

Killeen Independent School District

Palo Alto Middle School

2024-2025

Accountability Rating: Not Rated



Mission Statement

Create a safe and supportive environment where all students can learn and succeed.

Vision

Educating students today to become prepared life-long leaders of

tomorrow.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Palo Alto Middle School is a neighborhood school located in the Willow Springs neighborhood of Killeen, Texas located close to one of the largest military installations in the United States: Fort Cavazos. Palo Alto serves students in sixth through eighth grade. Palo Alto's mission is Preparing all students to reach their maximum potential and engaging them through school pride and higher expectations to ensure student success. Palo Alto's vision is teaching leaders of tomorrow who are prepared, responsible, and engaged in a way that is characterized by effective communication, school pride, taking care of self and others, while holding each other to high expectations.

The 2024-2025 school year will be met with an excited sense of purpose to provide an engaging education for the middle school children of the Willow Springs community. The projected enrollment for the 2024-2025 school year will be over 700 students: 268-6th graders; 220-7th graders and 247-8th graders.

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Palo Alto Middle School cultivates a positive climate and culture for students to know their "why" and purpose along with a community that supports them socially, emotionally, and above all academically.

Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

Palo Alto Middle School is continuously working to improve all students literacy skills to where they can all eventually meet or exceed state standards in writing and reading.

Goal 3: All student meet or exceed the Texas grade level standards in math

Palo Alto Middle School is ccontinuously working to improve all students problem-solving skills and their mathematical understanding to ensure they all meet or exceed state standards in math.

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

Palo Alto Middle School is preparing our students daily for a smooth, succinct, and successful transition to high school and ensure they are on the path to pursue higher education, enter the workforce, or join the military.

Student Success Strengths

Students trained and competed in Academic UIL events coached by Palo Alto teachers. They participated in all district-offered sports and fine arts activities. The step, cheer, and dance teams continued to be active on-campus and in the community. 8th grade boys track team took home the District Championship.

To grow the culture at Palo Alto, we have made a conscientious effort to support collaborative teamwork and team building throughout the school year. Palo Alto staff participates in team-building activities during bi-weekly PLCs throughout the year and the leadership team starts weekly meetings with team-building activities.

Students are recognized at the end of the first three nine weeks for making the district honor roll designation and/or perfect attendance. Parents are invited to the recognition ceremony during the school day that honors the students' achievement. The annual Academic Award ceremony is held in the spring to recognize outstanding academic achievement. In addition, we have added regular Positive Student Referral ceremonies during the school day to recognize students to display Patriot values.

Communication is an ongoing challenge as we seek to keep families updated on events and emergencies and as we steadily enroll new students throughout the year. We update the Palo Alto website with information and resources to help new and existing families stay up to date with school and district information. We also frequently use Blackboard to send mass emails and texts to parents. Palo Alto staff consistently

shares updates and campus celebrations on Facebook, Instagram, and Twitter.

At Palo Alto, family and community involvement is sometimes limited with few parents and stakeholders attending campus events. Events that we have hosted include sporting events, Honor Roll/Award events, Special Education Nights, and English as a Second Language Nights, Dyslexia Nights, SBDM meetings, a Family Math & Literacy Night, and Title I meetings.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Students that did not approach the grade level standard on STAAR Reading of all students are: 6th grade- DNM Low 17.36% and DNM High 13.64%, 7th Grade DNM Low 18.69% and Did Not Meet High 15.42%. 8th Grade: DNM Low 21.46 and DNM High 22.4. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th-8th Grade. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 2: 35% of all students in 6th grade, 43% in 7th, and 51% in 8th did not approach the grade level standard on STAAR Math. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 3: 64% of students did not approach grade level standard in Social Studies as measured by STAAR. **Root Cause:** The campus was not using TEKS aligned assessment data to measure progress toward state assessments.

Problem Statement 4: 50% of students did not approach the grade level standard on STAAR Science **Root Cause:** All students have experienced gaps in learning from previous school years.

