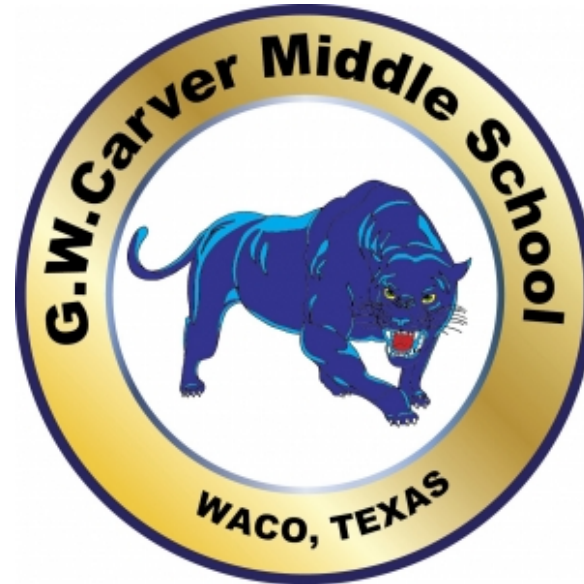


# Waco Independent School District

## G.W. Carver Middle School

### 2023-2024 Improvement Plan



# Mission Statement

## Mission Statement

The mission of GW Carver/Indian Spring Middle School is to provide a strong educational foundation that empowers all students to control that education.

## Vision

### Vision

The vision of GW Carver/Indian Spring Middle School is to grow students and staff to create a productive learning environment for all.

## Value Statement

### Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment at the beginning of the year was 355 . Currently, enrollment is 388. This is slightly different from last year as the beginning numbers were 401, and the school year ended with 434 students enrolled on the campus. Moreover, during the 2020-21 school year, beginning enrollment was 396, and the ending enrollment was 454.

Ethnicity, gender, and special programs counts have fluctuated over the past three years. Special Education and 504 numbers have increased by around 5% annually whereas the numbers for Gifted and Talented have decreased by approximately 30% over a 3 year period. ESL numbers have increased an average of 18% since 2018-19. The At-Risk and Economically Disadvantaged population has decreased by 5 to 10 percent. Over 50% of students coded at risk have been identified as a result of STAAR assessment results. The other half are flagged because of other indicators with the majority being retention eligibility.

Economically Disadvantaged population is the largest special or sub-population. Conversely, the gifted and talented population is underrepresented. Moreover, the trend would show that most students are remaining a part of special programs at Carver, and the dismissal of students from special programs is minimal.

For the 2022-2023 school year, Carver Middle School has 389 students, 47 faculty and staff which includes administrative, professional, teachers, support, and auxiliary staff. The teacher demographics are 13 female teachers and 11 male teachers; 15 White, 4 Hispanic, 5 African American and 1 unknown. The administrative, professional, and support demographics are as follows: There are 4 males and 11 females; 10 African American, 3 white, and 2 Hispanic. Carver is fortunate to have a good number of male teachers to support the male student population. However, the number of female teachers is still greater for the staff whereas among the student population the male numbers are higher than the female numbers.

Carver has behavior aides for each grade level, a Behavior Specialist, an At-Risk Interventionist, a Family Support Specialist, the BEAR Project, CIS, ACE, and Klaras to assist in maintaining an environment that is conducive to learning. We identified at-risk students at the beginning of the school year, and interventions were put into place to help these students become successful.

Of the 389 students, 42% are Hispanic/Latino, 50% are African American, 5% White, and 2 % two or more races. Carver has 96 students in ESL, 80 students in the Special Education Program, 48 students in the 504 program, and 10 students in the GT program. At Carver 91% of the students qualify as being 'at risk', and approximately 98% of the students are classified as economically disadvantaged.

