

**Killeen Independent School District**

**Charles E. Patterson Middle School**

**2024-2025**



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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

#### Goal 1.1 Pathways for ALL students to build connections.

Charles E. Patterson Middle School believes that strong relationships and connections are paramount to the success of our students and staff.

**1.1a:** At the beginning of the year, we offer a new student orientation called Cav Camp. This event is held in August and allows new students to get to know the campus and our values. We also host an “Open House” night that allows parents/guardians to tour the campus and to connect with their child’s teachers. Students who join us during the school year are provided a buddy through our Welcoming Committee. This buddy will guide them in both the physical layout of the campus and our expectations.

The majority of our student body participates in a variety of extra-curricular activities including; athletics, AVID, band, choir, orchestra, theatre, art, chess, National Junior Honor Society, Sapphires dance team, cheerleading, step team, yearbook, Welcoming Committee, and Student Council. This past year, every student participated in a club during the day at least once per month.

We have a robust Fine Arts department and we offer a wide variety of courses. Our students participate in public concerts, performances, and displays. They also compete at UIL and in JR Vase.

23-24 Fine Arts Enrollment Count						
	Band	Choir	Dance	Orchestra	Theatre Arts	Visual Arts
Beginning class	120	59	39	13	68	165
Advanced class	82	82	13	11	34	77
High School Credit	N/A	N/A	N/A	N/A	9	80

The Athletics Department at CPMS is outstanding and works to grow our scholar athletes. We had 89 boys and 78 girls enrolled in the athletics period with more participating outside of the school day. During the 23-24 school year, our teams won 14 District Championship Titles (7 for the boys and 7 for the girls) which accounts for 56% of the available titles. We also had 115 athletes make A or A/B honor roll.

Family and community involvement are critical to the success of Patterson Middle School. Patterson hosts events such as Academic Awards ceremonies, a Black History program, a Hispanic Heritage program, an NJHS Induction, band concerts, choir concerts, orchestra concerts, pep rallies, and athletic events which are all very well attended.

One of our values at CPMS is service to others. We welcome our parents and community partners to be part of our campus. We have a very successful parent volunteer program that is active in helping throughout the building and also providing mentoring services to our students. We encourage our students to serve the community as well. We had a number of students earn Presidential Service Awards and our National Junior Honor Society worked on multiple projects this year. Our AVID students also put together a walk to benefit breast cancer research.

Honors Course Enrollment	ELAR	Math	Science	Social Studies
6 <sup>th</sup> grade (318)	72 23%	102 32%	81 25%	81 25%
7 <sup>th</sup> grade (324)	70 22%	66 20%	116 36%	74 23%
8 <sup>th</sup> grade (348)	131 38%	55 16%	131 38%	124 36%

HS Credit Course Enrollment	Art I	Theatre Arts	Spanish I or II	German I or II	Algebra
7 <sup>th</sup> grade (324)	0	0	89 27%	41 13%	0
8 <sup>th</sup> grade (348)	80 23%	9 3%	109 31%	25 7%	79 23%

We have a minimum of 32% of our students in honors courses at each grade level. We also have 40% of our 7<sup>th</sup> graders enrolled in a high school credit course. More than 38% of our 8<sup>th</sup> graders are enrolled in at least one high school credit course.

Each year, our 7<sup>th</sup> grade students visit the KISD Career Center (KCC) to explore the programs that they offer prior to completing their 4-year plans. 8<sup>th</sup> graders are able to attend Academic Planning Fairs at KCC with their parents.

We also have students participate in Avant testing. This testing allows students who show proficiency in a foreign language to earn high school credits at an accelerated pace.

**Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.**

**1.2a:** Our teachers utilize the TEKS Resource system and our district created curriculum maps to guide instruction. Teachers implement the Gradual Release of Responsibility (GRR) model in their classrooms. Teachers also have access to an online Learning Management System called Schoology that they can use to support instruction.

All teachers use iLit at least once each week to help students focus on reading during our intervention period. We offer courses from the resource level to the honors level in English Language Arts and Reading. We encourage enrollment in these courses by making students and parents aware of the options available. We also offer ACC Reading courses for students who were not successful on the STAAR. We provide tutoring outside of the classroom daily for any student needing assistance.

**1.2b & 1.2c:**

Our teachers share a common planning time with other teachers in the same content area. During this time, they are able to meet with their team to collaborate on data analysis and

lesson planning. All teachers utilize Eduphoria and the Centralized Reporting System to collect and analyze STAAR test data to drive differentiated instruction. Ongoing assessments, including the district provided Curriculum Unit Assessments (CUAs), MAP testing, and STAAR Interim testing, provide data for teachers to utilize to make decisions on when to reteach concepts. Finally, when students are being unsuccessful, interventions are provided to ensure that all students are learning to their maximum ability.

The following charts show how our campus populations scored on STAAR at each grade level in the 22-23 and 23-24 school years.

	School Year	State	District	Campus	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races
<b>Grade 6 Reading</b>										
At Approaches Grade Level or Above	24	75%	70%	73%	66%	73%	80%	90%	90%	
	23	75%	71%	74%	70%	76%	81%	87%	67%	68%
At Meets Grade Level or Above	24	55%	44%	45%	37%	43%	57%	90%	50%	
	23	50%	40%	40%	35%	44%	44%	67%	17%	32%
At Masters Grade Level	24	25%	14%	11%	2%	15%	17%	50%	0%	
	23	21%	12%	12%	5%	18%	15%	27%	17%	8%
<b>Grade 7 Reading</b>										
At Approaches Grade Level or Above	24	72%	66%	69%	66%	66%	77%	79%	67%	
	23	77%	73%	76%	69%	80%	76%	50%	75%	86%
At Meets Grade Level or Above	24	52%	41%	41%	33%	42%	51%	50%	50%	
	23	52%	41%	45%	40%	38%	56%	76%	25%	51%
At Masters Grade Level	24	28%	16%	17%	12%	21%	21%	21%	17%	
	23	26%	15%	19%	15%	12%	33%	47%	0%	22%
<b>Grade 8 Reading</b>										
At Approaches Grade Level or Above	24	79%	77%	84%	79%	86%	86%	94%	N/A	
	23	82%	77%	80%	75%	77%	84%	83%	75%	97%
At Meets Grade Level or Above	24	54%	45%	50%	43%	46%	55%	81%	N/A	
	23	56%	45%	49%	32%	53%	53%	75%	50%	73%
At Masters Grade Level	24	28%	19%	24%	21%	19%	27%	38%	N/A	
	23	27%	17%	19%	11%	21%	16%	42%	25%	32%

While our overall campus continues to out-perform the district on Reading assessments at each grade level, we still have large gaps in performance among our sub-populations. Only 41% to 51% of our 6th through 8th grade students are achieving at Meets Grade Level Standard which will require a focus on building in more foundational skills in our reading classes.

Our students who are categorized as African American are the lowest performing sub-population. 43% of 8th grade students of African American descent meets grade level and 79% at Approaches grade level. 33% of 7th grade students that are African American achieved Meets Grade Level and 66% at Approaches grade level. 6th graders that are African American have a total of 37% at Meets Grade Level and 66% at Approaches Grade Level. Our goal is to create growth by providing relevant reading interventions to students of African American descent.

<b>2024 Special Programs STAAR data: Gifted &amp; Talented</b>			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade GT			
Reading	96%	96%	52%
7 <sup>th</sup> Grade GT			
Reading	96%	96%	63%
8 <sup>th</sup> Grade GT			
Reading	100%	89%	56%

Our Gifted and Talented students are performing at Meets Grade Level in high percentages. Only 52%-63% of our GT students scored at the Masters Grade Level in Reading.