Problem Statement 5: The campus was not using TEKS aligned assessment data to measure progress toward state assessments. **Root Cause:** Students are still struggling with learning gaps because of affects from prior years.

Problem Statement 6: Students continue to struggle with learning gaps. There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Our Meets grade level performance in all grades was less than 50%, indicating that students are not ready for the next grade levels coursework. In all grade levels, less than 10% of our SPED student population achieved the Meets grade level standard on any of the STAAR exams for the 23-24 SY.

Problem Statement 7: Routinely high number of SPED teacher vacancies and lack of differentiation strategies during instructional time provided by long term subs. **Root Cause:** In all grade levels, less than 10% of our SPED student population achieved the Meets grade level standard on any of the STAAR exams for the 23-24 SY.

Problem Statement 8: In all grade levels, less than 30% of our economically disadvantaged students achieved the Meets grade level standard on their math or reading STAAR tests. **Root Cause:** Veteran and new teachers struggled incorporating meaningful reading experiences in their lessons across all content areas to support reading skills for all students.

Human Capital

Human Capital Summary

Goal 2.1

To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Palo Alto Middle School will have a supportive work environment to recruit and retain high-quality staff members.

Goal 2.2

The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Palo Alto Middle School along with our district HR department will work to ensure our campus is properly and adequately staffed with qualified personnel.

Goal 2.3

The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Palo Alto Middle School will ensure that all staff have the knowledge and skills to perform their jobs through providing continuous professional development.

Goal 2.4

All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Palo Alto Middle School will have a work environment that allows for effective and open lines of communication to include providing staff with ongoing feedback and follow through.

Human Capital Strengths

- Teachers are using Common Unit Assessments to align lessons and develop instructional targets in the core subjects.
- Celebrations of monthly Teacher/Staff of the month
- I See You Badge Awards
- What's Snackin @PA Lunches
- Campus Morale Committee

- Patriot Partner
- Learning targets and tasks are listed on the classroom boards daily and articulated by teachers and students.
- Teachers work together to plan and develop lesson plans, find resources, and analyze data.
- Teachers continually search out ways to improve their teaching and develop strategies that will support their students.
- Lead teachers work to improve PLCs and work to facilitate instructional improvement.
- Additional instructional support staff are in place to build teacher capacity and improve classroom instruction. Two Title I Campus Instructional Specialists focus on improving instruction for all students.
- Coaching walks are done by teams of leadership.
- Week-At-a-Glance keeps entire staff informed.
- Palo Alto webpage and social media kept current by campus staff.
- Campus technology is abundant and access to a variety of resources are available.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: There is a need for all teachers to effectively utilize time, data, resources, and collaborative teams to plan and implement rigorous instruction that will lead to higher student achievement. **Root Cause:** There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.

Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause:** Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause:** Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Palo Alto Middle School will utilize data to drive decision making around the ways resources are used to maximize student success.

Goal 3.2

The District will prepare budgets using transparent and open communication amongst stakeholders.

Palo Alto Middle School will be transparent about the budgeting process and the way that funds are being utilized to all major stakeholders.

Goal 3.3

The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Palo Alto Middle School will ensure that the policies and procedures of the campus are reviewed and adjusted on a regular basis to support a positive school culture and climate.

Goal 3.4

District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Palo Alto Middle School will provide targeted training programs to model the efficiency and sustainability of KISD operations.

Financial Stewardship Strengths

As a campus, we are working to utilize collaborative teaching to provide services to Special Education students in the general ed Math and ELA classrooms. In combination with inclusion services in all core subjects, our Special Education department works diligently to provide grade level instruction for students with special needs. Ongoing training and campus coaches prepare our teachers to teach and enhance instruction.

Ongoing professional development opportunities occur throughout the year. Teachers in all areas are encouraged to seek out professional development that will help them meet the needs of students in their classroom and subject area. Professional development learning is shared during PLC and faculty meetings, with a focus on the unit planning process and the Gradual Release of Responsibility.