### Demographics Strengths

We provided additional support to the student population. We have behavior aides for each grade level, a Behavior Specialist for each grade level, an At-Risk

Interventionist, a Family Support Specialist, the BEAR Project, CIS, ACE, and Klaras to assist in maintaining an environment that is conducive to learning. We identified at-risk students at the beginning of the school year, and interventions were put into place to assist students with their education

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our at-risk students are not making adequate progress to close learning gaps. **Root Cause:** Behavior, absenteeism, and lack of teacher relationship reduces time in class to help close those gaps.

**Problem Statement 2:** Attendance percentage continues to fall below campus goal of district average. **Root Cause:** Increase in 3-day suspensions due to increase of behavioral issues.

# Student Achievement

## Student Achievement Summary

During the 21-22 school year, the campus received a D rating due to improved performance in the academic growth and closing the gaps domains.

However, current campus STAAR scores are in the preliminary stages. All tested subjects and grades show that the majority of our students' scores fall into the zone of uncertainty with the exception of two areas - 8th grade ELAR which has more students in the "Likely Passed" range and 8th grade Social Studies which has more students in the "Likely Did Not Pass" range. 20 out of 21 Algebra 1 students passed the EOC assessment. Our TELPAS scores did not show the desired growth for our EB students. The performance of our Emergent Bilingual and Special Education populations varies throughout the grade levels. Our NWEA MAP scores reflected a 20% average increase from BOY to EOY.

There were 11 8th grade students who qualified for dual credit classes, and 12 students were recognized as superintendent's scholars. Also, 36 7th grade students passed the Algebra Readiness test and qualified for Algebra 1 in 8th grade. While we have seen some successes, our student achievement needs the most improvement when compared to other middle schools in the district. There are many students who miss instruction because of behavior incidents and consequences. Classroom expectations also fluctuate from class to class. There is no consistent system for these students to make up work and receive the supporting instruction. The 6th grade team began academic camp for 6th graders to make up work that they had missed due to absences or behavior. After school tutorials happened in the ACE program and included only a few classroom teachers. WIN time is a campus wide intervention used for students to make up HB4545 minutes or receive enrichment, but this structure needs to be made firmer so that the intervention is more effective. Tier 1 instruction has been more streamlined because the instructional specialists and master teachers are writing the lesson plans for all core subjects.

## Student Achievement Strengths

- Improved MAP scores
- More students met their MAP growth goals
- Larger incoming Algebra 1 cohort

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There are students who miss Tier 1 instruction because of behavior infractions. **Root Cause:** The structures in place to ensure that students are able to make up work and receive the corresponding instruction are loosely defined and not available campus wide.

**Problem Statement 2:** Student achievement is lower than campuses with comparable student populations. **Root Cause:** There is a disconnect between the lessons being prepared and the lessons being taught.

# School Culture and Climate

## School Culture and Climate Summary

We are focused on developing a healthy school culture and climate. The campus is currently using CHAMPS, positive referrals and restorative practices. In addition to the other behavior supports, we use the Academy for Urban School Leadership (AUSL) model. Attendance, Academics and behavior incentives will be issued out individually, by classroom and grade level every 3 weeks.

## School Culture and Climate Strengths

The dedication to Professional Learning Communities (PLC's) and working together with data, Response to Intervention (RTI), and parent communication will continue to strengthened the culture and climate. Campus administrators and teachers work collaboratively to improve parental involvement, student achievement, and recognition by hosting activities such as Fall Open House, Meet the Teacher Night, Teacher Appreciation, school dance, 8th Grade Prom, and hosting an incoming 5th-grade open house. These events and other special group celebrations have enhanced staff, parental, and community support. We will focus on being nice to all.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student achievement is lower than campuses with comparable student populations. **Root Cause:** There is a disconnect between the lessons being prepared and the lessons being taught.