<b>2024 Special Programs STAAR data: Emergent Bilingual</b>			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade EB			
Reading	63%	41%	15%
7 <sup>th</sup> Grade EB			
Reading	55%	28%	9%
8 <sup>th</sup> Grade EB			
Reading	76%	42%	15%

55% or more of our Emergent Bilingual students achieved Approaches Grade Level in Reading with 8<sup>th</sup> graders showing the most success. 7<sup>th</sup> grade had the lowest percentage of students achieving at each level.

<b>2024 Special Programs STAAR data: Special Education</b>			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade SPED			
Reading	43%	13%	0%
7 <sup>th</sup> Grade SPED			

Reading	33%	8%	0%
8 <sup>th</sup> Grade SPED			
Reading	53%	13%	3%

Only 33%-53% of our Special Education students achieved Approaches Grade Level or above on the Reading STAAR with less than 13% scoring Meets Grade Level.

2024 Special Programs STAAR data: At-Risk			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade At-Risk			
Reading	58%	22%	4%
7 <sup>th</sup> Grade At-Risk			
Reading	55%	22%	3%
8 <sup>th</sup> Grade At-Risk			
Reading	72%	26%	7%

Less than 26% of our At-Risk students scored at Meets Grade Level in Reading at each grade level. 8<sup>th</sup> grade At-Risk students had the highest percentage of students at Approaches Grade Level.

2024 Special Programs STAAR data: Economically Disadvantaged			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade Eco Dis			
Reading	69%	42%	6%
7 <sup>th</sup> Grade Eco Dis			
Reading	67%	37%	12%
8 <sup>th</sup> Grade Eco Dis			
Reading	80%	45%	19%

Less than 45% of our Economically Disadvantaged students scored at Meets Grade Level in Reading at each grade level. While 80% of our 8<sup>th</sup> grade Economically Disadvantaged students scored Approaches Grade Level in Reading, all other grade levels had less than 70% of the students passing the STAAR.

**1.2d:** We send teachers to a variety of professional development each year to increase their capacity. We send teachers to the PLC at Work conference each summer to ensure that they are prepared to participate successfully in data protocols during the year. We also sent ELAR teachers to TCTELA and to a writing training with Gretchen Bernabei. Each teacher that attends training is tasked with sharing their learning with others in the department when they return.

We participated in district Focus Walks that provided feedback to leadership and our teachers so that they could best focus on next steps for their students.

**Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.**

**1.3a:** Our teachers utilize the TEKS Resource system and our district created curriculum maps to guide instruction. Teachers implement the Gradual Release of Responsibility (GRR) model in their classrooms. Teachers also have access to an online Learning Management System called Schoology that they can use to support instruction.

All teachers used Imagine Math and IXL at least once each week to help students focus on math during our intervention period. We offer courses from the resource level to the honors level to Algebra I for high school credit in Math, We encourage enrollment in these courses by making students and parents aware of the options available. We also offer ACC Math courses for students who were not successful on the STAAR. We provide tutoring outside of the classroom daily for any student needing assistance.

**1.3b & 1.3c:** Our teachers share a common planning time with other teachers in the same content area. During this time, they are able to meet with their team to collaborate on data analysis and lesson planning. All teachers utilize Eduphoria and the Centralized Reporting System to collect and analyze STAAR test data to drive differentiated instruction. Ongoing assessments, including the district provided Curriculum Unit Assessments (CUAs), MAP testing, and STAAR Interim testing, provide data for teachers to utilize to make decisions on when to reteach concepts. Finally, when students are being unsuccessful, interventions are provided to ensure that all students are learning to their maximum ability.

The following charts show how our campus populations scored on STAAR at each grade level in the 22-23 and 23-24 school years.

	School Year	State	District	Campus	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races
Grade 6 Math										
At Approaches Grade Level or Above	24	70%	61%	65%	55%	64%	79%	90%	80%	
	23	74%	68%	78%	73%	79%	88%	73%	100%	81%
At Meets Grade Level or Above	24	37%	25%	34%	23%	32%	47%	80%	40%	
	23	37%	26%	31%	19%	38%	43%	67%	33%	24%
At Masters Grade Level	24	13%	6%	9%	5%	6%	15%	70%	10%	
	23	15%	7%	10%	5%	15%	16%	13%	0%	3%
Grade 7 Math										
At Approaches Grade Level or Above	24	53%	46%	49%	32%	53%	72%	64%	67%	
	23	61%	61%	59%	48%	59%	67%	82%	75%	65%
At Meets Grade Level or Above	24	32%	24%	22%	11%	29%	37%	21%	33%	
	23	35%	28%	25%	18%	17%	38%	71%	25%	30%
At Masters Grade Level	24	10%	5%	5%	1%	10%	7%	0%	0%	
	23	10%	5%	3%	2%	1%	7%	6%	0%	3%
Grade 8 Math										



	School Year	State	District	Campus	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races
At Approaches Grade Level or Above	24	70%	56%	52%	43%	52%	58%	80%	N/A	
	23	74%	86%	72%	67%	72%	74%	83%	100%	84%
At Meets Grade Level or Above	24	40%	20%	12%	7%	8%	21%	0%	N/A	
	23	44%	29%	31%	24%	32%	37%	50%	17%	53%
At Masters Grade Level	24	15%	5%	1%	0%	1%	5%	0%	N/A	
	23	16%	6%	2%	2%	2%	3%	0%	0%	5%

While our overall campus continues to out-perform the district on Math assessments at the 6th grade level, the 7th grade level did not perform as well at the Meets Grade Level. Our 8<sup>th</sup> grade students were below the district in Approaches, Meets, and Masters Levels. Our 8<sup>th</sup> grade had only 12% score at Meets Grade Level which will require a focus on vocabulary and computation skills in our math classes.

Our African American students are in our lowest scoring sub-population. Only 7% of our 8th grade students of African American descent achieved Meets Grade Level and 43% achieved Approaches Grade Level. 11% of students of African American descent in the 7th grade scored Meets Grade level. The percentage of 6th grade students of African American descent that scored Meets Grade Level is 23% and 55% scored Approaches Grade Level. A focus on interventions is the goal to create growth in the African American student sub-population.

	School Year	State	District	Campus	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races
Algebra I										
At Approaches Grade Level or Above	24		74%	99%	96%	100%	100%	100%	N/A	
	23	78%	76%	100%	100%	100%	100%	100%	100%	100%
At Meets Grade Level or Above	24		33%	79%	75%	62%	89%	91%	N/A	
	23	45%	38%	92%	75%	88%	100%	100%	100%	100%
At Masters Grade Level	24		14%	31%	25%	38%	28%	45%	N/A	
	23	24%	17%	58%	50%	68%	55%	67%	0%	56%

96% of our Algebra I students passed the state assessment. We had 79% score at Meets Grade Level and only 31% at Masters Grade Level.

2024 Special Programs STAAR data: Gifted & Talented			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade GT			
Math	100%	91%	64%
7 <sup>th</sup> Grade GT			
Math	93%	74%	37%
8 <sup>th</sup> Grade GT			
Math	83%	33%	0%
Algebra I	100%	100%	33%

Our Gifted and Talented students are performing at Meets Grade Level in high percentages. Only 37% of our GT students scored at Masters Grade Level in 7th grade Math and none scored at Masters Grade Level in 8th grade Math.

2024 Special Programs STAAR data: Emergent Bilingual			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade EB			
Math	66%	37%	7%
7 <sup>th</sup> Grade EB			
Math	24%	21%	6%
8 <sup>th</sup> Grade EB			
Math	48%	4%	0%
Algebra I	100%	75%	63%

Less than 37% of our EB students scored at Meets Grade Level in 6<sup>th</sup> and 7<sup>th</sup> grades. Only 4% of our 8<sup>th</sup> Grade EB students scored at Meets Grade Level. Less than 50% of 7<sup>th</sup> and 8<sup>th</sup> grade EB students scored at Approaches Grade Level.

