

Waxahachie Independent School District

Finley Jr. High

2023-2024 Improvement Plan



Mission Statement

The mission of Eddie Finley Junior High School is to be a

Vision

Vision Statement

Our **vision** is to be a campus where innovation thrives and growth is limitless.

Beliefs

The business of our campus is to foster the highest level of student learning through collaborative partnerships with stakeholders.

The business of our campus is to foster a safe and orderly campus.

Value Statement

Strategic Goals

We will continue to analyze and use relevant data to improve student achievement and district operations.

We will provide an innovative curriculum.

We will provide professional development for staff.

We will proactively inform and engage our stakeholders.

We will build a better tomorrow through learning, accountability, integrity, responsiveness, quality, quantity, appropriate environment...

Principle & Premises

We will embrace:

New learning standards
Accountability for learning
Motto
"Investing in our GROWth"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Finley Junior High is a Title 1 campus that currently serves 873 scholars.

Grade 6	269
Grade 7	299
Grade 8	305

A demographics summary is outlined as follows:

Male	463	53.04%
Female	410	46.96%
Hispanic	350	40.09%
American Indian - Alaskan Native	3	0.34%
Asian	10	1.15%
African-American	144	16.49%
Native Hawaiian - Pacific Islander	2	0.23%
White	340	38.95%
Two or More	24	2.75%
Special Education	167	19.13%
Section 504	128	14.66%
Economically Disadvantaged	453	51.89%
Intervention Indicator	235	26.92%
Free or Reduced Lunch	453	51.89%

Demographics Strengths

- There are a variety of activities, clubs, and sponsorships that scholars are encouraged to participate in such as band, NJHS, Student Council, UIL competitions, athletics, yearbook, and choir.
- Our campus provides a variety of advanced academic programs to serve our high performing student populations, including an accelerated math and science cohort for 6th graders, and SSEP (Student Spaceflight Experiments Program).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average student attendance has been 95%. Our campus goal is 97%. **Root Cause:** Some students do not understand the connection between learning and attendance.

Student Learning

Student Learning Summary

Preliminary STAAR Data

<i>Approaches (Includes Meets and Masters Scholars)</i>	Approaches 2022	Approaches 2023	Masters 2022	Masters 2023
Algebra 1	100%	98%	68%	68%
Math 8	79%	84%	20%	19%
Math 7	62%	59%	3%	2%
Math 6	75%	80%	14%	9%
Reading 8	87%	87%	37%	25%
Reading 7	79%	80%	36%	19%
Reading 6	75%	82%	23%	21%
Science	82%	72%	24%	18%
Social Studies	74%	60%	21%	16%

On average, 60% of our scholars are growing every year in every subject. The goal for WISD is 85% student growth.

Finley Junior High uses the advisory as a time to focus on Guidance Counselor Lessons (SEL) and tutoring. We have a campus reading and math interventionist to service scholars in need of additional support during the instructional day.

Student Learning Strengths

- Sixty-eight percent of Algebra 1 students mastered the STAAR exam.
- Finley uses the Advisory (Warrior Time) block to provide scholars with SEL lessons, tutoring, intervention, and additional time to complete assignments.
- The average rate of scholars who passed STAAR at the approaches level for Reading is 83%.
- The campus has a math and reading interventionist to address scholars who need targeted instruction according to HB4545 and HB1416.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus scale score for student growth is 72%. The goal is for 85% of our scholars to grow. **Root Cause:** All constituents - teachers, parents, and scholars do not understand what the growth measures mean.

Problem Statement 2 (Prioritized): Our white and special education populations are not meeting the state's designated cut scores for Domain III, Closing Performance Gaps. **Root Cause:** Assumptions are made about student performance for both white and special education students.

Problem Statement 3 (Prioritized): Average student attendance has been 95%. Our campus goal is 97%. **Root Cause:** Some students do not understand the connection between learning and attendance.

School Processes & Programs

School Processes & Programs Summary

Finley is a campus of staff members who work hard and desire for all students to grow and achieve academic success.

Finley 5 is a PBIS initiative that encourages scholars to follow campus wide procedures for behavior, device use, dress code and ID's, and work completion. The expectations are attainable, because commitment is effort-based. Scholars are rewarded for being Finley 5 every marking period.

