Improvement Plan**



# Mission Statement

Dueitt Middle School prepares students to excel holistically and transition into respectful, responsible citizens, who are life-long learners.

## Vision

Spring Independent School District will be a district of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

## Core Beliefs

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

## Demographics

### Demographics Summary

Dueitt Middle School is a sixth through eighth grade Title I campus built in 1973 in Spring ISD located in Spring, Texas. Dueitt Middle School is named after O. B. Dueitt, the descendant of a family that first settled in Spring around 1876. Dueitt's five children went to Spring schools, and he served as a Spring ISD Trustee from 1943-1965. All four of his daughters taught in the Spring schools, and his son's wife also taught in the district. 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 campuses, and 5 high 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.

Dueitt Middle School ended the 2022-2024 school year with 783 scholars. The demographics of the campus was approximately 47% African-American, 49% Hispanic, 3% White, and 1% Asian and Pacific Islander and 2% More than one race, which included students in both neighborhood community and multi-dwelling residences. Through the lens of student populations, our campus consisted of 197 English Learners, 113 Special Education, 89% Economically Disadvantaged, 41% At-Risk, and 6% Gifted and Talented. We ended the school year with a cumulative attendance rate of *90% compared to 91 %* the prior year. The number of reported discipline infractions that resulted in exclusionary consequences decreased for the RDA Group of African American Males by 80%.

### Demographics Strengths

Dueitt Middle School is an ethnically diverse campus for students and teachers. The surrounding neighborhoods include single-family dwellings, as well as multi-family dwellings. There is not significant dis-proportionality between male and female students, as 48% of the students are female, while 52% are male. Teachers have a diverse culture and are willing to embrace change. Parents embrace the need for a standardized dress code. Teachers are willing to stay for our scholars after-school for tutorials. There is representation of student culture/demographics is represented in the Instructional Leadership Team. Students who are identified as White outperform Non-Whit Students in Reading by 12%. Third year-Monitoring students out perform all students groups in Reading by a minimum of 10%. White and Asian students outperform all other student groups by a minimum of 8% in Math STAAR.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

**Problem Statement 2 (Prioritized):** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors

escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

# Student Learning

## Student Learning Summary

Based on the 2023 STAAR Test Data, the results indicate:

6th Grade				
Subject	Percent Score	Approaches	Meets	Masters
MATH	42%	42%	10%	1%
READING	42	59	30	5

7th Grade				
Subject	Percent Score	Approaches	Meets	Masters
MATH	34.46%	38	11	1
READING	47	62	29	7

8th Grade				
Subject	Percent Score	Approaches	Meets	Masters
MATH	37	49	13%	1
READING	45	68	34	12
SCIENCE	49.63%	62	29	6
SOCIAL STUDIES	39	37	12	3

Algebra 1

	Approaches	Meets	Masters
EOC	100%	87	37

# TELPAS Data

TELPAS Composite Rating					Listening Proficiency Rating				
No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High
0%	0%	33.33%	51.39%	15.28%	0%	0%	16.67%	33.33%	50%
0%	0%	33.33%	52.17%	14.49%	0%	0%	15.94%	34.78%	49.28%
0%	0%	0%	100%	0%	0%	0%	0%	100%	0%
0%	0%	0%	50%	50%	0%	0%	0%	50%	50%
0%	0%	0%	0%	100%	0%	0%	0%	0%	100%
0%	0%	34.33%	52.24%	13.43%	0%	0%	16.42%	32.84%	50.75%
-	-	-	-	-	-	-	-	-	-
0%	0%	100%	0%	0%	0%	0%	100%	0%	0%
0%	0%	33.33%	51.39%	15.28%	0%	0%	16.67%	33.33%	50%
0%	0%	60%	40%	0%	0%	0%	40%	60%	0%

Speaking Proficiency Rating					Writing Proficiency Rating					Reading Proficiency Rating				
No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High
0%	15.28%	45.83%	37.50%	1.39%	0%	8.33%	47.22%	34.72%	9.72%	0%	1.39%	27.78%	34.72%	36.11%
0%	15.94%	46.38%	36.23%	1.45%	0%	7.25%	47.83%	36.23%	8.70%	0%	1.45%	27.54%	34.78%	36.23%
0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%	0%
0%	0%	0%	100%	0%	0%	0%	50%	0%	50%	0%	0%	0%	50%	50%

Speaking Proficiency Rating					Writing Proficiency Rating					Reading Proficiency Rating				
0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
0%	16.42%	46.27%	35.82%	1.49%	0%	8.96%	46.27%	35.82%	8.96%	0%	1.49%	28.36%	34.33%	35.82%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%
0%	15.28%	45.83%	37.50%	1.39%	0%	8.33%	47.22%	34.72%	9.72%	0%	1.39%	27.78%	34.72%	36.11%
0%	20%	40%	40%	0%	0%	0%	100%	0%	0%	0%	0%	60%	40%	0%

### Student Learning Strengths

6-8th Grade Read STAAR scores increased at the Approaches Level.