2024 Special Programs STAAR data: Special Education			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade SPED			
Math	35%	8%	0%
7 <sup>th</sup> Grade SPED			

2024 Special Programs STAAR data: Special Education			
Math	19%	8%	0%
8 <sup>th</sup> Grade SPED			
Math	34%	0%	0%
Algebra I	N/A	N/A	N/A

Less than 35% of our Special Education students scored at Approaches Grade Level or Above in Math, with only 8% of 6<sup>th</sup> and 7<sup>th</sup> graders scoring at Meets Grade Level. None of our 8<sup>th</sup> grade SPED students scored at Meets Grade Level and we had no SPED students enrolled in Algebra I.

2024 Special Programs STAAR data: At-Risk			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade At-Risk			
Math	47%	14%	2%
7 <sup>th</sup> Grade At-Risk			
Math	36%	11%	1%
8 <sup>th</sup> Grade At-Risk			
Math	40%	4%	0%
Algebra	100%	47%	40%

Less than 15% of our At-Risk students scored at Meets Grade Level in Math at each grade level except Algebra I. While 100% of our 8th grade At-Risk students scored Approaches Grade Level in Algebra I, all other areas had less than 50% of the students passing the STAAR.

2024 Special Programs STAAR data: Economically Disadvantaged			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
6 <sup>th</sup> Grade Eco Dis			
Math	59%	28%	7%
7 <sup>th</sup> Grade Eco Dis			
Math	45%	20%	5%
8 <sup>th</sup> Grade Eco Dis			
Math	44%	9%	0
Algebra I	98%	68%	20%

Less than 30% of our Economically Disadvantaged students scored at Meets Grade Level in Math at each grade level except Algebra I. 6<sup>th</sup> grade had the highest passing rate with

59% of students scoring Approaches Grade Level or Above.

**1.3d:** We send teachers to a variety of professional development each year to increase their capacity. Teachers attend the PLC at Work conference each summer to ensure that they are prepared to participate successfully in data protocols during the year. We also sent Math teachers to CAMT. In August, we contracted with Pam Harris with Math is Figureoutable to provide training for our teachers. Each teacher that attends training is tasked with sharing their learning with others in the department when they return.

We participated in district Focus Walks that provided feedback to leadership and our teachers so that they could best focus on next steps for their students.

**Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.**

**1.4a:** Our students learn about college and career options in different ways. We have the AVID program on our campus that helps to inform students in the program and provides information related to college awareness for all students during the year. Each week, our staff participated in college spirit day by wearing a shirt to represent a college of their choice and talking with our students about it. Our 7<sup>th</sup> graders tour the KISD Career Center and learn about the available programs there. Our 8<sup>th</sup> graders are enrolled in the College and Career Exploration class where they utilize Naviance and learn about the different endorsements that KISD offers. They also create their 4 year plan that will guide them through high school.

**1.4b:** We had a limited number of community partners working with us this past year. Some came to our parent engagement events to speak with the families there. This is a definite area where we can improve on for the 24-25 school year.

**1.4c:** At the middle school level, part of how we prepare our students to graduate from high school and be ready for postsecondary education or the workforce is to ensure that they are successful in their core content area classes. Beyond Reading and Math, students must also meet grade level standards in Science and Social Studies at the 8<sup>th</sup> grade level.

The following charts show how our campus populations scored on STAAR at each grade level in the 22-23 and 23-24 school years.

	School Year	State	District	Campus	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races
<b>Grade 8 Science</b>										
At Approaches Grade Level or Above	24	68%	62%	68%	57%	70%	71%	94%	N/A	
	23	72%	64%	73%	61%	71%	81%	92%	88%	92%
At Meets Grade Level or Above	24	42%	32%	42%	31%	35%	55%	88%	N/A	
	23	45%	33%	41%	24%	38%	50%	75%	50%	76%
At Masters Grade Level	24	16%	9%	13%	6%	8%	21%	50%	N/A	
	23	16%	9%	14%	6%	16%	19%	33%	0%	22%

While our overall campus continues to out-perform the district on Science assessments at the 8th grade level, we still have large gaps in performance among our sub-populations and

only 42% of our 8th grade students are achieving at Meets Grade Level Standard. Only 31% of 8th grade students that are of African American descent scored Meets Grade Level and 61% scored Approaches Grade Level. Also, 8<sup>th</sup> grade students that are Hispanic scored 35% at the Meets Grade Level and 70% at the Approaches Grade Level.

	School Year	State	District	Campus	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races
Grade 8 Social Studies										
At Approaches Grade Level or Above	24									
	23	57%	51%	62%	50%	63%	61%	83%	63%	95%
At Meets Grade Level or Above	24									
	23	31%	24%	27%	15%	27%	33%	50%	38%	46%
At Masters Grade Level	24									
	23	16%	11%	12%	9%	12%	10%	33%	0%	22%

While our overall campus continues to out-perform the district on Social Studies assessments at the 8th grade level, we still have large gaps in performance among our sub-populations and only 27% of our 8th grade students are achieving at Meets Grade Level Standard. 15% of 8th grade students that are of African American descent scored Meets Grade Level and 50% scored Approaches Grade Level.

2024 Special Programs STAAR data: Gifted & Talented			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
8 <sup>th</sup> Grade GT			
Science	100%	94%	56%
Social Studies	100%	83%	50%

Our Gifted and Talented students are performing at Meets Grade Level in high percentages. Masters Grade Level attainment was low in Social Studies with only 50% of our GT students reaching this level. Science also had only 56% of GT students scoring at Masters Grade Level.

2024 Special Programs STAAR data: Emergent Bilingual			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
Science	64%	42%	15%
Social Studies	67%	42%	9%

Less than 45% of our EB students scored at Meets Grade Level or Above on both the Science and Social Studies STAAR. We also had less than 70% of our EB students scoring at Approaches Grade Level on both tests.

<b>2024 Special Programs STAAR data: Special Education</b>			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
Science	32%	13%	5%
Social Studies	34%	11%	5%

Our SPED students struggled to be successful on the Science and Social Studies tests with less than 35% passing and less than 15% scoring at Meets Grade Level.

<b>2024 Special Programs STAAR data: At-Risk</b>			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
Science	52%	24%	4%
Social Studies	44%	17%	3%

Our students did better on the Science STAAR than on Social Studies, but less than 25% scored at Meets Grade Level on either test.

<b>2024 Special Programs STAAR data: Economically Disadvantaged</b>			
	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level
Science	62%	33%	9%
Social Studies	60%	28%	9%

60% to 62% of our Economically Disadvantaged students scored at Approaches Grade Level on both tests, but less than 35% scored at Meets Grade Level.

**1.4d:** Our staff and students do not have much knowledge of what a student must achieve to be College, Career, or Military Ready according to the state of Texas. This is an area where we can benefit from professional development.

### **Student Success Strengths**

Goal 1.1 Pathways for ALL students to build connections:

- We have programs in place to help new students learn the campus culture and expectations.

- We offer a wide variety of extra curricular activities and have a system for students to participate during the school day.
- We have successful Fine Arts and Athletic programs that students are proud to be part of.
- Students feel that the adults at the school believe in them.
- Parents feel welcomed and respected and believe the campus provides a quality experience.
- Staff feel supported and encouraged and are proud to work for the district.
- We have a high number of 7th graders taking high school credit foreign language courses.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing:

- ELAR teachers participate in relevant and helpful professional development.
- ELAR teachers meet for PLC to share ideas and analyze data.
- Our campus out-performed the district in Reading at all levels except 6th grade Masters Grade Level.