We have created a master schedule that incorporates dedicated time and commitment to team collaboration in a professional learning community. Agendas and minute reflect consistent attendance and participation by all members.

School Processes & Programs Strengths

- The Finley 5 PBIS initiatives are attainable, because commitment is effort-based.
- Professional Learning Community structures are in place.
- The advisory time in the schedule allows scholars time to complete missing work and receive additional assistance with assignments.
- There are a variety of activities, clubs, and sponsorships that scholars are encouraged to participate in such as band, NJHS, Student Council, UIL competitions, athletics, and choir.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Finley lacks a behavior intervention plan for for our at-risk scholars. **Root Cause:** Addressing other concerns has taken precedence.

Problem Statement 2 (Prioritized): Our campus does not have a professional learning system focused on the growth of staff. **Root Cause:** The professional learning provided by the district has been generic and sporadic.

Problem Statement 3 (Prioritized): Scholars are only able to utilize technology at school. **Root Cause:** Our campus does not provide 1:1 devices for scholars to utilize at home.

Perceptions

Perceptions Summary

The staff, students, and parents of Finley receive a weekly newsletter that includes reminders and celebrations. Administrators use parent square to send additional information to parents. Through parent square, parents are able to customize when they would like to receive information from the campus. Using parent square, parents can manage and control the time and frequency of communication that they receive from the campus.

Finley Junior High provides a safe and positive learning environment, understands individual differences, and ensures that all students are challenged and successful. Finley Junior High strives to have a family-type atmosphere for staff members and students. We want all students, parents, and staff members proud to be a part of the Finley committee.

Perceptions Strengths

- Finley is acknowledged for being a positive, family-like environment for staff.
- Safety and security on the campus are a priority, as staff and students alike are required to wear an iD badge and follow visitor protocols.
- Parent and family survey data show a high level of satisfaction with the relationships between students and campus staff.
- We are staffed adequately to accommodate the needs of our general and special populations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement, especially with diverse populations, has not been as strong as we would like. **Root Cause:** Parents may be reluctant or unable to use the resources provided for them.

Problem Statement 2 (Prioritized): Parent surveys indicate a desire for more communication. **Root Cause:** There is no system for communicating regularly with parents and families unless there is a problem.

Priority Problem Statements

Problem Statement 1: Average student attendance has been 95%. Our campus goal is 97%.

Root Cause 1: Some students do not understand the connection between learning and attendance.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Our campus does not have a professional learning system focused on the growth of staff.

Root Cause 2: The professional learning provided by the district has been generic and sporadic.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The campus scale score for student growth is 72%. The goal is for 85% of our scholars to grow.

Root Cause 3: All constituents - teachers, parents, and scholars do not understand what the growth measures mean.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Finley lacks a behavior intervention plan for for our at-risk scholars.

Root Cause 4: Addressing other concerns has taken precedence.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our white and special education populations are not meeting the state's designated cut scores for Domain III, Closing Performance Gaps.

Root Cause 5: Assumptions are made about student performance for both white and special education students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Parental involvement, especially with diverse populations, has not been as strong as we would like.

Root Cause 6: Parents may be reluctant or unable to use the resources provided for them.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Scholars are only able to utilize technology at school.

Root Cause 7: Our campus does not provide 1:1 devices for scholars to utilize at home.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parent surveys indicate a desire for more communication.

Root Cause 8: There is no system for communicating regularly with parents and families unless there is a problem.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Priorities





Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

High Priority

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate at least three professional learning opportunities focused on disaggregating data and identifying scholars who need progress monitoring in order to ensure incremental academic progress.</p> <p>Strategy's Expected Result/Impact: Student growth on MAP and STAAR Assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will implement best practice strategies that are outlined in the WISD "Instructional Look Fors".</p> <p>Strategy's Expected Result/Impact: Student growth on MAP and STAAR Assessments</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Scholars will set and evaluate goals every marking period.</p> <p>Strategy's Expected Result/Impact: Scholar reflection of progress and opportunities for growth</p> <p>Staff Responsible for Monitoring: Advisory Teachers and Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus scale score for student growth is 72%. The goal is for 85% of our scholars to grow. Root Cause: All constituents - teachers, parents, and scholars do not understand what the growth measures mean.</p>
<p>Problem Statement 2: Our white and special education populations are not meeting the state's designated cut scores for Domain III, Closing Performance Gaps. Root Cause: Assumptions are made about student performance for both white and special education students.</p>
School Processes & Programs
<p>Problem Statement 2: Our campus does not have a professional learning system focused on the growth of staff. Root Cause: The professional learning provided by the district has been generic and sporadic.</p>

