Abilene Independent School District

Mann Middle School

2023-2024 Campus Improvement Plan

Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Members:

Caitlin Clark

Wendy Wright

Zack Zonker

Randy Jackson

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

Increase student attendance, particularly for White students due to lower percentage of attendance for this sub-pop.

Increase reading skills among Special Education population.

Demographics Strengths

*Attendance for Hispanics and Emergent Bilingual students is above district average.

*6th and 8th grade Sped students are being successful in math classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: White students have a lower attendance percentage in comparison to other sub groups.   **Root Cause:** Transportation, mental illness, family trauma and other chronic stressors impacted attendance.

Problem Statement 2: Special education students are performing lower than other sub-groups in Reading .   **Root Cause:** Specific Learning Disability and deficit in reading skills.

Student Achievement

Student Achievement Summary

Members:

Sparkle Mitchell

Melissa Cornell

Jeremy Roemisch

Jackey Hill

Ginnylou Murphey

Vanessa Campo

Canon Cavazos

Jennifer VanCamp

Rachel Adkins

Laura Zamarron

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

Increase student achievement by implementing incentives.

Using data to plan effective interventions, especially for Economically Disadvantaged students.

Student Achievement Strengths

*Campus attendance average is higher than the district average, and within a point of the state average

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of incentives hinders student effort and motivation.   **Root Cause:** Students do not always see the connection between effort and achievement;

incentives are not always implemented due to competing interests (instructional time, funding, etc).

Problem Statement 2 (Prioritized): Interventions are not always planned for using the most current/impactful data.   **Root Cause:** Lack of time for teachers to examine data to plan for intervention; teachers may lack the knowledge and skill for interpreting data; multiple sources of data - knowing which is most important/impactful can be a challenge.

School Culture and Climate

School Culture and Climate Summary

Members:

DeAndra Arnic

Alyssa Benjamin

Carolyn Yost

Robert Fink

Emma Hoover

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

*Substitute teachers should be able to easily access all safety procedures and protocols

*Install vape sensors in order to reduce substances brought on campuses

*Incentivize respectful behavior

School Culture and Climate Strengths

*School climate is positive

*Students feel supported

*We have 3 behavior liaisons

*Mann is a "community"

*Students and staff feel safe

*There are processes in place to be safe

*There is no documented gang involvement

*Adults communicate

*Overall, the code of conduct is followed

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: *Substitute teachers are not fully informed of safety policies and procedures   **Root Cause:** Lack of access to systems to communicate safety policies and procedures for non-district employees

Problem Statement 2: Lack of tools to efficiently monitor for substance abuse on campus.   **Root Cause:** Vape detectors are expensive and not always reliable

Problem Statement 3: Respectful behavior is inconsistent.   **Root Cause:** Inconsistent building of relationships/mutual respect among staff members and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Team members:

Margaret Hope

Monica Diaz

Amy Dudley

Chad Drake

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

*Build community amongst staff

*Staff retention

*Build capacity within staff members, especially for teachers on alternative certification programs

Staff Quality, Recruitment, and Retention Strengths

*Each department consists of at least one veteran teacher

*Staff members are open to new ideas

*District mentor programs/new teacher orientation

*CHAMPS coaches

*Staff support each other

*master schedule allows for grade-level common planning time for tested subjects

*Faculty potlucks/celebrations of births/marriages and bereavement support

*Staff volunteer to monitor common areas or cover classes in times of need

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some staff feel disengaged from the school community.   **Root Cause:** Lack of PLC time; limited opportunities to connect with staff schoolwide; individual personalities/preferences of engaging with others

Problem Statement 2: Staff turnover is a challenge to consistent implementation of systems.   **Root Cause:** Change in life circumstances; career changes (outside of education); desire to move up to high school or down to elementary school

Problem Statement 3: Several staff come from alternative certification backgrounds, which potentially limits experience putting educational theory into practice.   **Root Cause:** Nationwide teacher shortage; geographical isolation of community; hard to staff school/community

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team members:

Mak Sevde

Jordan Milton

Molly Bergeron

Melinda Smith

Rebecca Ivey

Lindie Roberts

Lisa Macias

Jill Mendoza

Audrey Sutphen

Allison Emmett

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

*Use data for implementation of MTSS supports

*Increased differentiation

*Lesson planning supports

Curriculum, Instruction, and Assessment Strengths

*Teacher adaptability towards curriculum and assessment issues and implementation