**Problem Statement 2:** The school functioned as two schools with two philosophical identities. **Root Cause:** We still had a divided campus with staff attempting to hold onto their respective identities instead of adapting an inclusive mindset.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

High expectations are placed upon the teachers. There are a large number of classroom walkthroughs followed up by face to face communication with the teachers, focusing on supporting teacher growth. The teachers have a great deal of support from their mentors, coaches, instructional specialist, and content specialists. We want to increase buy-in to the campus vision and goals as the year progresses in all departments.

## Staff Quality, Recruitment, and Retention Strengths

The district and campus mentoring program helped the new teachers. A monthly new teacher huddle was implemented to support teachers new to the profession and campus. New teachers will receive move individual training planned throughout the year with AUSL coaches.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Students are lacking basic common courtesy skills due to lack of school attendance following the COVID procedures. **Root Cause:** Students still adjusting to being back in a normal school setting.

**Problem Statement 2:** Teachers have increasing expectations and need increased coaching. **Root Cause:** Administrators are busy working discipline issues and don't always have enough time to coach teachers to the levels needed.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The campus curriculum is provided by the district. This curriculum is primarily from TEKS Resource System with adjustments made by the content coordinators and some teachers. Students are assessed by unit tests that are created by the district curriculum department. The district has adopted Springboard as the curriculum for Pre-AP reading and math. The ELLA curriculum is English 3D, Imagine Learning, and unit plans designed for beginner and intermediate students. There is no set curriculum for the math resource classes, but the reading resource class is using LLI and Reading Plus. Our Achieve and Aspire students use a program called Unique. All core content teachers participate in a department PLC 1-3 times a week. There is a data review and discussion after each assessment. We have reading and math lab classes for our Tier 3 students who have been unsuccessful on STAAR for consecutive years, where we utilize Reading Plus and iReady Math in addition to small group instruction. We have also implemented a daily intervention for our Tier 2 students. Our instructional team has an instructional specialist for each core subject and a master teacher for reading and math. This team writes the lesson plans for the core subjects, including Resource, ELLA, and SIT.

## Curriculum, Instruction, and Assessment Strengths

- Main curriculum is TEK aligned
- Interventions are in place for struggling students
- Staff available to address teachers' instructional needs
- Aligned lesson plans

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Tier 1 instruction is not aligned from class to class. **Root Cause:** Not all teachers are properly using the lessons provided for them from the instructional team.

**Problem Statement 2:** There are students who miss Tier 1 instruction because of behavior infractions. **Root Cause:** The structures in place to ensure that students are able to make up work and receive the corresponding instruction are loosely defined and not available campus wide.

**Problem Statement 3:** Student achievement is lower than campuses with comparable student populations. **Root Cause:** There is a disconnect between the lessons being prepared and the lessons being taught.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We have several avenues to engage our families and the surrounding community. We have campus evening activities for our parents to attend such as Open House, Meet the Teacher, Fine Arts night, choir and band performances, student vs. staff competitions, dances, and athletic events. We have also been able to reach parents who do not normally participate. This is due in part to our Family Support Specialist and his work in the community. Our parents and community are invited to attend Campus Decision-Making Committee (CDMC) Meetings. They can also participate in surveys twice a year and are welcomed to volunteer for various activities. We have been able to reach more parents this year with Social Media and Parent Square communications.

We have a wealth of services available to families that include Communities in Schools (CIS), Klaras (MHMR), BEAR Project, Campus Counseling, and vision screening/glasses purchasing. We also have resources to provide food and basic needs to families who are struggling. Our campus has families in which parents only speak Spanish. We have bilingual staff members who translate. We also provide written communication in Spanish and English so that all families are reached.

## Parent and Community Engagement Strengths

Abundance of resources

Many opportunities for parental involvement

Able to show case star students during school hours

Events create a sense of family

Positive communication to parents

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We don't have enough parent involvement in school activity. **Root Cause:** Parents have differing situations, including work schedules, lack of transportation, and childcare needs and aren't always able to make it to different activities.