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all staff and scholars understand the Finley 5 system of incentives and consequences and implement the system with fidelity.</p> <p>Strategy's Expected Result/Impact: 50% reduction in discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an attendance improvement plan that includes providing incentives for scholars who maintain and/or improve attendance, and interventions for scholars who have attendance concerns.</p> <p>Strategy's Expected Result/Impact: Increased ADA to 97%</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance Clerk Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Sixth grade students will participate in Inspire School Programs counseling.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals, reduction in report of bullying and increased student attendance</p> <p>Staff Responsible for Monitoring: School Counselors</p> <p>Title I: 2.6</p> <p>Funding Sources: Inspire School Programs - Title IV - \$4,167</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a safety station schedule and develop procedures that ensure safe and effective transitions and gatherings.</p> <p>Strategy's Expected Result/Impact: 50% reduction in discipline referrals and classroom misbehavior</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Average student attendance has been 95%. Our campus goal is 97%. Root Cause: Some students do not understand the connection between learning and attendance.</p>
Student Learning
<p>Problem Statement 3: Average student attendance has been 95%. Our campus goal is 97%. Root Cause: Some students do not understand the connection between learning and attendance.</p>
School Processes & Programs
<p>Problem Statement 1: Finley lacks a behavior intervention plan for for our at-risk scholars. Root Cause: Addressing other concerns has taken precedence.</p>

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus counselors will facilitate at least three college and career planning readiness sessions such as the administration of the PSAT, career cluster assessment.</p> <p>Strategy's Expected Result/Impact: Increased exposure and awareness of college and career opportunities</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase enrollment and success in advanced academics, gifted and talented, and sustain academic acceleration opportunities.</p> <p>Strategy's Expected Result/Impact: Increase the number of students mastering the STAAR test by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators SSEP & Advanced Academics Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus scale score for student growth is 72%. The goal is for 85% of our scholars to grow. Root Cause: All constituents - teachers, parents, and scholars do not understand what the growth measures mean.</p>

Perceptions





Problem Statement 1: Parental involvement, especially with diverse populations, has not been as strong as we would like. **Root Cause:** Parents may be reluctant or unable to use the resources provided for them.

Problem Statement 2: Parent surveys indicate a desire for more communication. **Root Cause:** There is no system for communicating regularly with parents and families unless there is a problem.

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of scholars engaged in activities, increased quartile/decile of Lone Star Cup standing

Strategy 1 Details	Reviews			
<p>Strategy 1: Publish opportunities and recruit scholars for school involvement. Collect and monitor engagement and success data of scholars in enrichment activities.</p> <p>Strategy's Expected Result/Impact: Increase number of scholars engaged in school activities by 20%</p> <p>Staff Responsible for Monitoring: Sponsors and Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Finley lacks a behavior intervention plan for for our at-risk scholars. Root Cause: Addressing other concerns has taken precedence.</p>
Perceptions
<p>Problem Statement 1: Parental involvement, especially with diverse populations, has not been as strong as we would like. Root Cause: Parents may be reluctant or unable to use the resources provided for them.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and sustain a regular system of staff recognitions in a variety of categories such as instructional, inspirational, growth, and attendance.</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction</p> <p>Staff Responsible for Monitoring: Administration and Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage all staff to serve on a campus committee in order to connect, share leadership opportunities, and collaborate about ways to sustain and improve campus culture.</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction surveys</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a teacher-led professional learning calendar focused on research-based best instructional practices and topics of interest.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Our campus does not have a professional learning system focused on the growth of staff. Root Cause: The professional learning provided by the district has been generic and sporadic.</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Promote a collaborative culture by engaging instructional staff and administrators in the practices of a Professional Learning Community.

High Priority

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a consistent PLC structure through dedicated time and commitment to team collaboration. Strategy's Expected Result/Impact: PLC agendas reflect collaborative discussions about the four guiding questions Staff Responsible for Monitoring: Administrators and Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and maintain a goal setting process for individualized professional learning. Strategy's Expected Result/Impact: Goal Setting for instructional and non-instructional staff Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The campus scale score for student growth is 72%. The goal is for 85% of our scholars to grow. **Root Cause:** All constituents - teachers, parents, and scholars do not understand what the growth measures mean.