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics:

- Math teachers participate in relevant and helpful professional development
- Math teachers meet for PLC to share ideas and analyze data.
- 6th grade Math out-performed the district at each level.
- 75% of our EB students scored at Meets Grade Level on the Algebra I EOC.

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce:

- 8th grade students use Naviance to learn about their options and complete their 4 year plans.
- 7th grade students travel to KISD Career Center to learn about industry certifications that are offered.
- Our campus out-performed the district at all levels on the Science and Social Studies STAAR tests.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** 55% of 6th grade student, 59% of 7th grade students and 50% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 2:** 59% of 6th grade EB students, 72% of 7th grade EB students, and 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 3:** 66% of 6th grade student, 78% of 7th grade students and 88% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 4:** 63% of 6th grade EB students, 79% of 7th grade EB students, and 96% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 5:** 58% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 6:** 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 7:** 66% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 8:** 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 9:** 48% of 6th grade GT students, 37% of 7th grade GT students, and 54% of 8th grade GT students did not attain a Masters Grade Level on the Reading STAAR.

**Problem Statement 10:** 36% of 6th grade GT students, 63% of 7th grade GT students, and 100% of 8th grade GT students did not attain a Masters Grade Level on the Math STAAR. 67% of 8th grade GT students did not attain a Masters Grade Level on the Algebra I STAAR.

**Problem Statement 11:** 78% of 6th grade At-Risk students, 78% of 7th grade At-Risk students, and 74% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 12:** 86% of 6th grade At-Risk students, 69% of 7th grade At-Risk students, and 86% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 13:** 76% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 14:** 83% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 15:** 16% of students are not involved in a Fine Arts program.

**Problem Statement 16:** 76% of eligible 7th and 8th grade students are not involved in Athletics.

**Problem Statement 17:** 67% of students received a discipline referral during the 23-24 school year.

**Problem Statement 18:** Enrollment in advanced courses is between 20% and 38% depending on the course and the grade level.

**Problem Statement 19:** Attendance for after school academic family events such as Special Program meetings, AVID workshops, STAAR workshops reflect poor family engagement.

**Problem Statement 20:** Students have limited exposure to CTE curriculum at the middle school level.



# 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.**

Charles E. Patterson Middle School professional staff meet the Texas Education Agency certification requirements or are currently pursuing licensure through an alternative certification program. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. CPMS employs a diverse staff with a wide range of experiences. The staff consists of 15 Aides, 47 teachers, 2.5 Dyslexia teachers, 1 Librarian, 2 Guidance Counselors, 1 Social Emotional Learning Specialist, 1 Instructional Coach, 1 Technologist, 1 Special Programs Facilitator, 1 Academic Advisor, 2 Assistant Principals, 1 Dean of Instruction and 1 Principal.

New staff are hired based on interviews with the leadership team. Newly hired staff are guided by our Campus Instructional Coach, Academic Advisor, and a mentor or buddy. All first-year teachers are partnered with a mentor to guide them and help them build their professional skills. Experienced teachers who are new to the campus are partnered with a buddy who assists them in knowing and understanding the Cavalier way. We have teachers on staff that range from 0 years of experience to 42 years of experience; however, our campus average is 9.2 years.

All teachers and staff are part of a team in our Professional Learning Community (PLC). Teams meet at least twice a month to discuss student learning data and plan for instruction. Professional development is highly regarded at Patterson Middle School. Teachers at Patterson consistently attend professional development opportunities in the summer and throughout the school year. Assessment data indicate that we need to continue building the capacity of our teachers to effectively differentiate instruction for our advanced and at-risk learners. Moreover, due to a campus belief in our PLC, teachers share new strategies and information gleaned from professional development opportunities to ensure that everyone is learning.

We build staff morale by celebrating accomplishments throughout the year. Our values include Academics, Leadership, Integrity, Effort, Resiliency, and Service to Others. We look for these things in both our staff and students. We recognize multiple staff members of the month each month. We encourage community by providing staff luncheons and special events during the year. We also provide positive reinforcement for staff through the use of Cavalier Make It Count tickets that can be redeemed in monthly prize drawings.

### **Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

The organization of CPMS is based on the needs of our students and staff. The master schedule is built based on state requirements and requests from students. Teacher placement is based on certification and areas of need.

The campus participates in job fairs and HR mix and mingle events in order to recruit qualified staff. We also post on our social media accounts when we have vacancies. We are participating in the Visiting International Teachers pilot this year and have 2 international teachers on staff.

Our campus underwent a rezoning this past summer and we lost teacher allocations due to lower enrollment (with the opening of a new middle school). 12% of our staff are new to our campus this year and 4% are in their 1<sup>st</sup> year of teaching. We are currently fully staffed.

### **Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

The leadership team works as instructional leaders to support our content teams. The four core areas (ELAR, Math, Science, and Social Studies) and Special Education also have a designated teacher leader who is responsible for supporting the department. Team meetings are focused on assessing student needs and planning for interventions. Professional development days provide structured learning related to campus needs and time for teams to continue collaborating.

In addition to campus provided professional development, the district also provides learning opportunities for our teachers. We have monthly visits from our DIS to help guide our coaching using the Get Better Faster model.

**Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

We sent out a survey to our students, families, and staff this year. We had a great deal of response and have been able to use the data to create strategies for improving this year.

67 staff members responded to the survey. There are some very clear areas that we need to work on in relation to how our staff feel about the campus.

Statement	Percent Agreement
I have the training I need to do my job effectively	90%
I feel supported by my principal/supervisor in my efforts to adapt to change	96%
My principal/supervisor is accessible within a reasonable amount of time	75%
My principal/supervisor encourages and supports collaboration in our building/department	97%
My principal/supervisor cares about my development/career goals	93%
I receive recognition from my principal or departmental supervisor for excellent work	85%
I am comfortable voicing my ideas and opinions, even if they are different from others	87%
My school/building is a safe place to work	75%
Adults working at my school/department treat all students and staff respectfully	100%
Adults at my school/department treat people from different races, cultural backgrounds, or ethnicities, with respect	100%
I am proud to work for the school district	97%
My evaluator provides me with the feedback I need to learn and grow professionally	88%

We also conducted an end of year survey that showed the following:

On a scale of 1-5, with 1 being never and 5 being all the time:

Statement	Average rating
I feel safe when I am at work.	3.85
I feel supported by the administration.	3.75
I feel there is a high expectation of learning for students.	3.5
I feel there is a strong culture of learning for staff.	3.4
Overall, there is a positive school culture at CPMS.	3.4

We received input from 52 staff members and in general, they felt safe and supported. There are some areas where we can continue to improve and grow.

We will continue to collect feedback using surveys throughout this year. We also have an open-door policy for our campus leadership team. We are available

## **Human Capital Strengths**

### **Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.**

- The master schedule is set to facilitate collaboration on teacher teams.
- Time and space for team collaboration are provided and protected by the leadership team.
- Staff retention practices focus on making sure that the staff knows they are valued. Staff contributions are celebrated consistently.

### **Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

- The organization of CPMS is based on the needs of our students and staff.
- The campus participates in job fairs and HR mix and mingle events in order to recruit qualified staff.
- We are participating in the Visiting International Teachers pilot this year and have 2 international teachers on staff.
- We are currently fully staffed.

### **Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

- Staff quality is increased through consistent professional development offerings during the year.
- Staff are provided opportunities to attend nationally recognized training during the year and in the summer. Those who attend bring their learning back to the campus to share with others.
- New teachers are provided support in multiple ways by both teachers, the CIC, and our Academic Advisor.

### **Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

- The campus staff are a core part of the decision-making process through SBDM.