6th Grade Reading STAAR Scores increased at the Approaches and Meets Level by 5% and 6%.

7th Grade Math increased by 5% at the Approaches Level and Meets Level.

8th Grade Science STAAR scores increased by 7% at the Approaches Level and 6% at the Meets Level

All Algebra I EOC students Approached on STAAR EOC and 88% scored at the Meets Level.

8th Grade Social Studies scores increased by 16% at the Approaches Level and 7% at the Meets Level and 2% at the Masters Level

60% of students scored at the intermediate or higher level on TELPAS

Special Education students' scores increased in all subject areas except Reading STAAR

Intermediate Emergent Bilingual Students outperformed all other student groups in all subject areas.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.



**Problem Statement 2 (Prioritized):** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support students.

**Problem Statement 3 (Prioritized):** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

**Problem Statement 4 (Prioritized):** There is a gap between student performance on 8th grade social studies STAAR that are serviced as emergent bilingual students and their performance on 8th grade Science STAAR resulting in less 40% less emergent bilingual students scoring at the approaches level on science then social studies. **Root Cause:** Students are not explicitly taught science vocabulary with non linguistic representations or SIOP strategies so that they can access the curriculum.

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Assessment, and Instruction focus at Dueitt Middle School is guided by the district's TEKS-based scope and sequence which is housed in Eduphoria. During the school year, core content teachers met weekly in Professional Learning Communities (PLCs) facilitated by the instructional leadership team (Campus leadership, Literacy Coach, and Math Coach).

As expected by the district, the campus administered universal screeners at the BOY, MOY, and EOY to identify and progress monitor students for Response to Intervention (RtI) supports. For reading and math, we used Measures of Academic Progress, or MAP, for all students in grades sixth through eighth.

As a means to recruit qualified teachers, we participate in all district job fairs, as well as, job fairs hosted by the regional service center and universities. Our teachers are provided different levels of support; for example, instructional support from instructional coaches, development specialists, and administration, classroom management support from behavior specialists and administration, and social emotional support through an open door policy.

In addition to these targeted tutorials for students whose gaps are wide enough will have high dosage tutoring. A more aligned and clear instructional calendar, curriculum, and resources will be implemented. Strategic utilization of our Specialists and Interventionists will clearly defined to effectively support teachers and close the achievement gaps for students.

Thirdly, to ensure that we follow all HB4545 guidelines, we have made changes in our master schedule to offer acceleration opportunities for scholars for 45 minutes per day or 225 minutes per week. Teachers also have an extensive PLC plan where they At-Bat lessons twice per week, along with intellectually planning and unpacking their lessons with annotations and the final student product. Teachers have an uninterrupted 45 minute planning at the start of each day. All teachers are receiving weekly communication and reminders of professional learning that is available by the district's curriculum department.

Last but not least, we have increased our number of staff on duty to increase safety and security measures in school.

Finally, teachers offer a variety of after-school clubs, which include theatre, band, choir, robotics, and this year we are leaning towards student empowerment clubs.

## School Processes & Programs Strengths

We have willing teachers and staff who are ready to support our students along with a proper and systematic plan. ELA PLC is high functioning and receives coaching and support from an Associate Principal and Instructional Specialist. Performing and Visual Arts is growing and historically has been high performing. The science department has retained 95% of staff and has a high functioning PLC.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 2 (Prioritized):** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual

combat/fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

**Problem Statement 3 (Prioritized):** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

**Problem Statement 4 (Prioritized):** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support students.

# Perceptions

## Perceptions Summary

There is a disconnect between parents and students perception of the overall quality of the school and that of the staff. Following is the breakdown of the dimensions of the School Quality Survey with percentages of Students, Staff, and Parents who Agree or Strongly Agree.

### Academic Support

Under the Dimension of Academic Support, only 55% of parents Agree or Strongly agree with the statement "This school has high learning standards for all students." 57% of parents Agree or Strongly agree with the statement "Teachers set high expectations for students" and "Students are challenged by their schoolwork." 59% of parents Agree or Strongly Agree that "This school's learning standards and expectations are clearly explained to students." 43% of parents Agree or Strongly Agree with the statement " Teachers give timely and helpful feedback about student work." Finally, 39% of parents who took the survey Agree or Strongly Agree that "Teachers successfully show students how lessons relate to life outside of school."

Students who responded to the survey indicated that only 52% of students Agree or Strongly agree with the statement "This school has high learning standards for all students." 67% of students Agree or Strongly agree with the statement "Teachers set high expectations for students." 60% of students Agree or Strongly Agree that "Students are challenged by their schoolwork." 54% of students Agree or Strongly Agree that "This school's learning standards and expectations are clearly explained to students." 41% of students Agree or Strongly Agree with the statement " Teachers give timely and helpful feedback about student work." Finally, 40% of students who took the survey Agree or Strongly Agree that "Teachers successfully show students how lessons relate to life outside of school."