The district and campus expectations for the use of technology is to continue giving student access to and practice of 21st Century skills so students will be prepared for college and the ever-changing world of technology and job markets of the future. Palo Alto has a variety of software to support instruction such as: iLit, Imagine Learning, Imagine Math, Brain Pop, Discovery Ed, SuccessMaker, and various other applications and websites that are used in conjunction with instruction. One Drive and Schoology are tools used to upload, download, and share files seamlessly between home and school. Technology at Palo Alto is integrated into the staff and students' lives daily. Teachers have access to a personalized Schoology site to organize materials and make them readily available to students and parents.

Technology use has increased with the rise in numbers of students and staff. A laptop has been assigned to each teacher to use for lesson design and implementation with a variety of software applications installed. Attendance, grades, communication, and collaboration are all employed using their laptops. Students have access to iPad labs or laptop labs in almost every core classroom. The library has several computers for student use as well. Every math class has access to TI-inspire wireless graphing calculators. Core classrooms have mounted smart projectors, document cameras, which all increase student engagement.

The Campus Technology Support Specialist is available at all times to support staff and students in technology use and implementation in addition to a technology aide. The students' classroom teachers and the Technology Applications Class evaluate the students' technology proficiencies.

The Palo Alto leadership team meets weekly to discuss campus concerns and strengths which allows for adjustments as needed to ensure student success and campus cohesion. From and to these meetings, concerns can be brought back and forth to various committees on campus. The committees include: Campus Conduct Committee (CCC), SBDM (Site Based Decision Making), and Campus Employee Advocacy Committee (CEAC). These committees allow all campus voices to be heard, create dialogue, and seek solutions for issues that affect all stakeholders. Scheduled meetings for special programs (SPED, 504, RtI) are held to discuss students with specific needs.

The Staff and Student Handbooks are revised each year, reviewed at in-service, and shared with the staff electronically. The Staff Handbook is in a shared folder and the Student Handbook is posted on our website.

Student safety is a priority and necessitates that staff report to assigned duty locations at the beginning and end of each day. Check in and check out procedures are in place in the main office. We continue to strengthen relationships with students and parents daily, with staff members greeting students at entry points.

Communication with parents is essential to build positive relationships. The Palo Alto website is located on the KISD web-page and provides information about school news, upcoming calendar events, and other pertinent information. Further communication can be obtained by following any of our Facebook, Instagram, or Twitter social media pages. Parents have the opportunity to provide the campus with feedback and help make decision by attending SBDM meetings and annual Title I meetings. Throughout the school year, parents are invited to meet with teachers before/after school and during the teacher's assigned conference period to address any issues that may arise concerning their child. Parents are also encouraged to track their student's grades and attendance through the Home Access portal. The counselor's offices remain a center for our parents to use as guidance for academic and behavioral needs as well as to obtain help with accessing online grades and attendance.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Communication of campus programs and events is not reaching the target audience in the community. Less than 2% of parents and stakeholders attend campus events. **Root Cause:** School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.

Problem Statement 2: There is a need to support the social-emotional well being of staff, students, and families. **Root Cause:** World events, inflation, food prices, etc.

Problem Statement 3: Attendance by parents for after school events such as Title I meetings, AVID nights, Dyslexia night, EB parent night etc. is extremely low. **Root Cause:** Parent school and work schedules, in addition to district and community events scheduled on or around the same times as our campus events.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: PAMS will develop a mentoring program that: Increases positive relationships and develops skills students need to be successful in life; improves educational success and academic competence; creates connections with school, peers, community, and home life; and provides greater access to supports and resources needed to be successful: Tutoring, credit tracking, counseling, and life after middle school and high school.

Progress Measure (Lead: Patriot Pals: Positive mentor for our students that allows them to feel valued and cared for. It let's them know that they are not alone in dealing with the day-to-day challenges that arise in addition to making sure that they are following our Patriot values and maintain good academics and proper behavior.

Outcome Measure (Lag): 3%- 5% reduction in disciplinary incidents and improvement in attendance rates among the pal.

Dates/Timeframes: End of the 24-25 school year

Staff Responsible for Monitoring: Patriot Pals

Collaborating Departments: Teachers, and campus leadership

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 2 Details

Key Strategic Action 2: PAMS will promote student participation in extracurricular clubs, sports teams, and school events.