# School Context and Organization

## School Context and Organization Summary

Because our campus is part of an in-district charter, we receive support from Transformation Waco and Waco ISD. Because of the difficulty our students are having with transitioning from class to class, we are creating houses so that groups of students share the same core subject teachers and the same spaces in the building. This will prevent students from roaming and maximize instructional time. This will also help to build team camaraderie and sense of belonging in our school community. For students who have been unsuccessful in Reading or Math STAAR, they have a math or reading lab, or receive intervention during WIN time. There are several ways that teachers can become involved in the campus decision making process. Teachers can apply to a teacher leader and help address campus issues or needs. There are surveys, house meetings, and PLCs available so that teachers can give their input. During the summer, core teachers have the opportunity to participate in curriculum writing for the next school year. There is a need for campus sub-committees to increase staff participation and input into campus affairs.

## School Context and Organization Strengths

- opportunities for the teachers to collaborate with their colleagues
- student interventions for reading and math
- the addition of houses

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Faculty and staff have little confidence that campus leadership provides a supportive culture that will lead to improved student outcomes. **Root Cause:** The consolidation of two schools right before the start of school left little time to adjust plans for the upcoming school year.

# Technology

## Technology Summary

Technology integration is an important component of student learning at G.W. Carver Middle School. Each student and staff has their own device. This will allow teachers to use devices to facilitate technology integration within student learning and provide real-time feedback for the 2022-2023 school year. The classrooms are set up to where teachers can connect using Airtame system.

G.W. Carver is currently educating teachers in technology literacy by implementing blending learning in their day to day activities within the classroom and providing training during the teachers professional learning communities.

## Technology Strengths

The school has many technological strengths. Classrooms are equipped with mounted ceiling projectors and a built-in speaker system. There are iPad carts, computer labs, extra laptop in each classroom and laptop carts. Last few school years we saw increase integration of computer based and online tools. IXL, I-Ready, Reading Plus, Stemscopes, Clever and Google Education suite saw a dramatic rise in use and implementation in all our classrooms. Teachers are provided with blended learning professional development throughout the school year.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** In order to teach to all learning styles, faculty and staff need to incorporate new technology to enhance learning/instruction to reach the 21st-century learner.

**Root Cause:** Provided technology on the campus is not being used effectively to provide students with engaging learning experiences.

# Priority Problem Statements

**Problem Statement 1:** Tier 1 instruction is not aligned from class to class.

**Root Cause 1:** Not all teachers are properly using the lessons provided for them from the instructional team.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Action research results
- Other additional data







# Goals

**Goal 1:** By June 2023, recruit, develop, and retain highly qualified teachers and staff to decrease the turnover rate.

**Performance Objective 1:** Analyze school systems and processes to support teacher classroom development.

**Evaluation Data Sources:** Staff Satisfaction Surveys, Teacher walkthroughs, AUSL feedback, coaching feedback data, professional development logs/plans





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Examine grade level meeting feedback during faculty meetings to collaborate school-wide to resolve perceived issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff buy-in and ownership. Boost school morale</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide consistent support for new teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Improve new teacher performance; grow new teachers' skillset</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team, New Teacher Coordinator, AUSL partners</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue implementation of the Teacher Leader Project, using outstanding teachers with a track record of success, to mentor, model and provide other means of support to new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> New teacher performance and retention will increase based on this interaction and coaching from outstanding teachers.</p> <p><b>Staff Responsible for Monitoring:</b> New Teacher Coordinator and Project Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

**Performance Objective 1:** The CLT will analyze campus and student group data to allocate funding resources for improving student achievement.

**Evaluation Data Sources:** MAP testing, District assessments, STAAR Exam Results, Attendance Records





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Saturday School</p> <p><b>Strategy's Expected Result/Impact:</b> Allows students an opportunity to catch up on missed instruction due to attendance or behavior</p> <p><b>Staff Responsible for Monitoring:</b> CLT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> After-School Tutoring</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement; higher grades</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus-wide AVID</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement; higher grades</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Instructional Materials - Binders - Title I School Improvement - 211.11.6399.00.048.24.248 - \$7,857, Instructional Materials - Planners - Title I School Improvement - 211.11.6399.00.050.24.248 - \$4,000</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

**Performance Objective 2:** Monitor and refine the Response to Intervention (RtI) plan to support improved student academic achievement.