Staff who responded to the survey indicate that 75% of staff Agree or Strongly disagree with the statement "This school has high learning standards for all students." 75% of staff Agree or Strongly agree with the statement "Teachers set high expectations for students." 65% of students Agree or Strongly Agree that "Students are challenged by their schoolwork." 72% of staff Agree or Strongly Agree that "This school's learning standards and expectations are clearly explained to students." 70% of staff Agree or Strongly Agree with the statement " Teachers give timely and helpful feedback about student work." Finally, 65% of staff who took the survey Agree or Strongly Agree that "Teachers successfully show students how lessons relate to life outside of school."

Students feel that teachers do not set high standards. According to 2020-2021 family survey, 56% of parents felt like the admin team communicated the mission and vision of the campus, and 34% felt that school admin made the best decisions for the school.

There is a disproportion in student achievement between African American and Hispanic student groups. According to 2021 STAAR results for social studies, 16% of H students achieved Meets vs. 6% AA students; in science, 23% H students achieved meets compared to 14% of AA students; in reading 35% of 8th grade H students achieved meets compared to 18% AA students; and 17% of H vs. 0% AA students.

### Student Support

Under the Dimension of Student Support, 61% of parents who took the survey Agree or Strongly Agree with "There is a teacher, counselor or other staff member to whom a student can go for help with a school problem." 56% of parents Agree or Strongly Agree that "There is a teacher, counselor, or other staff member to whom students can go for help with a personal problem." 60% of parents Agree or Strongly Agree "Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities." 61% of parents responding to the survey Agree or Strongly Agree that "This school offers students a variety of activities and courses." Finally, 50% of parents Agree or Strongly Agree that "Students receive the support they need for academic and career planning."

72% of students who took the survey Agree or Strongly Agree with "There is a teacher, counselor or other staff member to whom a student can go for help with a school problem." 57% of students Agree or Strongly Agree that "There is a teacher, counselor, or other staff member to whom students can go for help with a personal problem." 41% of students Agree or Strongly Agree "Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities." 50% of students responding to the survey Agree or Strongly Agree that "This school offers students a variety of activities and courses." Finally, 47% of students Agree or Strongly Agree that "Students receive the

support they need for academic and career planning."

93% of staff who took the survey Agree or Strongly Agree with "There is a teacher, counselor or other staff member to whom a student can go for help with a school problem." 90% of staff Agree or Strongly Agree that "There is a teacher, counselor, or other staff member to whom students can go for help with a personal problem." 77% of staff Agree or Strongly Agree "Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities." 78% of staff responding to the survey Agree or Strongly Agree that "This school offers students a variety of activities and courses." Finally, 72% of staff Agree or Strongly Agree that "Students receive the support they need for academic and career planning."

Students feel that teachers do not set high standards. According to 2020-2021 family survey, 56% of parents felt like the admin team communicated the mission and vision of the campus, and 34% felt that school admin made the best decisions for the school.

### **School Leadership**

Under the Dimension of School Leadership, 53% of parents who took the survey Agree or Strongly Agree that "School-based administrators (principals and assistant principals) make decisions that are in the best interests of students." 56% of parents Agree or Strongly Agree that "School-based administrators (principals and assistant principals) clearly communicate the school mission and vision." Only 50% of parents Agree or Strongly Agree that "School-based administrators are available when I have a concern." 57% of parents Agree or Strongly Agree that school-based administrators are courteous when I have a concern." Finally, 49% of parents Agree or Strongly that school-based administrators are responsive when I have a concern."

Only 34% of students who took the survey Agree or Strongly Agree that "School-based administrators (principals and assistant principals) make decisions that are in the best interests of students." 41% of students Agree or Strongly Agree that "School-based administrators (principals and assistant principals) clearly communicate the school mission and vision." Only 39% of students Agree or Strongly Agree that "School-based administrators are available when I have a concern." 39% of students Agree or Strongly Agree that school-based administrators are courteous when I have a concern." Finally, 43% of parents Agree or Strongly that school-based administrators are responsive when I have a concern."

69% of staff who took the survey Agree or Strongly Agree that "School-based administrators (principals and assistant principals) make decisions that are in the best interests of students." 61% of staff Agree or Strongly Agree that "School-based administrators (principals and assistant principals) clearly communicate the school mission and vision." 67% of staff Agree or Strongly Agree that "School-based administrators are available when I have a concern." 79% of students Agree or Strongly Agree that school-based administrators are courteous when I have a concern." Finally, 71% of parents Agree or Strongly that school-based administrators are responsive when I have a concern."