Progress Measure (Lead: Every extracurricular club and sports team will participate in one school wide or one community service project prior to the end of the school year.

Outcome Measure (Lag): 10%-15% increase in participation by the student body in extracurricular clubs and sports teams from the previous school year.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: Sponsors, Directors, Coaches, Elective leadership

Collaborating Departments: Teachers, Admin Team

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 3 Details

Key Strategic Action 3: All students will have increased access to Capturing Kids Heart strategies resulting in a 15% decrease in ISS, OSS, and DAEP placements through creation of an environment focused on social-emotional well being, relationship-driven campus culture, and student connectedness.

Progress Measure (Lead): 100% of classrooms implement Capturing Kids Heart strategies, such as proactive teaching of expected behaviors, reinforcement systems, and corrective responses.

Outcome Measure (Lag): 10% decrease in the number or rate of disciplinary incidents (e.g., suspensions, office referrals)

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: SEL, AP

Collaborating Departments: Leadership Team, Counselors

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 4 Details

Key Strategic Action 4: G/T students will attend field trips to places, such as colleges, museums, and/or historical sites, which will enhance their learning experience from the classroom. They will also have access to a variety of resources to enrich their academic environment.

Progress Measure (Lead): Student's will make real-world connections and applications of the content learned in their classes.

Dates/Timeframes: End of the 24-25 SY

Staff Responsible for Monitoring: CIS, GT Coordinator, GT Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

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

Funding Sources: Resources needed to ensure all GT students have additional educational experiences and also resources for TPSP items - 177 - Gifted/Talented - 177.11.6399.00.048.21.000 - \$2,483

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through accelerated instruction, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. Interventions will be provided to struggling readers through a variety of tier 2 and tier 3 interventions, including iLit in Accelerated Reading, tutorials, and special sessions using technology within the school day and/or after school and on weekends. Healthy snacks will be provided in after school tutorials.

Progress Measure (Lead: Increased reading levels for targeted students as measured by Measures of Academic Progress (MAP), progress in iLit GRADE Assessment

Staff Responsible for Monitoring: Curriculum Specialist, ELAR Lead Teacher, ELAR department, accelerated reading teachers, reading interventionist, dyslexia teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 5

Key Strategic Action 2 Details

Key Strategic Action 2: Additional Targeted Support will be intentionally planned and provided to all students in reading through AVID instructional strategies in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. Teachers will use AVID methodologies and strategies throughout their lessons.

Progress Measure (Lead: WICOR evidence in lesson plans, coaching walks, and observations, increased grades, assessment results, MAP scores, and STAAR results

Outcome Measure (Lag): 10% increase in student achievement data linked to PLC initiatives

Dates/Timeframes: By end of the 24-25 SY

Staff Responsible for Monitoring: Administrators, AVID Coordinator, AVID Site Team, Instructional Coaches, All Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 8

Key Strategic Action 3 Details

Key Strategic Action 3: Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through accelerated reading classes, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. All 6th grade, and identified At-Risk Students 7th and 8th grade accelerated instruction (accelerated reading classrooms) will have access to iLit (Texas digital course ware mobile app for iPads). Students will access iLit on iPads with keyboards for written responses. Success-maker will be used twice a week in resource classrooms.

Progress Measure (Lead): Increased reading levels for targeted students as measured by Measures of Academic Progress (MAP)

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: CISs, ELAR Lead Teacher, ELAR department, instructional coaches, accelerated reading teachers, reading interventionist, resource reading teacher

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 5

Key Strategic Action 4 Details

Key Strategic Action 4: All EB students and non EB will increase critical reading skills through the use of teacher created and directed reading prompts, marking the text, dialectical journals, graphic organizers, and vocabulary enrichment. Teachers will collaborate with each other to ensure that vocabulary and literacy skills taught in small group are intentionally planned to support language acquisition.