# Financial Stewardship

## Financial Stewardship Summary

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

The Site Based Decision Making Team (SBDM) utilizes data from a variety of resources to determine campus needs. Those needs are prioritized so that funding can be used appropriately.

### **Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.**

SBDM meets monthly to review budgets and make decisions related to allocated funds.

Campus Improvement Plan is updated quarterly to reflect progress toward goals and fund expenditures.

### **Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

Campus policies and procedures are reviewed through both the Campus Conduct Committee (CCC) and the SBDM. Input and feedback from these committees is then used to update policies and procedures.

### **Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.**

The campus communicates with district operational departments to provide input and feedback related to district resources and procedures.

## Financial Stewardship Strengths

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

- The Site Based Decision Making Team (SBDM) meets monthly; average attendance is ???
- Leadership team meets weekly to discuss campus needs

### **Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.**

- Campus holds faculty meetings monthly and shares updates from SBDM at these meetings.

### **Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

- Campus Conduct Committee has members from each grade level and content area.
- SBDM has representation from each grade level and content area.
- Agendas are shared with staff prior to meetings and minutes are shared afterward.

### **Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.**

- The campus provides opportunities for all stakeholders to provide feedback quarterly throughout the year.

# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> We will increase student enrollment and participation in Fine Arts, Athletics, and Extra-curricular activities by providing diverse opportunities, celebrating accomplishments, preparing students for each level, and improving communication with the community.</p> <p><b>Progress Measure (Lead):</b> We will spotlight students for participation in Fine Arts, Athletics, Clubs, and Extra-curricular activities once a week for each area through our announcements, social media, and weekly newsletter.</p> <p>We will align Pre-Athletics curriculum and expectations with Athletics to better prepare students for the transition.</p> <p><b>Outcome Measure (Lag):</b> By May 2025 (as indicated on course planning for 25-26): Fine Arts participation will increase from 84% to 90%.</p> <p>Athletic participation will increase from 24% to 29%.</p> <p>By May 2025: Extracurricular participation in clubs and organizations will continue at 100% with an increase in offerings outside of the school day.</p> <p>Participation in UIL Academic competition will be at 100% for each tested category.</p> <p><b>Dates/Timeframes:</b> Numbers will be assessed quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Campus Athletic Coordinator; Academic Advisor; UIL Coordinator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Success 15, 16</p>

## Key Strategic Action 2 Details

**Key Strategic Action 2:** We will build a positive school culture, fostering student engagement, academic achievement, and social-emotional well-being through respect, collaboration, and a growth mindset.

**Progress Measure (Lead):** We will provide district-wide staff training for Capturing Kids' Hearts (CKH) and provide support for staff implementations throughout the year.

Our students will participate in CKH lessons each week during CAV Connection in order to develop social emotional learning skills such as empathy, self-regulation, and conflict resolution.

We will see an increase in nominations for positive school-wide recognition (Staff Member of the Month, Make It Count award, Student Spotlights, etc.).

We will recognize students and staff daily through the use of positive reinforcement systems (Hero for students and MIC Check tickets for staff).

Set up Mentoring program with community mentor and school mentor for all returning DAEP Students

Build in lesson for CAV connection to combat discipline issues such as disruption, insubordination, vaping, fighting, etc.

Students will participate in Challenge Day and be taught emotional intelligence and leadership skills in order to understand how actions affect themselves and others.

**Outcome Measure (Lag):** By May 2025:

Our campus will score in the progressing level or higher on the CKH Implementation rubric.

We will see an increase in the number of nominations for positive school-wide recognition for staff and students.

We will see a 10% decrease in the number of students receiving referrals.

We will see a 10% decrease in the number of students being placed at DAEP and a decrease in the number of students returning to DAEP after an initial placement.

Students will be able to advocate for themselves in the classroom when they need help and also to reflect on their academic progress in order to improve in the future.

**Dates/Timeframes:** August 2024-May 2025 and monitored monthly.

**Staff Responsible for Monitoring:** Principal; SEL Counselor; Dean of Instruction; Academic Advisor

### **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 17

**Funding Sources:** Professional presenters to work with At-Risk students - 166 - State Comp Ed - 166.11.6299.00.053.30.AR0 - \$6,000, Supplies for Social Emotional Learning lessons - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$2,500

### Key Strategic Action 3 Details

**Key Strategic Action 3:** We will foster a culture of academic excellence and work to provide equitable access to advanced learning opportunities.

**Progress Measure (Lead):** Sixth grade students will have access to the AMI program to expand Advanced Academics.

We will create an awareness campaign to share the benefits of advanced academics.

We will provide a College/Career parent night event so that parents know the value of the advanced courses.

We will establish tutoring, mentorship, and support systems to ensure students have what they need to succeed.

Teachers will receive professional development related to helping diverse populations succeed in advanced courses.

We will collect feedback from students, parents, and educators to improve the effectiveness of our advanced academics program.

We will support GT students in instructional settings by providing differentiated instruction, enrichment activities and opportunities for field-based instruction. Teachers of GT students will receive professional development on specific strategies for working with gifted learners.

AVID students will learn college readiness skills that will prepare them to succeed in rigorous curricula and increase their opportunities for post-secondary success.

**Outcome Measure (Lag):** By May 2025 (as indicated on course planning for 25-26):

Enrollment in honors level courses will increase from 28% to 35%.

Enrollment in high school credit courses will increase from 20% to 27%.

By May 2025:

GT student achievement on STAAR will increase at the Masters level from 57% to 65%.

**Dates/Timeframes:** Beginning in September 2024 and happening at least once each semester.

**Staff Responsible for Monitoring:** Counselors, Social Emotional Learning Specialist

**Problem Statements:** Student Success 9, 10, 18

**Funding Sources:** Professional Development for teachers of GT students - 177 - Gifted/Talented - 177.13.6411.00.053.21.000 - \$5,500, Student Admission for field experiences - 177 - Gifted/Talented - 177.11.6412.00.053.21.000 - \$4,000, Transportation for student field trips - 177 - Gifted/Talented - 177.11.6494.00.053.21.000 - \$2,000, Professional Development registration and fees - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$8,000, Refreshments for parent engagement event - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.053.24.PAR - \$500

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** We will work to enhance student participation and interest in CTE programs.

**Progress Measure (Lead):** We will create an awareness campaign to share the benefits of CTE courses.

We will pursue partnerships with CTE programs at the Career Center to build career knowledge and interest.

We will increase the number of opportunities for students to explore career fields and interest in career and technical related fields.

We will celebrate CTE month by hosting a variety of events to showcase the available field of study.

We will offer opportunities for students to participate in coding activities to increase their interest in CTE.

**Outcome Measure (Lag):** By May 2025 (as indicated on course planning for 25-26):

CTE participation at the high school level will increase 10%.

**Dates/Timeframes:** Beginning in November, we will host an event each semester. We will also assess numbers each semester after course planning.

**Staff Responsible for Monitoring:** Counselors; CTE teacher

**Problem Statements:** Student Success 20

**Funding Sources:** Supplies for coding activities - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$1,000

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** We will build a stronger connection between the school and families by creating accessible communication channels, offering flexible opportunities for involvement, providing family workshops, celebrating diversity, and recognizing the contributions of our community.

**Progress Measure (Lead):** Families will receive weekly communication from the school related to current issues/activities. They will also have access to online resources for improving student performance.

We will provide in-person and virtual opportunities for families to get involved with the school (volunteer opportunities, PTA, family workshops, cultural celebrations).

Families of students involved in specialized programs (EB, Dyslexia, GT, etc.) will be invited in to learn about the resources available to their students.