### **Family Involvement**

Under the Dimension of Family Involvement, 54% of parents who took the survey Agree or Strongly Agree that "Families are informed about school-sponsored activities, such as tutoring, after-school programs, and students performances." 72% Agree or Strongly agree that "Families are encouraged to attend school-sponsored activities, such as Back-to-School Night." 44% responded with Agree or Strongly Agree that "This school encourages families to volunteer." In response to the statement "Staff members and families treat each other with respect, only 58% of parents Agree or Strongly Agree. Also, only 40% parents Agree or Strongly Agree that "This school respects and values input provided by families." Finally, 36% of parents Agree or Strongly Agree that "This school uses family input to improve instruction."

64% of students who took the survey Agree or Strongly Agree that "Families are informed about school-sponsored activities, such as tutoring, after-school programs, and students performances." 52% Agree or Strongly agree that "Families are encouraged to attend school-sponsored activities, such as Back-to-School Night." 45% responded with Agree or Strongly Agree that "This school encourages families to volunteer." In response to the statement "Staff members and families treat each other with respect, only 56% of students Agree or Strongly Agree. Also, only 44% students Agree or Strongly Agree that "This school respects and values input provided by families." Finally, 38% of students Agree or Strongly Agree that "This school uses family input to improve instruction."

78% of staff who took the survey Agree or Strongly Agree that "Families are informed about school-sponsored activities, such as tutoring, after-school programs, and students performances." 88% Agree or Strongly agree that "Families are encouraged to attend school-sponsored activities, such as Back-to-School Night." 64% responded with Agree or

Strongly Agree that "This school encourages families to volunteer." In response to the statement "Staff members and families treat each other with respect, 74% of staff Agree or Strongly Agree. Also, 78% staff Agree or Strongly Agree that "This school respects and values input provided by families." Finally, 47% of staff Agree or Strongly Agree that "This school uses family input to improve instruction."

Students and staff do not feel engaged and valued on campus for events, instruction, and decision-making. In 2020-2021, only 44% of students and staff felt engaged, according to the School Quality survey.

### **Safety and Behavior**

Under the Dimension of Safety and Behavior, 58% of the parents who responded to the survey Agree or Strongly Agree that "All school staff members are aware of the safety and security procedures." Only 46% Agree or Strongly Agree that "All students are aware of the safety and security procedures." In addition, only 53% of parents Agree or Strongly Agree ""This school is safe." 40% of parents Agree or Strongly Agree that "Discipline is enforced fairly." 36% of parents Agree or Strongly Agree that "Staff members and students treat each other with respect" and 37% Agree or Strongly Agree that "Staff members are responsive when students report bullying." Finally, 50% of parents Agree or Strongly Agree that "Bullying is not tolerated."

64% of the students who responded to the survey Agree or Strongly Agree that "All school staff members are aware of the safety and security procedures." Only 54% Agree or Strongly Agree that "All students are aware of the safety and security procedures." In addition, only 32% of students Agree or Strongly Agree ""This school is safe." 34% of students Agree or Strongly Agree that "Discipline is enforced fairly." 30% of students Agree or Strongly Agree that "Staff members and students treat each other with respect" and 43% Agree or Strongly Agree that "Staff members are responsive when students report bullying." Finally, 62% of students Agree or Strongly Agree that "Bullying is not tolerated."

84% of the staff who responded to the survey Agree or Strongly Agree that "All school staff members are aware of the safety and security procedures." 70% Agree or Strongly Agree that "All students are aware of the safety and security procedures." In addition, only 62% of staff Agree or Strongly Agree ""This school is safe." 37% of staff Agree or Strongly Agree that "Discipline is enforced fairly." 40% of staff Agree or Strongly Agree that "Staff members and students treat each other with respect" and 75% Agree or Strongly Agree that "Staff members are responsive when students report bullying." Finally, 74% of staff Agree or Strongly Agree that "Bullying is not tolerated."

### **Perceptions Strengths**

Students feel that they can go to a staff member for help and that they are treated fairly regardless of their race.

Almost 70% of staff feel that the school has high learning standards and that scholars are challenged by their school work.

Over 80% of staff know that they can come to administrators if they have a concern and that decisions made are in the best interest of students.

Based on summer collaborations:

Teachers are excited about the changes and support that administrators will provide.

Staff have provided positive input and are building a sense of trust that campus administrators support them.

The outcome of this survey aligns to the district's core value of treating everyone with dignity and respect.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

**Problem Statement 2 (Prioritized):** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

**Problem Statement 3 (Prioritized):** We must increase the percentage of students enrolled in Grades 6-8 who participate in the 2024 Spring STAAR Reading assessment and achieve at the Approaches and Meets performance levels by 7% from the 2023 Spring STAAR Reading assessment. **Root Cause:** Difficulty with decoding. Some students may have difficulty decoding words, which can make it difficult for them to read and understand texts. Limited vocabulary. Lack of Comprehension Skills.

# Priority Problem Statements

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR.