Progress Measure (Lead): Measures of Academic Progress (MAP) scores, TELPAS, student work, observation data, STAAR scores

Outcome Measure (Lag): 10% improvement in reading and writing proficiency as assessed through pre- and post instruction writing samples and rubric evaluations.

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: Principal, CISs, Instructional Coaches, ESL Teacher, ELAR Lead Teacher, ELAR teachers

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 6, 8

Funding Sources: Resources needed for EB students - 165/ES0 - ELL - 165.11.6399.00.048.25.ES0 - \$7,280

Key Strategic Action 5 Details

Key Strategic Action 5: Identified students will increase their reading performance using the writing process in interventions, after-school tutorials and STAAR bootcamps.

Progress Measure (Lead): Assessments, observations, student writing samples, CUA, Benchmarks, and STAAR scores

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: Curriculum Specialist, ELA Lead Teacher, ELA teachers

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 5, 6, 7, 8

Funding Sources: Healthy snacks for students attending after-school and Saturday Bootcamps - 211 - ESEA, Title I Part A - 211.11.6499.00.048.30.000 - \$2,000, Notebook paper and folders for interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.048.30.000 - \$2,000

Key Strategic Action 6 Details

Key Strategic Action 6: Students will write on a daily basis in the ELA/Reading classroom for various purposes to increase writing fluency and comprehension. Teachers will intentionally plan, model, and have students practice deconstructing the writing prompt in order to develop an understanding of what is required in the student composition.

Progress Measure (Lead): Increased Writing Scores, classroom assessments, composition notebooks

Classroom assessments, writing composition notebooks, iLit writing samples, and Amplify writing assignments

Outcome Measure (Lag): Student writing and EOY ECR and SCR will move from 0 to 5-10 points

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: CIC, Principal, Dean

Collaborating Departments: RLA

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 1, 4

Funding Sources: Composition Notebooks and any other materials needed for student learning in reading or Language arts - 211 - ESEA, Title I Part A - 211.11.6399.00.048.30.000 - \$2,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Students that did not approach the grade level standard on STAAR Reading of all students are: 6th grade- DNM Low 17.36% and DNM High 13.64%, 7th Grade DNM Low 18.69% and Did Not Meet High 15.42%. 8th Grade: DNM Low 21.46 and DNM High 22.4. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th-8th Grade. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Student Success

Problem Statement 4: 50% of students did not approach the grade level standard on STAAR Science **Root Cause:** All students have experienced gaps in learning from previous school years.

Problem Statement 5: The campus was not using TEKS aligned assessment data to measure progress toward state assessments. **Root Cause:** Students are still struggling with learning gaps because of affects from prior years.

Problem Statement 6: Students continue to struggle with learning gaps. There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Our Meets grade level performance in all grades was less than 50%, indicating that students are not ready for the next grade levels coursework. In all grade levels, less than 10% of our SPED student population achieved the Meets grade level standard on any of the STAAR exams for the 23-24 SY.

Problem Statement 7: Routinely high number of SPED teacher vacancies and lack of differentiation strategies during instructional time provided by long term subs. **Root Cause:** In all grade levels, less than 10% of our SPED student population achieved the Meets grade level standard on any of the STAAR exams for the 23-24 SY.

Problem Statement 8: In all grade levels, less than 30% of our economically disadvantaged students achieved the Meets grade level standard on their math or reading STAAR tests. **Root Cause:** Veteran and new teachers struggled incorporating meaningful reading experiences in their lessons across all content areas to support reading skills for all students.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Additional targeted support will be provided to all students with a focus on African American, Hispanic, White, Two or More Races, and economically disadvantaged in Math through the analysis of common assessments data in order to increase academic achievement status meeting grade level standards in math from 14% to 40% for all students. Teachers will use conference and PLC times to analyze common assessments. This analysis will identify students in need of further intervention purposes, and identify areas of concern for spiraling, and support vertical alignment.

Progress Measure (Lead): Increased campus CUA, MAP, and STAAR scores

Improved performance on daily warm-up spiral reviews

Improve teaching effectiveness through collaborative planning, data-driven decision-making, and sharing of best practices.