*DDCD outlines and timelines

*CHAMPS coaches

*Implementation of district policy

*Creative and engaging lessons

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): MTSS is not implemented with fidelity.   **Root Cause:** Lack of understanding of the MTSS process; lack of understanding of individual roles within the MTSS system

Problem Statement 2 (Prioritized): Data is not utilized to plan appropriate behavioral and academic supports.   **Root Cause:** Overwhelmed by all the data; lack of time to analyze data;

Problem Statement 3 (Prioritized): Differentiation is lacking in the classroom.   **Root Cause:** Lack of understanding of what it means to differentiate; limited time to prepare; perceived lack of resources

Problem Statement 4: Lesson planning process is inefficient for some.   **Root Cause:** Perceived lack of time to plan lessons; lack of knowledge in accessing resources; lack of confidence in lesson planning process

Parent and Community Engagement

Parent and Community Engagement Summary

Team members:

 Suzanne Sims

Angela Liske

April O'Bosky

Jennifer Bishop

Stacey Collins

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

*Tailgate party or other celebration in support of athletic events

*PTA meetings should be more accessible to all parents

*Build community/relationships with challenging students

Parent and Community Engagement Strengths

*Block party - especially good turnout for 6th grade students and some more challenging students

*Feature Falcon ceremonies monthly

*Poetry night/readathon (6th grade special events)

*Social Media (Instagram)

*Involvement of parents in Fine Arts rehearsals and events

*Supportive and involved PTA

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low staff turnout at athletic events which impacts sense of community/relationship building with staff and students.   **Root Cause:** Lack of time; challenges

balancing work and life outside of work

Problem Statement 2: PTA meeting times are not accessible to all parents.   **Root Cause:** Select group of parents meet at a time convenient to them as opposed to a time that is more accessible for parents working a traditional work schedule.

Problem Statement 3: Challenging students lack connections to the school and Abilene community.   **Root Cause:** Challenging students and their families may not trust the school; may not be aware of resources available to them in the community or how to access them

School Context and Organization

School Context and Organization Summary

Team members:

Cameron Boyette

Cheryl Macke

Jessica Crow-Tucker

Tavarus Mitchell

Trey Chappell

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

*Communication of summary of key ideas from campus meetings

*Communication between grade levels and departments

School Context and Organization Strengths

*Mann Faculty Hub

*Weekly Updates

*Remind messages

*Social media posts

*Mannouncements

*Duty rosters

*Map and separate bell schedules (by grade level)

*CHAMPS coaches

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is no follow-up communication to summarize key ideas/next steps following campus meetings.   **Root Cause:** Lack of systems to take notes, summarize, and send to staff.

Problem Statement 2: Lack of consistency in communication between grade levels and departments.   **Root Cause:** No regular PLC meetings for departments; lack of systems to ensure consistency in communication

Technology

Technology Summary

Team members:

 Allison Gorbenko

Jeremiah Hardman

Shenikqua Stewart

Alison Williams

Bridget Mendez

Faculty were placed into small groups who analyzed campus data and determined needs, strengths and weaknesses for 23-24 school year.

Needs identified were:

*Chromebook cart assigned to every class, system in place to ensure they are taken care of

*Content-specific technology training

Technology Strengths

*Students have access to Google Classroom

*Teachers use Google Classroom

*Secure network

*Lightspeed functionalities are great

Problem Statements Identifying Technology Needs

Problem Statement 1: Students and staff are not held accountable to appropriate management and use of technology devices.   **Root Cause:** Lack of systems to account for who is using what device and when; lack of systems of consequences for misuse of devices, including damage to devices.

Problem Statement 2: There is lack of opportunities for teachers to engage in content-specific technology training.   **Root Cause:** District technology specialists aren't aware of the need for content-specific training.

Priority Problem Statements

Problem Statement 1: Interventions are not always planned for using the most current/impactful data.

Root Cause 1: Lack of time for teachers to examine data to plan for intervention; teachers may lack the knowledge and skill for interpreting data; multiple sources of data - knowing which is most important/impactful can be a challenge.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Data is not utilized to plan appropriate behavioral and academic supports.

Root Cause 2: Overwhelmed by all the data; lack of time to analyze data;

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Differentiation is lacking in the classroom.

Root Cause 3: Lack of understanding of what it means to differentiate; limited time to prepare; perceived lack of resources

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: MTSS is not implemented with fidelity.