**Root Cause 1:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/fighting and defiance of authority

**Root Cause 2:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** There were missed opportunities to engage parents in the academics of the students to improve student achievement

**Root Cause 3:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

**Problem Statement 3 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 4:** There is a gap between student performance on 8th grade social studies STAAR that are serviced as emergent bilingual students and their performance on 8th grade Science STAAR resulting in less 40% less emergent bilingual students scoring at the approaches level on science then social studies.

**Root Cause 4:** Students are not explicitly taught science vocabulary with non linguistic representations or SIOP strategies so that they can access the curriculum.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars.

**Root Cause 5:** Teachers lack capacity and development to analyze and respond to data to support students.

**Problem Statement 5 Areas:** Student Learning - School Processes & Programs

**Problem Statement 6:** We must increase the percentage of students enrolled in Grades 6-8 who participate in the 2024 Spring STAAR Reading assessment and achieve at the Approaches and Meets performance levels by 7% from the 2023 Spring STAAR Reading assessment.

**Root Cause 6:** Difficulty with decoding. Some students may have difficulty decoding words, which can make it difficult for them to read and understand texts. Limited vocabulary. Lack of Comprehension Skills.

**Problem Statement 6 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

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

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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

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

# 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	64%	to	71%
Meets	32%	to	40%
Masters	9%	to	16%

**High Priority**

**Evaluation Data Sources:** STAAR Reading 6-8

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Focused PLC internalization and intellectual preparedness aligned to the SpringWay and Amplify Reading with a prioritization on learning objectives and student learning outcomes evident in Tier I instruction. <b>Strategy's Expected Result/Impact:</b> Effective tier I instruction aligned to the student learning outcomes. <b>Staff Responsible for Monitoring:</b> Principal, ELA MCL, Associate Principal, Instructional Specialist  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will identify and pull data-driven small groups to provide targeted instruction weekly. <b>Strategy's Expected Result/Impact:</b> Students will make academic progress according to their individual learning goals and prioritized areas of need/focus. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, ELA MCL, Instructional Specialist  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4 <b>Funding Sources:</b> General Supplies-Title I - 211 Title I, Part A - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Design and implement a master schedule that increases learning time for students in all STAAR tested areas and provide teachers daily conference and professional learning community time to improve tier I instruction. <b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes in all STAAR tested subject areas and increased teacher effectiveness with reduced teacher burnout. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 4 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> After-school tutorials to provide targeted instructional support for students. <b>Strategy's Expected Result/Impact:</b> Increased student mastery of content and priority TEKS evidenced by increased student achievement on CFA,DFA, and STAAR <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, ILT  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1, 4 <b>Funding Sources:</b> Instructional Supplies - 199 State SCE - State Compensatory Education (PIC - 6339 - \$8,000, Extra Duty Pay - 199 State SCE - State Compensatory Education (PIC - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials. <b>Problem Statement 2:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students. <b>Problem Statement 4:</b> There is a gap between student performance on 8th grade social studies STAAR that are serviced as emergent bilingual students and their performance on 8th grade Science STAAR resulting in less 40% less emergent bilingual students scoring at the approaches level on science then social studies. <b>Root Cause:</b> Students are not explicitly taught science vocabulary with non linguistic representations or SIOP strategies so that they can access the curriculum.
School Processes & Programs
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials. <b>Problem Statement 4:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support 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	45%	to 52%
Meets	11%	to 18%
Masters	1%	to 2%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will identify and pull data-driven small group instruction occurs weekly. <b>Strategy's Expected Result/Impact:</b> Students will make academic progress according to their individual learning goals and prioritized areas of need/focus. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, ELA MCL, Instructional Specialist  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Professional Learning Communities will focus on structured internalization and backwards planning using Carnegie Learning HQIM. <b>Strategy's Expected Result/Impact:</b> Aligned tier I instruction to the concepts and skills identified in the TEKS resulting in increased student mastery of the content. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math MCL  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
		<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials. <b>Problem Statement 2:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students.
School Processes & Programs
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials. <b>Problem Statement 4:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support 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	62%	to 69%
Meets	29%	to 36%
Masters	6%	to 14%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Science Professional Learning Communities will focus on effective planning around vocabulary acquisition (cognates) and scaffolded instruction.  <b>Strategy's Expected Result/Impact:</b> Effective tier I instruction and increased student outcomes for all students with a focus on emergent bilingual students. <b>Staff Responsible for Monitoring:</b> Principal. Assistant Principal, Science MCL  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 4 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data Driven-Action Planning that is focused on addressing student misconceptions to provide targeted small group instruction. <b>Strategy's Expected Result/Impact:</b> Student learning outcomes will increased to closing of learning gaps. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Science MCL  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Targeted checking for understanding with peer to peer discourse to conceptualize the learning target. <b>Strategy's Expected Result/Impact:</b> Students will master science content and be able to apply it. <b>Staff Responsible for Monitoring:</b> Principal, Science MCL, Associate principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students.
<b>Problem Statement 4:</b> There is a gap between student performance on 8th grade social studies STAAR that are serviced as emergent bilingual students and their performance on 8th grade Science STAAR resulting in less 40% less emergent bilingual students scoring at the approaches level on science then social studies. <b>Root Cause:</b> Students are not explicitly taught science vocabulary with non linguistic representations or SIOP strategies so that they can access the curriculum.