Problem Statement 2: Our white and special education populations are not meeting the state's designated cut scores for Domain III, Closing Performance Gaps. **Root Cause:** Assumptions are made about student performance for both white and special education students.


School Processes & Programs

Problem Statement 2: Our campus does not have a professional learning system focused on the growth of staff. **Root Cause:** The professional learning provided by the district has been generic and sporadic.

Priority 3: Community and Stakeholder Relationships


Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate parent engagement activities that include education support, such as STAAR or Map Night, as well as Open House, Dads at the Door, Grandfriends and PTO events.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 4.1, 4.2</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Work with the district to provide mobile devices for every scholar.</p> <p>Strategy's Expected Result/Impact: Increased access to high quality instructional material; increased parent involvement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Use Parent Square to send out a weekly newsletter that includes important information, educational connections, and celebrations so that parents can manage and control the time and frequency of communication that they receive from the campus.</p> <p>Strategy's Expected Result/Impact: Increased parent communication and satisfaction surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June







Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Scholars are only able to utilize technology at school. Root Cause: Our campus does not provide 1:1 devices for scholars to utilize at home.</p>
Perceptions
<p>Problem Statement 1: Parental involvement, especially with diverse populations, has not been as strong as we would like. Root Cause: Parents may be reluctant or unable to use the resources provided for them.</p>
<p>Problem Statement 2: Parent surveys indicate a desire for more communication. Root Cause: There is no system for communicating regularly with parents and families unless there is a problem.</p>

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.





Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will host two parent education sessions. Strategy's Expected Result/Impact: Improvement of parent/school relationships Staff Responsible for Monitoring: Counselors</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Involve CEIC Committee in the process of determining use of funds. Staff Responsible for Monitoring: Campus Administration CEIC Committee	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Prioritize campus building needs and communicate with district Support Service team lead. Strategy's Expected Result/Impact: Students are in a safe and desirable learning environment. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus transactions related to the campus budget, Title I Funding, and other funding will follow the federal guidelines and district protocol with fidelity to ensure student success.</p> <p>Strategy's Expected Result/Impact: Appropriate monitoring and transparency of funds</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Priority	Objective	Strategy	Description
1	1	1	Facilitate at least three professional learning opportunities focused on disaggregating data and identifying scholars who need progress monitoring in order to ensure incremental academic progress.
1	2	1	Ensure that all staff and scholars understand the Finley 5 system of incentives and consequences and implement the system with fidelity.
1	2	4	Create a safety station schedule and develop procedures that ensure safe and effective transitions and gatherings.
2	1	3	Develop a teacher-led professional learning calendar focused on research-based best instructional practices and topics of interest.
2	2	1	Create a consistent PLC structure through dedicated time and commitment to team collaboration.
3	1	1	Facilitate parent engagement activities that include education support, such as STAAR or Map Night, as well as Open House, Dads at the Door, Grandfriends and PTO events.
3	1	2	Work with the district to provide mobile devices for every scholar.
3	1	3	Use Parent Square to send out a weekly newsletter that includes important information, educational connections, and celebrations so that parents can manage and control the time and frequency of communication that they receive from the campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Strong	Interventionist	Title I	1.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Whyndii Dunn	Principal
Administrator	Jenni McLemore	Assistant Principal
Administrator	Ben Bridges	Assistant Principal
Administrator	Kenya Larkin-Landers	Assistant Principal
Counselor	Rikki Morrow	Counselor
Counselor	Susan Schmidt	Counselor
Paraprofessional	Lourdes Palamino	Special Education Paraprofessional
Parent	Mika Lynn-White	Parent
Classroom Teacher	Angela Strong	Interventionist
Classroom Teacher	Ashley Dawson	Science Teacher
Parent	Christina Upchurch	Parent
Classroom Teacher	Amy Jensen	Librarian
Parent	Deke Jones	Math Teacher
Classroom Teacher	Chris Walker	CTE Teacher

Campus Funding Summary

Title IV					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Inspire School Programs		\$4,167.00
Sub-Total					\$4,167.00