Root Cause 4: Lack of understanding of the MTSS process; lack of understanding of individual roles within the MTSS system

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Teachers and administrative team will meet in grade level team meetings to continue academic and behavioral interventions and plan for celebrations for success monthly. Student celebrations will be scheduled for a minimum of one a six weeks and decrease tardies and referrals by 10% as compared to the same six weeks from the prior year. Academic interventions will result in a 5% higher passing rate than the same six weeks from the prior year.

Evaluation Data Sources: Agendas, scheduled interventions and celebrations

Strategy 1 Details	Reviews			
Strategy 1: Monthly grade level meetings will focus on student success for academics, behavior, attendance, and social-emotional needs or interventions and celebrations of success.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Proactive intervention and scheduled celebrations will meet student needs for support and validation. **Staff Responsible for Monitoring:** Assistant principals, counselors, teachers and interventionists. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Curriculum, Instruction, and Assessment 2, 3	15%	30%		
	0% No Progress 100% Accomplished ⮕ Continue/Modify ❌ Discontinue			

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Data is not utilized to plan appropriate behavioral and academic supports.   **Root Cause**: Overwhelmed by all the data; lack of time to analyze data;
Problem Statement 3: Differentiation is lacking in the classroom.   **Root Cause**: Lack of understanding of what it means to differentiate; limited time to prepare; perceived lack of resources

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: Campus will continue the Mannouncements (two video announcements per week) and create and distribute at least one student publication per six weeks.

Strategy 1 Details	Reviews			
Strategy 1: Yearbook class will create video announcements and student publications to improve campus connections and school culture.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased positive culture through focus on student and staff successes and campus activities. **Staff Responsible for Monitoring:** Yearbook teacher and class. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	15%	35%		
0% No Progress　　　100% Accomplished　　　➡ Continue/Modify　　　✖ Discontinue				

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: The Foundations team will play an integral role in improving school culture and climate.

Strategy 1 Details	Reviews			
Strategy 1: Foundations team will continue to meet at least once a month for common area expectations and create a sub-group focusing on positive culture and student success and incentives. The team will identify campus-wide problems and generate potential solutions to present to the staff.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase positive campus culture and student encouragement for success in school focusing on citizenship, character, academics and behavior. **Staff Responsible for Monitoring:** Foundations team, principal, counselors and student representatives. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Curriculum, Instruction, and Assessment 2	30%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Data is not utilized to plan appropriate behavioral and academic supports. **Root Cause**: Overwhelmed by all the data; lack of time to analyze data;

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: Special education teachers (one per grade level) will continue to partner with grade levels to meet student needs as indicated by student improvement in math and reading STAAR 5% from the previous school year.

Evaluation Data Sources: MAP results, CFAs, STAAR

Strategy 1 Details			Reviews		
Strategy 1: Special education grade level teachers will continue to meet weekly with grade level core teachers to provide quality instruction and accommodations for Special Education students to ensure academic and behavioral supports for student success.			**Formative**		**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Special Education student academic and behavior success. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Teachers, Special Education Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2		10%	30%		
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue		

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: MTSS is not implemented with fidelity.   **Root Cause**: Lack of understanding of the MTSS process; lack of understanding of individual roles within the MTSS system
Problem Statement 2: Data is not utilized to plan appropriate behavioral and academic supports.   **Root Cause**: Overwhelmed by all the data; lack of time to analyze data;

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: 6th, 7th and 8th grade Math scores will increase 10% points (same cohort of students) for approaches and meets on STAAR in May of 2024.

Evaluation Data Sources: STAAR results 2024

Strategy 1 Details	Reviews			
Strategy 1: Implement Carnegie curriculum with fidelity, including weekly Mathia (adaptive online based platform, with embedded videos).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individualized growth for all math students. **Staff Responsible for Monitoring:** principal, AP, IS **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** SHI for headphones - Title I, Part A - $6,045	15%	25%		

Strategy 2 Details	Reviews			
Strategy 2: Facilitate collaboration between academic and math intervention teachers to ensure support for struggling students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Growth for historically struggling students. **Staff Responsible for Monitoring:** Principal, AP, IS **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	25%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Facilitate E2L coaching with fidelity, emphasizing differentiated instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Personalized support for teacher growth.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, AP, IS **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 3	15%	35%		

Strategy 4 Details	Reviews			
Strategy 4: Math Interventionists will utilize IXL to meet the needs of students who were not successful on STAAR the previous year, emphasizing small group and differentiated instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR results for students in math intervention. **Staff Responsible for Monitoring:** Principal, Instructional Facilitator. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** IXL license - Title I, Part A	15%	30%		