**Outcome Measure (Lag):** By May 2025, parent/family engagement will increase by 20%.

**Dates/Timeframes:** Family events will be held monthly.

**Staff Responsible for Monitoring:** Parent Liaison

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 19

**Funding Sources:** Resources for families - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.053.24.PAR - \$1,000, Refreshments for Family Educational Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.053.24.PAR - \$800, Supplies for family educational nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.053.24.PAR - \$568

#### Goal 1 Problem Statements:



## Student Success

**Problem Statement 9:** 48% of 6th grade GT students, 37% of 7th grade GT students, and 54% of 8th grade GT students did not attain a Masters Grade Level on the Reading STAAR.

**Problem Statement 10:** 36% of 6th grade GT students, 63% of 7th grade GT students, and 100% of 8th grade GT students did not attain a Masters Grade Level on the Math STAAR. 67% of 8th grade GT students did not attain a Masters Grade Level on the Algebra I STAAR.

**Problem Statement 15:** 16% of students are not involved in a Fine Arts program.

**Problem Statement 16:** 76% of eligible 7th and 8th grade students are not involved in Athletics.

**Problem Statement 17:** 67% of students received a discipline referral during the 23-24 school year.

**Problem Statement 18:** Enrollment in advanced courses is between 20% and 38% depending on the course and the grade level.

**Problem Statement 19:** Attendance for after school academic family events such as Special Program meetings, AVID workshops, STAAR workshops reflect poor family engagement.

**Problem Statement 20:** Students have limited exposure to CTE curriculum at the middle school level.

**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:** We will provide quality tier 1 instruction and targeted support in reading and writing.

**Progress Measure (Lead):**

ELAR teachers will analyze data from a variety of sources (STAAR, MAP, Interims, Progress checks, Benchmarks, etc.) in order to provide TEKS-based interventions.

ELAR teachers will host tutorials to target all students after school and on select weekends. Teachers will utilize research-based, best practice instructional strategies to support students during tutorials. Healthy snacks will be provided during tutorials.

Teachers will identify areas of student need in reading and writing in order to pursue professional development opportunities that will help to close the gap between weaknesses and targeted academic achievement goals.

Students will have access to a variety of materials/supplies to support literacy and content-based language instruction.

Teachers of Emergent Bilingual students will attend professional development to learn best practices for language acquisition and differentiation.

Teachers of Gifted and Talented students will attend professional development to learn best practices for differentiation and facilitating the TPSP .

**Outcome Measure (Lag):** STAAR Meets on Reading in 6th grade will increase from 45% to 50%

STAAR Meets on Reading in 7th grade will increase from 41% to 50%

STAAR Meets on Reading in 8th grade will increase from 50% to 55%

**Dates/Timeframes:** Achievement will be assessed monthly

**Staff Responsible for Monitoring:** Dean of Instruction; Campus Instructional Coach

**Problem Statements:** Student Success 1, 2, 9, 11

**Funding Sources:** Substitutes to allow teachers time to analyze data and plan for interventions - 166 - State Comp Ed - 166.11.6112.00.053.30.AR0 - \$2,000, Instructional Aide to work with At-Risk students - 166 - State Comp Ed - 166.11.6129.00.053.30.AR0 - \$22,515, Instructional supplies to support literacy - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$8,000, Professional development registration and fees (Reading & Writing) - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$6,000, Healthy snacks for students - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$1,000, Supplies for GT projects - 177 - Gifted/Talented - 177.11.6399.00.053.21.000 - \$1,000, Supplemental instructional supplies for EB intervention - 165/ES0 - ELL - 165.11.6399.00.053.25.ES0 - \$1,000, Professional development registration and fees for teachers of EB students - 165/ES0 - ELL - 165.13.6411.00.053.25.ES0 - \$2,500, Professional development registration and fees for teachers of GT students - 177 - Gifted/Talented - 177.13.6411.00.053.21.000 - \$1,150, Toner to print resources for supplemental instruction for At-Risk students - 166 - State Comp Ed - 166.11.6399.00.053.30.AR0 - \$1,250

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Teachers will utilize iReady to improve reading achievement by targeting student growth in key reading skills across all proficiency levels.

**Progress Measure (Lead:** We will administer iReady's diagnostic at the beginning of the year to identify individual reading levels and areas for growth.

Students will complete iReady's adaptive lessons weekly to address gaps or enhance skills.

Teachers and Leadership staff will use iReady's data analytics to track student progress and adjust instruction/intervention.

**Outcome Measure (Lag):** STAAR Meets on Reading in 6th grade will increase from 45% to 50%

STAAR Meets on Reading in 7th grade will increase from 41% to 50%

STAAR Meets on Reading in 8th grade will increase from 50% to 55%

**Dates/Timeframes:** Implementation will be tracked weekly

**Staff Responsible for Monitoring:** Dean of Instruction; Campus Instructional Coach

**ESF Levers:**

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

**Problem Statements:** Student Success 1, 2, 11

**Funding Sources:** Training for teachers on how to successfully implement I-Ready - 211 - ESEA, Title I Part A - 211.13.6299.00.053.30.000 - \$6,800, Headphones for use with I-Ready during intervention - 166 - State Comp Ed - 166.11.6399.00.053.30.AR0 - \$2,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** We will implement school-wide writing strategies to support cross-curricular writing success.

**Progress Measure (Lead:** We will bring in professional authors/writers to work with students, providing them with a unique opportunity to learn from and be inspired by an experienced writer.

Students will learn focused note-taking strategies to be used through all content areas.

**Outcome Measure (Lag):** The total % of students earning a 0 on the ECR will decrease:

7th grade students earning a 0 on the ECR will decrease from 49% to 40%.

8th grade students earning a 0 on the ECR will decrease from 38% to 30%.

**Dates/Timeframes:** Starting in November 2024 and continuing for the whole year

**Staff Responsible for Monitoring:** Dean of Instruction; Campus Instructional Coach

**Problem Statements:** Student Success 1, 2, 11

**Funding Sources:** Funds for author/writers to provide workshop - 211 - ESEA, Title I Part A - 211.11.6299.00.053.30.000 - \$6,000, Focused note-taking paper will be provided to supplement note-taking instruction - 166 - State Comp Ed - 166.11.6397.00.053.30.AR0 - \$2,000

### Goal 2 Problem Statements:

## Student Success

**Problem Statement 1:** 55% of 6th grade student, 59% of 7th grade students and 50% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 2:** 59% of 6th grade EB students, 72% of 7th grade EB students, and 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 9:** 48% of 6th grade GT students, 37% of 7th grade GT students, and 54% of 8th grade GT students did not attain a Masters Grade Level on the Reading STAAR.

**Problem Statement 11:** 78% of 6th grade At-Risk students, 78% of 7th grade At-Risk students, and 74% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.

**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:** We will provide quality tier 1 instruction and targeted support in mathematics.

**Progress Measure (Lead):** Math teachers will analyze data from a variety of sources (STAAR, MAP, Interims, Progress checks, Benchmarks, etc.) in order to provide TEKS-based interventions.

Math teachers will host tutorials to target all students after school and on select weekends. Teachers will utilize research-based, best practice instructional strategies to support students during tutorials. Healthy snacks will be provided during tutorials.

Teachers will identify areas of student need in mathematics in order to pursue professional development opportunities that will help to close the gap between weaknesses and targeted academic achievement goals.

Teachers of Emergent Bilingual students will attend professional development to learn best practices for content language acquisition and differentiation.

Teachers of Gifted and Talented students will attend professional development to learn best practices for differentiation and facilitating the TPSP .