**Evaluation Data Sources:** STAAR Data, Targeted Intervention Plans in Branching Minds, School Progress Monitoring Measures, Reading Plus data, iReady Math data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Reading and Math Lab  <b>Strategy's Expected Result/Impact:</b> Tier 3 math and reading students will meet or exceed growth expectations on STAAR  <b>Staff Responsible for Monitoring:</b> ILT, Lab Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> WIN Intervention  <b>Strategy's Expected Result/Impact:</b> Tier 2 students will meet or exceed growth expectations on STAAR  <b>Staff Responsible for Monitoring:</b> ILT, WIN teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Summer School for at risk learners  <b>Strategy's Expected Result/Impact:</b> Students will improve academically  <b>Staff Responsible for Monitoring:</b> Lead Teacher and summer school teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>Funding Sources:</b> - State Compensatory Education - 161.11.6118.00.050.30.000 - \$25,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

**Performance Objective 3:** Increase achievement for advanced learners.





**Evaluation Data Sources:** STAAR Masters Level Data, Number of Students Recognized at Special Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Advanced Academics professional development in PLCs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teachers' ability to serve Pre-AP and advanced students; Improve advanced student performance</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** By June 2023, coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

**Performance Objective 4:** Implement professional development plan to support increased student achievement.





**Evaluation Data Sources:** Professional Development Plan, Sign-In Sheets, Session Survey Results, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Master PD Calendar</p> <p><b>Strategy's Expected Result/Impact:</b> Align professional development with campus goals</p> <p><b>Staff Responsible for Monitoring:</b> CLT, Teacher Leaders</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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide AVID specific PD for AVID instructors through AVID Summer Institute</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement through Advancement Via Individual Determination.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Campus Coordinator, AVID teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - Title I School Improvement - 211.13.6411.00.048.24.248 - \$5,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By June 2023, create and sustain safe and supportive learning environments.

**Performance Objective 1:** Implement strategies to support the safety and well-being of students.





**Evaluation Data Sources:** Training Sign-In Sheets, Number and Type of Anonymous Reports, Professional Development Calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continuous training on AUSL routines and procedures to ensure that staff understand and can implement the strategies.  <b>Strategy's Expected Result/Impact:</b> Universal expectations established for the campus to improve behavior school-wide  <b>Staff Responsible for Monitoring:</b> Behavior Specialists, and Administration</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** By June 2023, create and sustain safe and supportive learning environments.

**Performance Objective 2:** Evaluate effectiveness of behavior intervention programs and make necessary adjustments to ensure equity and student success.

**Evaluation Data Sources:** Student Discipline Records, Climate Surveys, Job Descriptions, Branching Minds entries, Behavior Staff meeting

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Perform weekly reviews of discipline reports to look for trends in behavior and whether they are being addressed</p> <p><b>Strategy's Expected Result/Impact:</b> Observe patterns of behavior and see where we can implement or tweak systems</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, APs and Behavior Specialists</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**Goal 3:** By June 2023, create and sustain safe and supportive learning environments.

**Performance Objective 3:** Monitor and refine the Response to Intervention (RtI) plan to support improved student behavior.

**High Priority**

**Evaluation Data Sources:** TEAMS data (attendance), Discipline referrals, 5lab, PBIS Rewards,

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review RTI plans every six weeks to ensure that they have been implemented and followed.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that students are receiving accommodations and services specific to their academic and behavioral needs.</p> <p><b>Staff Responsible for Monitoring:</b> CLT</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 4:** By June 2023, increase student achievement for all students.