Strategy 5 Details	Reviews			
Strategy 5: Math teachers will utilize Versatiles during HB 1416 tutoring times.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR results for students qualifying for HB 1416.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Drake and Thrash **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Versatiles - Title I, Part A - $2,819.88	15%	35%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Interventions are not always planned for using the most current/impactful data.   **Root Cause**: Lack of time for teachers to examine data to plan for intervention; teachers may lack the knowledge and skill for interpreting data; multiple sources of data - knowing which is most important/impactful can be a challenge.
Curriculum, Instruction, and Assessment
Problem Statement 1: MTSS is not implemented with fidelity.   **Root Cause**: Lack of understanding of the MTSS process; lack of understanding of individual roles within the MTSS system
Problem Statement 3: Differentiation is lacking in the classroom.   **Root Cause**: Lack of understanding of what it means to differentiate; limited time to prepare; perceived lack of resources

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: Decrease by 20% both the number of students with 5 or more tardies to class for the year and the overall number of tardies accumulated by all students for the year.
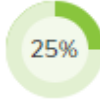
Evaluation Data Sources: Frontline report: Excessive Attendance by Day Period - Excel; E-Hallpass data; Tardy Party participation numbers.

Strategy 1 Details			Reviews		
Strategy 1: Implement e-hallpass to increase student accountability to be on time for class and reduce lost class time.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer students will be out of class without permission, and those who are out of class with permission will meet expectations for how long they are gone.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Grade level assistant principals **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** e-hallpass - Title I, Part A - $2,640		15%	30%		
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: The following targets will be met for each CFA in the 4 core subject areas: 70% Approaches, 30% Meets, 10% Masters.

Evaluation Data Sources: CFA results in Eduphoria.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Blooket to reinforce mastery of the TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic achievement, student engagement, classroom culture.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Thrash and Drake **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Blooket - Title I, Part A - $750	N/A	20%		

Strategy 2 Details	Reviews			
Strategy 2: Implement IXL in Math, ELA, Science, and Social Studies to provide intervention assistance to 6-8th grade students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic achievement, student engagement	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Thrash and Drake **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1, 3 **Funding Sources:** IXL Site Licenses, Grade 6-8, 282 Students - Title I, Part A - $15,565.82, Chromebooks - Title I, Part A - $77,336.25, 4 function calculators - Title I, Part A - $1,125	10%	25%		

Strategy 3 Details	Reviews			

Strategy 3: Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in the four core subject areas.
    Strategy's Expected Result/Impact: Improved student performance in core subjects.
    Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Facilitator
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1, 2, 3
    Funding Sources: Supplemental Tutoring Allocation - State Comp Ed - $9,900
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	10%	30%		

Strategy 4 Details	Reviews			

Strategy 4: Implement IXL in Math, ELA, Science, and Social Studies to provide intervention assistance t 6-7 grade students.
    Strategy's Expected Result/Impact: Increased academic achievement, student engagement
    Staff Responsible for Monitoring: Thrash and Drake
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1
    Funding Sources: - Title I, Part A - $10,500
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	20%	30%		

Strategy 5 Details	Reviews			
Strategy 5: Partner with Carnegie consultant to support teachers' planning and implementation of the Carnegie curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic achievement, student engagement	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Drake and Thrash **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Carnegie Consultant, campus visits - Title I, Part A - $27,000	15%	30%		

Strategy 6 Details	Reviews			
Strategy 6: Teachers will implement small group instruction, peer-to-peer interactions, and flexible seating to increase engagement during Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased achievement on CFAs and STAAR.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and IF **Title I:** 2.4 - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Student collaboration furniture - Title I, Part A - $28,980	N/A	N/A		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Interventions are not always planned for using the most current/impactful data.   **Root Cause**: Lack of time for teachers to examine data to plan for intervention; teachers may lack the knowledge and skill for interpreting data; multiple sources of data - knowing which is most important/impactful can be a challenge.

Curriculum, Instruction, and Assessment
Problem Statement 1: MTSS is not implemented with fidelity.   **Root Cause**: Lack of understanding of the MTSS process; lack of understanding of individual roles within the MTSS system
Problem Statement 2: Data is not utilized to plan appropriate behavioral and academic supports.   **Root Cause**: Overwhelmed by all the data; lack of time to analyze data;

Curriculum, Instruction, and Assessment
Problem Statement 3: Differentiation is lacking in the classroom.   **Root Cause**: Lack of understanding of what it means to differentiate; limited time to prepare; perceived lack of resources

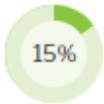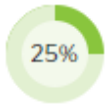**Goal 2:** Expect and support active learner engagement in classrooms.