### School Processes & Programs

**Problem Statement 4:** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support students.

### Perceptions

**Problem Statement 3:** We must increase the percentage of students enrolled in Grades 6-8 who participate in the 2024 Spring STAAR Reading assessment and achieve at the Approaches and Meets performance levels by 7% from the 2023 Spring STAAR Reading assessment. **Root Cause:** Difficulty with decoding. Some students may have difficulty decoding words, which can make it difficult for them to read and understand texts. Limited vocabulary. Lack of Comprehension Skills.

**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	38%	to 43%
Meets	12%	to 17%
Masters	4%	to 5%

**Evaluation Data Sources:** STAAR 2024

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement effective planning protocols through PLC aligned to Active Classroom and Spring Way Systems and Routines. <b>Strategy's Expected Result/Impact:</b> Improved Tier I initial instruction <b>Staff Responsible for Monitoring:</b> Principal, Social Studies Department Chair  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 4 - School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement effective vocabulary strategies aligned to SIOP to increase vocabulary acquisition for students with a specific focus on Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> Students will have increased performance on assessments and exit tickets as a result of understanding concepts in social studies <b>Staff Responsible for Monitoring:</b> Principal, Social Studies Department Chair, Instructional Specialist  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Professional Learning Communities will focus on the four types of PLC ( Planning, DDAP, Learning, Practice). <b>Strategy's Expected Result/Impact:</b> Effective Tier I instruction resulting in increased student learning outcomes.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> There will be a implementation of a effective coaching cycle based on tiered support for social studies teachers. <b>Strategy's Expected Result/Impact:</b> Teachers will improve their instruction through implementation of effective feedback.  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Design and implement a master schedule that increases learning time for students in all STAAR tested areas and provide teachers daily conference and professional learning community time to improve tier I instruction. <b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes in all STAAR tested subject areas and increased teacher effectiveness with reduced teacher burnout. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 4 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

#### Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials. <b>Problem Statement 2:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students. <b>Problem Statement 4:</b> There is a gap between student performance on 8th grade social studies STAAR that are serviced as emergent bilingual students and their performance on 8th grade Science STAAR resulting in less 40% less emergent bilingual students scoring at the approaches level on science then social studies. <b>Root Cause:</b> Students are not explicitly taught science vocabulary with non linguistic representations or SIOP strategies so that they can access the curriculum.
School Processes & Programs
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials. <b>Problem Statement 4:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students.
Perceptions
<b>Problem Statement 3:</b> We must increase the percentage of students enrolled in Grades 6-8 who participate in the 2024 Spring STAAR Reading assessment and achieve at the Approaches and Meets performance levels by 7% from the 2023 Spring STAAR Reading assessment. <b>Root Cause:</b> Difficulty with decoding. Some students may have difficulty decoding words, which can make it difficult for them to read and understand texts. Limited vocabulary. Lack of Comprehension Skills.

**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: 38%

**Evaluation Data Sources:** MAP Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> During the assigned campus tutorial periods (Eagle Time) all teachers will ensure that students are developing their reading comprehension skills through the use of Apex Learning program. <b>Strategy's Expected Result/Impact:</b> Increased student growth on EOY MAP as a predictor for STAAR 2024 results. <b>Staff Responsible for Monitoring:</b> Principal, SSS, Associate Principal, ELA MCL  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Performance Objective 5 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students.
School Processes & Programs
<b>Problem Statement 4:</b> The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. <b>Root Cause:</b> Teachers lack capacity and development to analyze and respond to data to support students.

**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: 37%

**Evaluation Data Sources:** MAP

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All students will participate in Self-Monitoring Comprehension practices bi-weekly (Thursday) by completing an exit ticket that will demonstrate their understanding of the strategies they are working on in CL-MathStream. Exit tickets will be supplied offer students to 1. Reflect on their own personal experiences about the math concept 2. Answering questions about whether they performed mental math or showed their work on paper <b>Strategy's Expected Result/Impact:</b> Students will show intended growth by EOY MAP. <b>Staff Responsible for Monitoring:</b> Principal, SSS, Associate Principal, Assistant Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority <b>Root Cause:</b> There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

### Student Learning

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 3:** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

### School Processes & Programs

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 2:** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

