

Brazosport Independent School District

Freeport Intermediate

2023-2024 Improvement Plan



Mission Statement

Our mission at Freeport Intermediate School is to empower students in a nurturing environment with academic and social-emotional skills, to be self-reliant in high school.

Vision

Freeport Intermediate School will consistently be a safe, supportive, and diverse learning family to unite and advocate growth in education and society.

Core Beliefs

We believe every child deserves the highest quality education

We believe everyone is accountable for student success

We believe students find purpose through connections with their schools

We believe collaborative partnerships are vital to strengthening the learning experience

We value and support the contributions of our staff

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Comprehensive Needs Assessment

Revised/Approved: May 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

A Campus Needs Assessment was conducted by the Freeport Intermediate School (FIS) Campus Education Improvement Council. This council consisted of community stakeholders representative of the following groups: parents, community members, business partners, school staff, school teachers, and school administrators. The council reviewed multiple data sources (District/State/Federal Assessment Data, stakeholder perception data, etc.), analyze strengths, weaknesses, opportunities, and threats pertaining to FIS, and determined prioritized problems and root causes. This process was conducted over a two-weeks period and involved two primary meetings (May 10 & May 17), with various sub-committee meetings supporting this effort. Academic Achievement, Communication, and parent, family, and student connectedness & involvement were identified themes of this process.

Demographics

Demographics Summary

FIS strives to meet the diversified needs of our students. These needs include emotional, social, academic and personal. However, improvements must be made in several academic areas to close student achievement gaps with all students in Texas. As of May 2023, Freeport Intermediate School serves 409 students in grades 7 and 8.

Eighty-six percent of our students are identified as economically disadvantaged, while 62% of students are identified as At-Risk.

The ethnic constitution of FIS' student enrollment is as follows:

- 68.24% Hispanic
- 18.82% White
- 8.94% African American
- 0.24% American Indian/Alaska Native
- 0.00% Native Hawaiian/Other Pacific Islander
- 3.53% two or more races.

Approximately 19% and 13% of students are identified as Emergent Bilingual and receiving Specialized Education services.

All teachers are highly qualified.

(Source: 2023 PEIMS Data).

Attendance for 2022-2023, 92.6%, was up by 0.4% from 2022, 1.5% from 2021, and down 2% from 2019, which was our last full school year preceding COVID-19. Lower attendance rates have negatively impacted student performance. Although attendance increased this year by 0.4%, increasing student attendance remains a priority for FIS.

Demographics Strengths

- Campus continues to embrace diversity with our demographics remaining relatively steady.
- All staff take great pride in the development of student relationships
- Students, parents, and families maintain positive regard for FIS and would recommend FIS a great place for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 2 (Prioritized): Student attendance was 92.6%. **Root Cause:** The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

Problem Statement 3 (Prioritized): STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Student Learning

Student Learning Summary

Freeport Intermediate School students, families, and staff maintain enthusiasm and high expectations for student learning. While at the time of CNA, we have only preliminary / early STAAR EOC results, we anticipate student learning results for the Closing the Gaps domain by Fall 2023 and expect Domain III Reset Targets to remain consistent with TEA's most recently published update. Nevertheless, FIS remains persistent in encouraging and celebrating high levels of student achievement as demonstrated by UIL Academic competition awards, Texas Performance Standards Project participation & awards, and FIS' National Junior Honor Society continuing to grow and celebrate the induction of a new cohort of students. FIS does a great job of providing Tier II and III support to students. Nevertheless, Tier I instruction is not where it needs to be as evidenced by the overall performance on all STAAR exams.

Early STAAR Results indicate the following:

- Ninety percent of FIS Algebra I students achieved Meets Grade Level performance on STAAR Algebra I; 100% FIS Algebra I students achieved Approaches Grade Level performance on STAAR Algebra.
- The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies.

The campus improvement plan will focus on improving Tier I instruction in all core content areas.

Student Learning Strengths

Identified strengths in the area of Student Learning include:

- Being able to provide students with small-group instruction. (RTI, Interventions when used with fidelity)
- Dedicated teachers who put student's needs first
- Cross-Curricular Collaboration
- Commitment to PLC culture

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 2 (Prioritized): Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low. **Root Cause:** Many parents work and others are unaware of ways they can volunteer on campus.