Performance Objective 5: All core content classroom teachers will implement weekly writing opportunities for students, aligned to the STAAR 2.0 new item types (extended constructed response, short constructed response, etc.)

Evaluation Data Sources: Weekly Walkthrought, Lesson plans in STRIVE. CFA results. STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize chromebooks in order for students to practice writing, and typing short and extended constructed responses aligned to STAAR 2.0 question types.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased scores on the writing rubrics. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** chromebooks and carts - Title I, Part A	20%	35%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Campus will continue partnership with CIS for student and staff support resulting in 100 or more students receiving services.

Strategy 1 Details			Reviews		
Strategy 1: Meet regularly with CIS student advocate to evaluate strengths and weaknesses of the program.			**Formative**		**Summative**
Title I: 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Apr**	**June**
		15%	25%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Partner with Mann Parent-Teacher Association (PTA) to increase parent involvement.

Evaluation Data Sources: Increased parent involvement during celebrations, awards. etc.

Strategy 1 Details		Reviews			
Strategy 1: Meet monthly with PTA exectutive team to brainstorm PTA's involvement in school climate and culture.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent/staff connection. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Apr**	**June**
		15%	25%		

Strategy 2 Details		Reviews			
Strategy 2: Partner with our Title 1 Parent Liaison to implement student/parent engagement initiatives.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student atttendance and academic achievement. **Staff Responsible for Monitoring:** Drake/Thrash **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CDWG and Southern Comp Warehouse - Title I, Part A - $1,029.93		**Oct**	**Jan**	**Apr**	**June**
		10%	35%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Utilize Title 1 Parent Liaison to support parents' connection to campus and student success.

    Evaluation Data Sources: Parent surveys, student achievement.

Strategy 1 Details		Reviews			
Strategy 1: Title 1 Parent Liaison will hold parent trainings each six weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved academic achievement.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Mata, Drake, Thrash **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General supplies and light meal/snacks for PFE events - Title I, Part A - $3,000		N/A	25%		
	0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Campus will improve all forms of electronic communication including "sent messages" by 2 per month at a minimum through: website, Facebook, Instagram, email and Remind to consistently connect with all stakeholders (parents and community.)
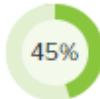
Strategy 1 Details	Reviews			
Strategy 1: Campus will update regularly all electronic media sources and send parent communications (Remind or email) monthly.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Parents and community stakeholders will be informed regularly increasing positive culture. **Staff Responsible for Monitoring:** Webmaster, administrators, and teachers. **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	15%	35%		

Strategy 2 Details	Reviews			
Strategy 2: Campus admin will post one "instructional shout out" on Instagram per week, highlighting quality, engaging learning environments.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Parent/ community awareness of teaching and learning. **Staff Responsible for Monitoring:** Principal, AP, IS. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	10%	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: Meet or exceed all local and state mandates related to safety and security.

High Priority

Evaluation Data Sources: Weekly door audits, drill documentation, parent/community feedback.

Strategy 1 Details	Reviews			
Strategy 1: Regulary meet with the campus security team to modify/refine our security practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased campus security.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: principal, IS, AP **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	30%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Seek feedback from staff after each required drill to improve staff/student compliance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Efficient, safe implentation of required drills.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, AP, Safety and Security. **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's **Needs Assessment** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's **Formative and Summative Year-End Reviews** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	3	Supplemental Tutoring Allocation		$9,900.00
				Sub-Total	$9,900.00
Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	SHI for headphones		$6,045.00
2	2	4	IXL license		$0.00
2	2	5	Versatiles		$2,819.88
2	3	1	e-hallpass		$2,640.00
2	4	1	Blooket		$750.00
2	4	2	IXL Site Licenses, Grade 6-8, 282 Students		$15,565.82
2	4	2	4 function calculators		$1,125.00
2	4	2	Chromebooks		$77,336.25
2	4	4			$10,500.00
2	4	5	Carnegie Consultant, campus visits		$27,000.00
2	4	6	Student collaboration furniture		$28,980.00
2	5	1	chromebooks and carts		$0.00
3	2	2	CDWG and Southern Comp Warehouse		$1,029.93
3	3	1	General supplies and light meal/snacks for PFE events		$3,000.00
				Sub-Total	$176,791.88