**Outcome Measure (Lag):** STAAR Meets on Math in 6th grade will increase from 34% to 40%

STAAR Meets on Math in 7th grade will increase from 22% to 30%

STAAR Meets on Math in 8th grade will increase from 12% to 25%

**Dates/Timeframes:** Achievement will be assessed monthly.

**Staff Responsible for Monitoring:** Dean of Instruction; Campus Instructional Coach

**Problem Statements:** Student Success 3, 4, 12

**Funding Sources:** Substitutes to allow teachers time to analyze data and plan for interventions - 166 - State Comp Ed - 166.13.6299.SB.053.30.AR0 - \$2,500, Instructional supplies for tutorials - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$5,000, Professional development registration and fees (math) - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$5,000, Professional development registration and fees for teachers of EB students - 165/ES0 - ELL - 165.13.6411.00.053.25.ES0 - \$2,000, Supplemental instructional supplies for EB intervention - 165/ES0 - ELL - 165.11.6399.00.053.25.ES0 - \$450, Supplies for GT projects - 177 - Gifted/Talented - 177.11.6399.00.053.21.000 - \$1,000, Professional development registration and fees for teachers of GT students - 177 - Gifted/Talented - 177.13.6411.00.053.21.000 - \$1,181, Healthy snacks for tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$1,000, Toner for At-Risk students - 166 - State Comp Ed - 166.11.6399.00.053.30.AR0 - \$1,250, Technology needed for At-Risk students during interventions - 166 - State Comp Ed - 166.11.6398.00.053.30.AR0 - \$20,085

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Teachers will utilize IXL to improve math achievement by targeting student growth in key math skills across all proficiency levels.

**Progress Measure (Lead):** We will administer the IXL diagnostic in October to identify individual math levels and areas for growth.

Students will complete IXL adaptive lessons weekly to address gaps or enhance skills.

Teachers and Leadership staff will use IXL data analytics to track student progress and adjust instruction/intervention.

**Outcome Measure (Lag):** STAAR Meets on Math in 6th grade will increase from 34% to 40%

STAAR Meets on Math in 7th grade will increase from 22% to 30%

STAAR Meets on Math in 8th grade will increase from 12% to 25%

**Dates/Timeframes:** November until the end of the year

**Staff Responsible for Monitoring:** Dean of Instruction; Campus Instructional Coach

**ESF Levers:**

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

**Problem Statements:** Student Success 3, 4, 12

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 3:** 66% of 6th grade student, 78% of 7th grade students and 88% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 4:** 63% of 6th grade EB students, 79% of 7th grade EB students, and 96% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 12:** 86% of 6th grade At-Risk students, 69% of 7th grade At-Risk students, and 86% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR.

**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:** We will provide quality tier 1 instruction and targeted support in science and social studies to ensure that students are ready for high school content.

**Progress Measure (Lead):** Science and Social Studies teachers will analyze data from a variety of sources (STAAR, MAP, Interims, Progress checks, Benchmarks, etc.) in order to provide TEKS-based interventions.

Science and Social Studies teachers will host tutorials to target all students after school and on select weekends. Teachers will utilize research-based, best practice instructional strategies to support students during tutorials. Healthy snacks will be provided during tutorials.

Social Studies teachers will incorporate Lomans Educational resources into their history curriculum to enrich students' understanding of historical events and their connection to modern issues.

Teachers will utilize IXL to improve science and social studies achievement by targeting student growth in key skills across all proficiency levels.

Teachers will identify areas of student need in Science and/or Social studies in order to pursue professional development opportunities that will help to close the gap between weaknesses and targeted academic achievement goals.

Science teachers will focus on vertical alignment for each grade level to identify the TEKS that are found on the 8th grade STAAR and ensure student mastery.

**Outcome Measure (Lag):** STAAR Meets on Science will increase from 42% to 50%

STAAR Meets on Social Studies will increase from 34% to 40%

**Dates/Timeframes:** August 2024-May 2025 with bi-weekly data checks

**Staff Responsible for Monitoring:** Dean of Instruction; Campus Instructional Coach, Lead Teachers

**Problem Statements:** Student Success 5, 6, 7, 8, 13, 14

**Funding Sources:** Substitutes to allow teachers time to analyze data and plan for interventions - 166 - State Comp Ed - 166.13.6299.SB.053.30.AR0 - \$4,000, Healthy snacks for students in after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$2,000, Instructional supplies (science/social studies) - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$10,000, Loman's resources for Social Studies - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$1,000, IXL for Science and Social Studies - 211 - ESEA, Title I Part A - 211.11.6299.OL.053.30.000 - \$20,000, Professional development registration and fees for Science and Social Studies teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$8,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** We will equip students with the necessary skills, knowledge, and resources to transition smoothly to the next grade level. We will prepare them for high school and maximize their chances of success in post-secondary education, the workforce, or the military.

**Progress Measure (Lead):** We will provide opportunities for students to explore various career paths and post-secondary programs through career fairs, guest speakers, and informational sessions. We will offer resources to help students identify their interests, strengths, and goals in order to plan for their future.

Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences of content area TEKS, their academic performance and in order to make connections to real-world experiences.

**Outcome Measure (Lag):** 30% increase in usage of Naviance in all grade levels.

Students will evidence a better understanding of the various opportunities available after high school.

Students will make real world connections to their classroom curriculum.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Counselors

**Problem Statements:** Student Success 11, 12, 13, 14

**Funding Sources:** Field based instruction-entry fees for students - 166 - State Comp Ed - 166.11.6412.00.053.30.AR0 - \$3,000, Transportation for students for field based instruction - 166 - State Comp Ed - 166.11.6494.00.053.30.AR0 - \$8,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** We will develop a comprehensive Multi-Tiered System of Support to address the academic, behavioral, and social-emotional needs of all students.

**Progress Measure (Lead):** We will create Accelerated Education Plans for students who meet the requirements.

Math and Reading PLCs will meet at least weekly to disaggregate data and plan for Tier 2 and 3 supports with the assistance of leadership.

Science and Social Studies PLCs will meet at least bi-weekly to disaggregate data and plan for Tier 2 and 3 supports with the assistance of leadership.

**Outcome Measure (Lag):** There will be a decrease in the number of students needing an AEP from 24% to 18%.

**Dates/Timeframes:** MTSS will be developed by October 2024 and then monitored every other week.

**Staff Responsible for Monitoring:** Dean of Instruction, Campus Instructional Coach, Principal

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 8

**Funding Sources:** Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.053.30.000 - \$100,968, Professional development registration and fees related to improving PLC effectiveness - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$28,153

### Goal 4 Problem Statements:



## Student Success

**Problem Statement 1:** 55% of 6th grade student, 59% of 7th grade students and 50% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 2:** 59% of 6th grade EB students, 72% of 7th grade EB students, and 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 3:** 66% of 6th grade student, 78% of 7th grade students and 88% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 4:** 63% of 6th grade EB students, 79% of 7th grade EB students, and 96% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 5:** 58% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 6:** 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 7:** 66% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 8:** 58% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 11:** 78% of 6th grade At-Risk students, 78% of 7th grade At-Risk students, and 74% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 12:** 86% of 6th grade At-Risk students, 69% of 7th grade At-Risk students, and 86% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 13:** 76% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 14:** 83% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Social Studies STAAR.

## 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:** We will work to attract highly qualified teachers through focused recruitment and intentional retention processes.

**Progress Measure (Lead):** We will showcase our campus' mission, values, and excellence through social media.

We will attend job-fairs, educational conferences, and networking events to engage with prospective teachers.

We will provide 1st year teachers and teachers new to our campus with a mentor or buddy who will support them throughout the year.

**Outcome Measure (Lag):** We will have a pool of possible candidates to ensure that we fill any vacancies in the 25-26 school year.