Problem Statement 3 (Prioritized): STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the

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Problem Statement 4 (Prioritized): Students are not entering high school on track for career, college, and military readiness. **Root Cause:** Students have limited exposure to relevant CCMR.

Problem Statement 5 (Prioritized): Student attendance was 92.6%. **Root Cause:** The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

School Processes & Programs

School Processes & Programs Summary

Freeport Intermediate School has maintained fundamental processes and programs while exploring new procedures and programs that compliment and enhance current best practices.

New and current procedures and programs include:

- Primetime enrichment and intervention time
- BISD intervention classes
 - BISD Lang
 - BISD Math
 - BISD Combo
- Professional Development offerings for staff
- 2nd Chance Breakfast
- Lunch & learn opportunities for students
- Expansion of Communities In Schools & the ASCEND program

Although overall student disciplinary incidents & ISS placements were down this year, OSS disciplinary placements were up by 44%. Student performance scores indicate that alternatives to out-of-school & in-school suspensions are needed to ensure that students receive the maximum amount of Tier I instruction. Many of the students who received OSS & ISS assignments were also the students who needed additional support in their core classes. Alternative opportunities for those students to receive the academic, social, emotional and mental health supports they need to be successful are needed.

While student success and achievement is of high concern, care and respect to and from adults is a key social behavior that needs to be addressed. Students stated they receive / experience low levels of care and respect from teachers and other students.

School Processes & Programs Strengths

Identified strengths in the area of School Processes & Programs include:

- Capturing Kids Hearts Program
- Building relationships with students (Capturing Kid's Hearts)
- Setting high and fair expectations and rules
- Goal setting
- SWPBIS - rewards for students and discipline students
- Social Contracts (Students don't feel alienated and expectations are clear)

- Celebrations of Students Success

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 2 (Prioritized): Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low. **Root Cause:** Many parents work and others are unaware of ways they can volunteer on campus.

Problem Statement 3 (Prioritized): Student attendance was 92.6%. **Root Cause:** The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

Problem Statement 4 (Prioritized): Although total disciplinary incidents during 2022-2023 decreased from 969 to 612, student DAEP placements increase from 14 to 28. **Root Cause:** Students struggle with anti-social behaviors (i.e. disrespect to others, defiance to adults, inappropriate language, & vaping) due to social-emotional, communication, and mental/emotion deficits & instability.

Problem Statement 5 (Prioritized): On a scale of 1-5 (with 5 being the highest) where 3.7 is the baseline average quality score, students rated levels of care and respect they receive from teachers and other students below the baseline average by nearly 1 full point (scoring 2.8). **Root Cause:** Low levels of empathy and high levels of disrespect are too common and acceptable to students & adults.

Problem Statement 6: Less overall revenues available to meet the instructional and operational needs of the campus. **Root Cause:** Overall funding is based on student enrollment and average daily attendance.

Problem Statement 7 (Prioritized): STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Problem Statement 8 (Prioritized): The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing. **Root Cause:** School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

Perceptions

Perceptions Summary

Freeport Intermediate School maintains the belief that ALL students can achieve at high levels. This is demonstrated by numerous recognitions the campus maintains. FIS Teacher, Mr. Darren Ingram, was recognized as the BISD's Teacher of the Year for 2022-2023. FIS Safety & Security specialist, Ms. Bridget Brown, was recognized as BISD's Safety Specialist of the Year for 2022-2023. FIS Principal, Dr.. Jarrett Johnson, was recognized as BISD's Secondary Principal of the Year for 2022-2023. Nevertheless, parents desire improved access and connection within the school community.

Perceptions Strengths

Identified strengths in the area of Perception include:

- FIS exercises fiscal transparency and maintains appropriate fiduciary responsibility with school community
- FIS has strong technology resource access (1:1 campus)
- Various staff members being recognized as leading district personnel (i.e. BISD Teacher, Safety Specialist, & Secondary Principal of the Year).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low. **Root Cause:** Many parents work and others are unaware of ways they can volunteer on campus.