Outcome Measure (Lag): 10% increase in student achievement data linked to PLC initiatives.

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 2 Details

Key Strategic Action 2: Math department will host a Math Night once per semester to help improve identified weakness.

Progress Measure (Lead): Increased campus Benchmark, MAP, and STAAR scores

Outcome Measure (Lag): Increase by 10% in math student achievement

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math Department

TEA Priorities:

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

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 5, 8

Funding Sources: Instructional materials needed to ensure a successful math night - 211 - ESEA, Title I Part A - 211.61.6399.00.048.30.000 - \$2,000, Snacks for the math night participates - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.048.24.PAR - \$3,990

Key Strategic Action 3 Details

Key Strategic Action 3: Palo Alto Middle School teachers will partner with DM Group for data analyses and coaching for math grades 6-8.

Progress Measure (Lead): All math teachers will work with the DM group associate to gain more knowledge about the students data and also better their instructional knowledge in the classroom.

Outcome Measure (Lag): All math teachers will have received the appropriate coaching through the DM group.

Dates/Timeframes: Starting the 2nd nine weeks of school

Staff Responsible for Monitoring: DM Group, CIS, Math Coach, lead teacher, appraiser

Collaborating Departments: math team by grade level

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 5, 6, 8

Goal 3 Problem Statements:

Student Success

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Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Students will be provided opportunities to enroll in rigorous courses to support academic preparedness and readiness for college-level coursework. This includes enrollment in AVID courses and implementation of AVID strategies across the campus.

Progress Measure (Lead): Provide counseling, mentoring, and academic support services and resources to assist students in navigating college and career pathways. Update or expand the AVID curriculum to address current academic and career readiness needs including more resources on study skills, critical thinking, and writing.

Outcome Measure (Lag): 10% increase in student enrollment in honors, and AVID courses.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: AVID Coordinator, Counselors

Collaborating Departments: Honors Teachers, Dean of Instruction, Campus Instructional Coach, Admin Team

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 1 - Financial Stewardship 3

Key Strategic Action 2 Details

Key Strategic Action 2: Counselors will provide guidance on college applications, financial aid, and scholarship opportunities to ensure all students are prepared for post-secondary education or careers.

Progress Measure (Lead): Attendance rates at college readiness workshops covering topics such as college applications, essay writing, and resume building.

Outcome Measure (Lag): All 8th graders complete their 4 year plans.

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: CCR Teacher

Collaborating Departments: Dean of Instruction

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

Key Strategic Action 3 Details

Key Strategic Action 3: At-Risk students will participate in field based instruction and on-campus student learning experiences targeting areas of academic need, including career and technical education. Field based instruction will occur at locations that teach or reinforce concepts from their TEKS that may be difficult to replicate in the classroom setting.

Progress Measure (Lead): Assess how well students are able to apply concepts learned from field-based instruction to their regular classroom work.

Outcome Measure (Lag): 5%-10% increase in the depth and relevance of student contributions during classroom discussions on topics related to the field-based instruction

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: Principal/Dean of Instruction

Collaborating Departments: Campus Instructional Coach, Admin Team,

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Success 5, 6

Funding Sources: Field based instructional experiences for at risk students - 166 - State Comp Ed - 166.11.6494.00.048.30.AR0 - \$3,000

Key Strategic Action 4 Details

Key Strategic Action 4: Students will be provided an opportunity to earn HS credit for Journalism. Students can also earn HS Art, Algebra I or Theater Arts credit.

Progress Measure (Lead): Higher enrollment numbers for the 2024-2025 school year.

Dates/Timeframes: By the end of the 2024-2025 school year

Staff Responsible for Monitoring: HS credit teachers, Counselors, Principal

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Key Strategic Action 5 Details

Key Strategic Action 5: An After School Learning Center will be provided. This program is designed to serve and assist identified At Risk students with their academics. The goal of the program is to provide one-on-one instruction in order to increase the achievement of students at risk of performing unsuccessfully on the STAAR or failing a course. Healthy snacks will be provided in tutorials.