**Performance Objective 1:** Use Data-Driven Instruction to inform and respond to student data, reteaching plans and alignment.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TCAs, MAP, STAAR, Teacher Formative and Summative assessments, renaissance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each week, one PLC meeting in each core content area will be devoted to data discussions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase due to the targeted focus of data to drive instructional improvements.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Instructional specialists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** By June 2023, increase student achievement for all students.

**Performance Objective 2:** Implement WIN time for academic enrichment and intervention to help close learning gaps.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** WIN time strategies, classroom walkthroughs, teacher comments and student assessment results





**Goal 4:** By June 2023, increase student achievement for all students.

**Performance Objective 3:** Increase STAAR scores in all areas, including passing rates, progress measure rates, and meets and masters measure rates through flexible WIN time scheduling.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will use retired teachers as tutors to work with students who are at risk of failure without additional interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased achievement as a result of tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** By June 2023, increase student achievement for all students.





**Performance Objective 4:** Provide alternative learning/tutoring opportunities, such as Saturday activities, for students wanting to advance

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Science games/activities such as "Escape Room" tutoring model as Saturday activity.  <b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased science achievement as a result of tutoring.  <b>Staff Responsible for Monitoring:</b> Science Department teachers &amp; IS</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>Funding Sources:</b> - Title I School Improvement - 211.11.6118.00.048.30.248 - \$1,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide summer learning opportunities for at risk students .  <b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased academic achievement as a result of tutoring/summer learning opportunities.  <b>Staff Responsible for Monitoring:</b> Lead teacher and staff</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>Funding Sources:</b> Buses - State Compensatory Education - 161.11.6494.00.048.30.000 - \$5,245</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** Increase opportunities for family engagement at the campus level

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide materials and resources necessary to serve families involved in Family Engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be well served especially concerning refreshments and other dietary incentives for participation.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Involvement and Community Support Specialists.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - Title 1 - 211.60.6399.00.48.30.247 - \$350</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# State Compensatory

## Budget for G.W. Carver Middle School

**Total SCE Funds:** \$25,000.00

**Total FTEs Funded by SCE:** 8

### Brief Description of SCE Services and/or Programs

The summer school program helps at risk students with intensive supplemental instruction and alternative learning opportunities designed to prevent failure and retention at their current grade levels.

## Personnel for G.W. Carver Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Diondriah Simmons	Behavior intervention	1
Emily Schmillen	At risk intervention	1
Karicia Parker	aide RESET	1
Raelynn Thomas	aide behavior	1
Richard Sellers	SIT reading	1
Shelby Lee	Behavior Intervention	1
Shenequa Williams	Supplemental instruction	1
Whytnee King	aide ISS	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janice Moore- Williams	IS PCN 8745	Title I	1



# Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		161.11.6118.00.050.30.000	\$25,000.00
4	4	2	Buses	161.11.6494.00.048.30.000	\$5,245.00
<b>Sub-Total</b>					\$30,245.00
<b>Budgeted Fund Source Amount</b>					\$693,591.00
<b>+/- Difference</b>					\$663,346.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		211.60.6399.00.48.30.247	\$350.00
<b>Sub-Total</b>					\$350.00
<b>Budgeted Fund Source Amount</b>					\$167,164.00
<b>+/- Difference</b>					\$166,814.00
Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional Materials - Binders	211.11.6399.00.048.24.248	\$7,857.00
2	1	3	Instructional Materials - Planners	211.11.6399.00.050.24.248	\$4,000.00
2	4	2		211.13.6411.00.048.24.248	\$5,000.00
4	4	1		211.11.6118.00.048.30.248	\$1,000.00
<b>Sub-Total</b>					\$17,857.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					-\$12,857.00
<b>Grand Total Budgeted</b>					\$865,755.00
<b>Grand Total Spent</b>					\$48,452.00
<b>+/- Difference</b>					\$817,303.00