**Dates/Timeframes:** November 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Campus Technologist; Academic Advisor

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 2: Strategic Staffing

### Key Strategic Action 2 Details

**Key Strategic Action 2:** We will foster a culture of reflective practice and continuous professional growth among all staff. We will offer leadership opportunities to allow others to grow in their careers and encourage collaboration in order to share best practices.

**Progress Measure (Lead):** All staff will be given multiple opportunities to receive and provide feedback related to the campus mission, vision, and values.

All staff will engage in professional develop activities to grow in their fields.

We will explore the KISD Leadership Definition with our staff to determine where their goals fit.

**Outcome Measure (Lag):** 100% of teachers will participate in Get Better Faster coaching sessions each quarter.

Non-teaching staff will set goals for the year and meet monthly to discuss their progress.

100% of teachers will participate in a minimum of 50 professional development hours during the school year.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Dean of Instruction; Campus Instructional Coach; Assistant Principals

**ESF Levers:**

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

### Key Strategic Action 3 Details

**Key Strategic Action 3:** We will use systems of recognition to acknowledge staff achievements throughout the year.

**Progress Measure (Lead):** Staff Member of the Month recognition will be awarded monthly for different categories to include technology and CKH.

Staff appreciation events will happen monthly to acknowledge hard work and boost morale.

Staff and students will be recognized with a Make It Count award for going above and beyond.

Staff can earn MIC tickets for exhibiting our Cavalier values. These tickets can be redeemed for prizes.

**Outcome Measure (Lag):** Staff will feel valued and supported. End of year survey results will improve from 85% to 95% for the statement related to being recognized for excellent work.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Dean of Instruction

**ESF Levers:**

Lever 3: Positive School Culture

**Priority 2: Human Capital**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> We will develop and implement a staffing plan based on student needs (both current needs and projected future needs). <b>Progress Measure (Lead):</b> We will conduct periodic needs assessments to determine possible changes needed to staffing arrangements. <b>Outcome Measure (Lag):</b> Staff will be assigned to content and grade level based on student needs and staff strengths. <b>Dates/Timeframes:</b> Needs will be assessed each quarter prior to the end of the marking period. <b>Staff Responsible for Monitoring:</b> Principal; Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> We will strengthen family-school partnerships so that we can improve student outcomes and foster a supportive learning environment. <b>Progress Measure (Lead):</b> We will hire/continue to employ a Parent Liaison.</p> <p>Family Educational events will happen at least once a month.</p> <p>An informational resource center will be fully functional for our families.</p> <p><b>Outcome Measure (Lag):</b> Family involvement and attendance at educational events will increase by 25%. <b>Dates/Timeframes:</b> August 2024-May 2025 <b>Staff Responsible for Monitoring:</b> Principal; Parent Liaison</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Student Success 19 <b>Funding Sources:</b> Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.053.30.000 - \$34,039</p>

**Goal 2 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 19:</b> Attendance for after school academic family events such as Special Program meetings, AVID workshops, STAAR workshops reflect poor family engagement.</p>

**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** We will provide professional development on latest educational best practices to ensure that all staff are equipped to implement these strategies into their classrooms.

**Progress Measure (Lead):** We will utilize a campus professional development plan to guide our offerings based on staff needs throughout the year.

**Outcome Measure (Lag):** By May 2025, 80% of employees will report that their professional growth opportunities provided by the campus are preparing them to meet their future goals.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Dean of Instruction; Campus Instructional Coach

**ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Student Success 1, 3, 5, 7

**Funding Sources:** Professional development registration and fees - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$12,000, Professional development registration and fees - 211 - ESEA, Title I Part A - 211.23.6411.00.053.30.000 - \$6,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** We will provide mentoring to new teachers and coaching to all teachers throughout the year in order to improve professional practices of all.

**Progress Measure (Lead):** New teachers will be assigned an experienced mentor.

Mentors will receive training and guidance to help them achieve their role.

**Outcome Measure (Lag):** New teachers will feel successful and supported in their professional practice.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Dean of Instruction; Academic Advisor

**ESF Levers:**

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

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Campus leadership will support the growth and development of non-exempt staff.

**Progress Measure (Lead):** Meet monthly with different groups of non-exempt staff (secretaries, paraprofessionals, etc.) in order to share new ideas and to gather feedback.

**Outcome Measure (Lag):** Non-exempt staff will be motivated to not only meet their personal and professional goals but also contribute to the overall success of the school community.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 1:** 55% of 6th grade student, 59% of 7th grade students and 50% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 3:** 66% of 6th grade student, 78% of 7th grade students and 88% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 5:** 58% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 7:** 66% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Professional staff will be assessed using TPESS or TTESS in order to receive formal feedback.

**Progress Measure (Lead):** Regular performance evaluations will include constructive feedback and will be shared in a timely manner.

**Outcome Measure (Lag):** Teachers will reflect on their professional practice in order to improve instruction.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Dean of Instruction; Assistant Principals

**ESF Levers:**

Lever 5: Effective Instruction

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** We will implement a quarterly feedback cycle to gather input from all staff about job satisfaction, work environment, and school leadership.

**Progress Measure (Lead):** Surveys will be sent at the end of each quarter.

Feedback will be analyzed for patterns and actionable areas will be prioritized.

**Outcome Measure (Lag):** Data will allow for continuous growth and improvement throughout the year.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Principal and leadership team

**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** We will conduct regular needs assessments to identify trends in student enrollment and performance, particularly in relation to the use of resources.

**Progress Measure (Lead):** The staff will utilize resources (both district provided and campus provided) with fidelity.

We will analyze the efficiency and effectiveness of these resources in order to determine possible improvements.

**Outcome Measure (Lag):** Resources will be effectively allocated to get the best outcomes for students.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Site Based Decision Making Committee

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** We will implement a robust attendance monitoring system to identify and address attendance issues promptly.

**Progress Measure (Lead):** Implement targeted interventions for students with attendance issues.

Recognize students who exhibit positive attendance behaviors.

**Outcome Measure (Lag):** Percent in attendance will improve for the 24-25 school year in the following ways:

6th grade will increase from 95.28% to 97%

7th grade will increase from 94.11% to 96%

8th grade will increase from 95.34% to 97%

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal; Assistant Principals; Attendance Secretary



**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** We will conduct regular meetings with the school secretary, lead teachers, and the SBDM committee to discuss and prepare budgets.

**Progress Measure (Lead):** Conduct budget reviews and discuss upcoming financial needs during each meeting.

**Outcome Measure (Lag):** Financial audits will show compliance with all district, state, and federal requirements.

Staff will have the needed resources to meet the needs of all students.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Principal; Financial Secretary

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** All stakeholders will be represented in some way during the budget process through the SBDM.

**Progress Measure (Lead):** SBDM will have the required participants from each stakeholder group.

We will use meetings, surveys, and open forums in order to gather information and share information related to the budget process.

**Outcome Measure (Lag):** The campus will provide open communication each quarter related to budgeting.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Principal; SBDM

**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Campus leadership will meet regularly with different committees in order to get feedback and gather data related to policies and procedures.

**Progress Measure (Lead):** Groups such as SBDM, Campus Conduct Committee, Teacher Leaders, Process Champions, etc. will meet each month to discuss campus policies and procedures.

**Outcome Measure (Lag):** Campus leadership will be able to address needs of stakeholders in a timely manner throughout the year.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Principal and Leadership team

**Priority 3: Financial Stewardship**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Staff will receive training on the effective use of district technology resources to include tools such as Hero, iLit, Schoology, Carnegie, NWEA MAP, and Eduphoria.</p> <p><b>Progress Measure (Lead):</b> Staff will receive support in using all necessary technology resources.</p> <p><b>Outcome Measure (Lag):</b> The need for assistance with these resources will decrease as staff becomes proficient.</p> <p><b>Dates/Timeframes:</b> Quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Campus Technologist</p>