Progress Measure (Lead): Increased STAAR performance, CUA performance, and grades for attending students.

Outcome Measure (Lag): More students will benefit from the additional support which in turn will allow them to have higher EOY STAAR scores

Dates/Timeframes: Entire 24-25 SY

Staff Responsible for Monitoring: Principal, CIS, Lead Teachers, & Core Department Teachers

Collaborating Departments: Core subject teacher

TEA Priorities:

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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 5, 8

Funding Sources: Healthy Snacks for Students Participating in After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.048.30.000 - \$7,818

Key Strategic Action 6 Details

Key Strategic Action 6: All students will be engaged in scientific labs at a minimum of 40% of the time. Support in the labs will be provided to students to ensure higher level questioning and analyzing skills, students will improve the skill of inference/hypothesis, in order to increase all students' academic achievement status to meet grade level standard in science by 10% for all students

Progress Measure (Lead): Formative/summative assessments, Measures of Academic Progress (MAPs scores), STAAR scores

Outcome Measure (Lag): Scores on STAAR Science Exam will increase Approaches Standard to 70% and improve Meets and Masters Standard by 15%

Dates/Timeframes: End of 24-25 SY

Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teacher, Science teachers, appraiser

Collaborating Departments: Science Team

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 4, 5, 6

Funding Sources: Science supplies needed to ensure all at risk students are able to do labs successfully - 166 - State Comp Ed - 166.11.6399.00.048.30.AR0 - \$2,000

Key Strategic Action 7 Details

Key Strategic Action 7: Interventions and extensions will be held during school hours and after school for all students to advance all students' achievement in Social Studies.

Progress Measure (Lead): Increased achievement on STAAR exam, increased achievement on benchmarks.

Outcome Measure (Lag): Teachers improve instructional delivery resulting in future ready students and an increase in percentage of Social Studies STAAR Approaches to 40%, Meets to 17%, and Masters to 8%.

Dates/Timeframes: Entire 24-25 SY

Staff Responsible for Monitoring: Social Studies Teacher Leader, Principal, CISs, Social Studies Teachers, Appraiser

Collaborating Departments: Appraiser, Social Studies Teacher Leader, Principal, CISs, Social Studies Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Supplies needed for interventions - 166 - State Comp Ed - 166.11.6399.00.048.30.AR0 - \$6,400

Goal 4 Problem Statements:

Student Success

Problem Statement 1: Students that did not approach the grade level standard on STAAR Reading of all students are: 6th grade- DNM Low 17.36% and DNM High 13.64%, 7th Grade DNM Low 18.69% and Did Not Meet High 15.42%. 8th Grade: DNM Low 21.46 and DNM High 22.4. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th-8th Grade. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 2: 35% of all students in 6th grade, 43% in 7th, and 51% in 8th did not approach the grade level standard on STAAR Math. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 3: 64% of students did not approach grade level standard in Social Studies as measured by STAAR. **Root Cause:** The campus was not using TEKS aligned assessment data to measure progress toward state assessments.

Problem Statement 4: 50% of students did not approach the grade level standard on STAAR Science **Root Cause:** All students have experienced gaps in learning from previous school years.

Problem Statement 5: The campus was not using TEKS aligned assessment data to measure progress toward state assessments. **Root Cause:** Students are still struggling with learning gaps because of affects from prior years.

Problem Statement 6: Students continue to struggle with learning gaps. There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Our Meets grade level performance in all grades was less than 50%, indicating that students are not ready for the next grade levels coursework. In all grade levels, less than 10% of our SPED student population achieved the Meets grade level standard on any of the STAAR exams for the 23-24 SY.

Problem Statement 8: In all grade levels, less than 30% of our economically disadvantaged students achieved the Meets grade level standard on their math or reading STAAR tests. **Root Cause:** Veteran and new teachers struggled incorporating meaningful reading experiences in their lessons across all content areas to support reading skills for all students.