### Perceptions

**Problem Statement 2:** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.







**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: 90.5%

**Evaluation Data Sources:** DecisionEd

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily ADA calls will occur by each grade level office ( AP, Secretary, and Counselor) to encourage students to come to class and reconcile any excused absences. <b>Strategy's Expected Result/Impact:</b> Accurate and increased ADA percentage. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance Incentives for students with improved and perfect attendance weekly. <b>Strategy's Expected Result/Impact:</b> Increased positive perception of school attendance and increased ADA. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attendance interventions such as attendance contracts, trackers, home visits to students with chronic absenteeism. <b>Strategy's Expected Result/Impact:</b> Increase daily ADA to 97% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Attendance Clerk  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 7 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.
School Processes & Programs
<b>Problem Statement 3:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.
Perceptions
<b>Problem Statement 1:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will use MAP and STAAR scores, and regular data analysis of test and exit tickets to identify specific areas where there is an achievement gap to strategically guide small group instruction at a minimum of 2 days a week during independent working time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes as a result of accelerating learning through targeted just in time interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, SSS</p> <p><b>Title I:</b> 2.4, 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 4</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Focus on vocabulary development by explicitly teaching vocabulary in the lessons using unit based word walls, peer discussions after reading a literary text that includes discussing vocabulary that is discovered during independent reading assignments, and using technological resources to help make the learning engaging and reinforcing vocabulary taught with a strategic focus on Emergent Bilingual and Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of content vocabulary leading to deeper mastery of the curriculum standards.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership team</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 4 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Print Services - 263 Title III, LEP - \$3,000, General Supplies - 263 Title III, LEP - \$3,000, Printer, Copier - 263 Title III, LEP - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fostering a collaborative peer learning environment to enhance students reading skills and comprehension by structuring their discussions to guide students as they communicate on a topic, in groups have a diverse group of students based on reading abilities and backgrounds, build an environment that teaches students how to give and receive constructive feedback from peers (sentence stems to guide the feedback, allow think- pair- shares in the classroom while students are holding the discussions about a literary test and teachers are moving around, group to group, facilitating the group discussions</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student mastery of content and concepts resulting in improved student learning outcomes on STAAR 2024</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 2:** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support students.

**Problem Statement 4:** There is a gap between student performance on 8th grade social studies STAAR that are serviced as emergent bilingual students and their performance on 8th grade Science STAAR resulting in less 40% less emergent bilingual students scoring at the approaches level on science then social studies. **Root Cause:** Students are not explicitly taught science vocabulary with non linguistic representations or SIOP strategies so that they can access the curriculum.

### School Processes & Programs

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.





**Problem Statement 4:** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support 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:** STAAR 2024

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use MAP and STAAR scores, and regular data analysis of test and exit tickets to identify specific areas where there is an achievement gap to strategically guide small group instruction at a minimum of 2 days a week during independent working time.  <b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes as a result of accelerating learning through targeted just in time interventions. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, SSS  <b>Title I:</b> 2.4, 4.1 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1, 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Focus on vocabulary development by explicitly teaching vocabulary in the lessons using unit based word walls, peer discussions after reading a literary text that includes discussing vocabulary that is discovered during independent reading assignments, and using technological resources to help make the learning engaging and reinforcing vocabulary taught with a strategic focus on Emergent Bilingual and Special Education students. <b>Strategy's Expected Result/Impact:</b> Increased mastery of content vocabulary leading to deeper mastery of the curriculum standards. <b>Staff Responsible for Monitoring:</b> Instructional Leadership team  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Fostering a collaborative peer learning environment to enhance students reading skills and comprehension by structuring their discussions to guide students as they communicate on a topic, in groups have a diverse group of students based on reading abilities and backgrounds, build an environment that teaches students how to give and receive constructive feedback from peers (sentence stems to guide the feedback, allow think- pair- shares in the classroom while students are holding the discussions about a literary test and teachers are moving around, group to group, facilitating the group discussions <b>Strategy's Expected Result/Impact:</b> Increased student mastery of content and concepts resulting in improved student learning outcomes on STAAR 2024 <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Department Chairs  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 2:** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support students.

### School Processes & Programs

**Problem Statement 1:** There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. **Root Cause:** Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.

**Problem Statement 4:** The use of formal and informal student data to drive student intervention through small group instruction was not consistently used to provide just in time support for scholars. **Root Cause:** Teachers lack capacity and development to analyze and respond to data to support 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 15% rate .

**Evaluation Data Sources:** Panorama Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase Community Engagement which Positively Impacts Campus Culture and Climate</p> <p>1. Create a welcoming and inclusive environment for all families and community members. This means providing opportunities for families and community members to participate in school activities and events, and to share their input and feedback with school staff. It also means creating a school culture that is respectful of all cultures, languages, and backgrounds.</p> <p>2. Provide families and community members with opportunities to support student learning. This can be done through volunteer opportunities, tutoring programs, and workshops on educational topics. It is also important to provide families and community members with information about how they can support their children's learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> By following these strategies, middle schools can create a welcoming and inclusive environment for all families and community members, and can provide them with opportunities to support student learning. This will help to meet the needs of all stakeholders, including students, families, community members, and school staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Support Staff</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Establish a communication system which effectively and frequently communicates with families, the community and various stakeholders. <b>Strategy's Expected Result/Impact:</b> Implementing the use of strong communication strategies will be an essential component of improving family engagement. Positive communication will be a powerful tool to inform, reassure, and engage families and lead to a desired result of 30% increase in family and community engagement. <b>Staff Responsible for Monitoring:</b> Campus Administration and Support Staff  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.
School Processes & Programs
<b>Problem Statement 3:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.
Perceptions
<b>Problem Statement 1:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the 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.

**Evaluation Data Sources:** 7mindsets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly on Wednesdays, teachers will teach 7 Mindsets SEL lessons provided by the district with continued implementation during SOAR Time with a planned calendar provided by the associate principal. The counseling department will model upcoming lessons at monthly faculty meetings. <b>Strategy's Expected Result/Impact:</b> School behavior will improve. Staff and students will be better able to manage stress and channel emotions, in order to build self-confidence and intrinsic motivation. <b>Staff Responsible for Monitoring:</b> Grade Level Principals and Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Student Support Specialist and Assistant Principals will support in the creation and implementation of the campus discipline system and utilize the PBIS reward system to promote positive behaviors, according to MTSS. <b>Strategy's Expected Result/Impact:</b> There will be a decrease in discipline infractions that result in exclusionary	Formative			Summative
	Oct	Jan	Mar	June

<p>discipline consequences such as OSS and ISS resulting in increased class time for initial Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> SSS, and Assistant Principals, Campus Behavior Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3 - School Processes &amp; Programs 2, 3 - Perceptions 1, 2</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> There were missed opportunities to engage parents in the academics of the students to improve student achievement <b>Root Cause:</b> There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.</p> <p><b>Problem Statement 2:</b> There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority <b>Root Cause:</b> There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.</p>
Student Learning
<p><b>Problem Statement 3:</b> There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority <b>Root Cause:</b> There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority <b>Root Cause:</b> There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.</p>

### School Processes & Programs

**Problem Statement 3:** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.





### Perceptions

**Problem Statement 1:** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

**Problem Statement 2:** There is a variation in the recorded disciplinary infractions between African American and Hispanic students. In 2022-2023 327 infractions were recorded. 65% were AA students compared to 35% H students. 41% were AA males and 80% of those males were SPED. There was 51% of discipline infractions were mutual combat/ fighting and defiance of authority **Root Cause:** There is limited consistent school-wide discipline interventions and restorative practices for staff to use before behaviors escalate. There is a disconnect between the staff and addressing disruptive behaviors through culturally responsive practices. School culture and responsiveness did not shift and adapt to fit the needs of the students served after reconfiguration in 2016.

**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, Realtor, 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			
<b>Strategy 1:</b> Identify and recruit students that are unenrolled, 98s(No shows), and zoned to Dueitt Middle School through calls, home visits, and mail outs. <b>Strategy's Expected Result/Impact:</b> Increased enrollment and daily attendance rate. <b>Staff Responsible for Monitoring:</b> Principal, Registrar  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Consistently highlight and publicize the achievement and growth at Dueitt Middle School to increase positive perception and overall rating of the campus. <b>Strategy's Expected Result/Impact:</b> Increased student enrollment and retention by 10% by snapshot date. <b>Staff Responsible for Monitoring:</b> Principal, Family Engagement Liaison, MTSS Team  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

### School Processes & Programs

**Problem Statement 3:** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

### Perceptions

**Problem Statement 1:** There were missed opportunities to engage parents in the academics of the students to improve student achievement **Root Cause:** There is no proper system or method to consistently communicate and inform the parents of opportunities to get involved in the school.

**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.

**Evaluation Data Sources:** Staff Professional Learning Portfolios and Professional Learning Campus Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> All staff will receive a hard copy of their learning passports from their appraiser and guided on when professional learning opportunities are available within the district. In an effort to ensure 100% of staff meet their passport expectations, all district trainings that align to the passport will be added onto the DMS calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers are expected to fulfill their learning passports, which align to TTESS Domain 4, Dimension 4.3.</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Dillard (Professional Learning Liaison) and appraisers will monitor appraisee progress rates with completing district professional learning expectations by using a Passport tracker.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.
School Processes & Programs
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.



**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.

**Evaluation Data Sources:** Teacher Trajectory Tracker biweekly with individual

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Appraisers will provide teachers with feedback based on informal and formal observation data. <b>Strategy's Expected Result/Impact:</b> 80% of staff will achieve Proficiency or higher on their T-TESS Summative Report. The impact of these results will lead to effective instructional practices which will cause an increase in student achievement and academic progress, on campus, district and state assessments. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Instructional Specialist, and Department Chairs  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.
School Processes & Programs
<b>Problem Statement 1:</b> There was 55% of our overall students who did not reach the Approaches in Math on the 2023 STAAR. <b>Root Cause:</b> Our teachers were not prepared or well - equipped to meet the demands of the learning needs of teaching to the level of STAAR 2.0 question types to our students utilizing new high quality instructional materials.