Financial Stewardship

Problem Statement 3: Attendance by parents for after school events such as Title I meetings, AVID nights, Dyslexia night, EB parent night etc. is extremely low. **Root Cause:** Parent school and work schedules, in addition to district and community events scheduled on or around the same times as our campus events.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: Additional Curriculum Instructional Specialists will support teachers and will work with the interventionist to provide targeted support for teachers through coaching, modeling, facilitating collaborative discussions and examinations of data.

Progress Measure (Lead: Improved teacher performance and student achievement.

Dates/Timeframes: Entire SY 24-25

Staff Responsible for Monitoring: Principal

Collaborating Departments: Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Curriculum support for teachers and staff. - 211 - ESEA, Title I Part A - 211.13.6119.00.048.30.000 - \$155,069

Key Strategic Action 2 Details

Key Strategic Action 2: Intervention Aides will provide supplemental instruction and support to At Risk and struggling students in the core content areas under the supervision of a certified teacher.

Progress Measure (Lead: Improved student achievement.

Dates/Timeframes: Entire SY 24-25

Staff Responsible for Monitoring: Principal

Collaborating Departments: Leadership Team

TEA Priorities:

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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Instructional Aides to provide additional support - 211 - ESEA, Title I Part A - 211.11.6129.00.048.30.000 - \$78,123

Key Strategic Action 3 Details

Key Strategic Action 3: Dean of Instruction will support teachers and will work with the interventionist to provide targeted support for teachers through appraising, coaching, modeling, facilitating collaborative discussions and examinations of data.

Dates/Timeframes: 24-25 SY

Staff Responsible for Monitoring: Principal

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Academic support for campus - 211 - ESEA, Title I Part A - 211.23.6119.00.048.30.000 - \$98,327

Key Strategic Action 4 Details

Key Strategic Action 4: Accelerated Reading Instructor for at-risk students

Dates/Timeframes: Entire School Year 24-25

Staff Responsible for Monitoring: Appraiser, Reading Coach, CIS, Principal

Collaborating Departments: RLA

TEA Priorities:

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

Funding Sources: Additional reading teacher to teach at risk students - 166 - State Comp Ed - 166.11.6119.00.048.30.AR0 - \$65,000

Key Strategic Action 5 Details

Key Strategic Action 5: Parent liaison to assist with parents and navigating them and supporting them through the process of being apart of the campus climate and culture.

Dates/Timeframes: Entire School Year 24-25

Staff Responsible for Monitoring: Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.048.30.000 - \$38,363

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

SBDM & Title I Stakeholders (SEC)

Committee Role	Name	Position
Other School Leader	Jordan Richardson	Tech
SPED/504 Special Programs	Endia Brathwaite	Campus Facilitator
Other School Leader	Melissa Thomas	Dean
Counselor	Denna Slinger	Counselor
School Counselor	Deirdre Pickettay	Counselor
School Counselor	Mimi Lugo	Counselor
Other School Leader	Arianna Lavender	Assistant Principal
Business Representative	Johnathan Higa	Business Representative
Community Representative	x x	Community Member
District-level Professional	Sarah Miller	District-Level Professional
Parent	Marla Campbell	Parent
Parent	x x	Parent
Administrator/Chair	Kernisha Hill	Principal
Classroom Teacher	Devanna Marshall	Subject: English/ELAR
Classroom Teacher	Crista Privott- Spencer	Subject: Math
Classroom Teacher	Shyrisse Ramos	Subject: Science
Classroom Teacher	Catherine Talento	Subject: Social Studies
Classroom Teacher	Monique Fischman	Teacher: SPED
Classroom Teacher	Sukeeta Key	Subject: CTE
Classroom Teacher	Key Christopher	Teacher
Classroom Teacher	Alexus Dukes	Subject: Elective
Other School Leader	Kelley Hunte	Assistant Principal
Other School Leader	Terrance Holloman	Instructional Coach
Paraprofessional	Guadalupe Piganelli	Title I: Parent Liaison
Specialized Instructional Support	Sharae Robinson	Title I: Specialized Instructional Support
Student	Corey Childress	Title I: Student
Student	Issac Kennedy	Title I: Student