Problem Statement 2 (Prioritized): The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing. **Root Cause:** School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

Problem Statement 3 (Prioritized): On a scale of 1-5 (with 5 being the highest) where 3.7 is the baseline average quality score, students rated levels of care and respect they receive from teachers and other students below the baseline average by nearly 1 full point (scoring 2.8). **Root Cause:** Low levels of empathy and high levels of disrespect are too common and acceptable to students & adults.

Priority Problem Statements

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets.

Root Cause 1: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Student attendance was 92.6%.

Root Cause 2: The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra.

Root Cause 3: Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Students are not entering high school on track for career, college, and military readiness.

Root Cause 4: Students have limited exposure to relevant CCMR.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although total disciplinary incidents during 2022-2023 decreased from 969 to 612, student DAEP placements increase from 14 to 28.

Root Cause 5: Students struggle with anti-social behaviors (i.e. disrespect to others, defiance to adults, inappropriate language, & vaping) due to social-emotional, communication, and mental/emotion deficits & instability.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: On a scale of 1-5 (with 5 being the highest) where 3.7 is the baseline average quality score, students rated levels of care and respect they receive from teachers and other students below the baseline average by nearly 1 full point (scoring 2.8).

Root Cause 6: Low levels of empathy and high levels of disrespect are too common and acceptable to students & adults.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low.

Root Cause 7: Many parents work and others are unaware of ways they can volunteer on campus.

Problem Statement 7 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing.

Root Cause 8: School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 18, 2023





Goal 1: BISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future-Ready.

Performance Objective 1: In 2023-2024, FIS students will meet or exceed an average of 52% Meets Grade Level on the STAAR Reading and 54% Meets Grade Level on the STAAR Mathematics exams. (Targeted Support and Improvement Goal ; unless 2023 ESSA Goals/Targets are changed by TEA)

High Priority

Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS Teachers and Paraprofessionals will be trained on & implement Tier I, II, & III research-based instructional best practices, using accommodations and data-driven instruction. Substitute teachers will be used to avail FIS Teachers for training. Administrators will attend professional development to enhance best practices.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve resulting in all student groups meeting their growth targets for the year.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Specialist, Staff & Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: FIS Teachers will prioritize African American, White, Special Education, & English Learner student groups, when lesson planning for targeted Tier I, II, & III Reading & Math improvement.</p> <p>Strategy's Expected Result/Impact: African American, White, Special Education, & English Learner students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Specialist, Staff & Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: FIS Teachers will design and implement research-based, student-centered lessons that promote high-level thinking and integrate technology. Supplemental resources & online instructional supports will be provided for Teachers to deliver, intervene, and enrich lessons.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve resulting in all student groups meeting their student achievement targets for the year.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Specialist, & Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - 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 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p>

Demographics

Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Student Learning

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School Processes & Programs

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 7: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Goal 1: BISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future-Ready.

Performance Objective 2: In 2023-2024, FIS will provide interventions and additional support to all students that will close performance gaps created by learning loss due to COVID-19 resulting in a 10% increase in students performing at the Meets Grade Level in grade seven math and reading, and grade 8 math, reading, science and social studies.





High Priority

Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS Teachers and Paraprofessionals will be trained on & implement research-based interventions, materials, & best practices for closing achievement gaps in Math, Reading/Writing, Science, & Social Studies. Substitute teachers may be used to avail FIS Teachers for training.</p> <p>Strategy's Expected Result/Impact: African American, White, Special Education, and English Learner students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Specialists, & Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: FIS will prioritize campus interventionists and classroom teachers for implementation of Tier II and Tier III research-based interventions and extended learning opportunities, (i.e. BISD Math/Reading classes, primetime, before and after-school tutorials, Saturday tutorials).</p> <p>Strategy's Expected Result/Impact: African American, White, Special Education and English Learner students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Intervention Teachers, & Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</p> <p>Funding Sources: Tutorials - Local 30-State Comp Ed - 199.11.6118.00.042.30 - \$10,851</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: FIS will provide students needing intervention, (including students identified as English Learner, Special Education, or At-Risk through RtI process & HB 4545 legislation), an additional 30-50 minutes of targeted instruction during Primetime, Reading, and/or Math supplemental classes a minimum of 4 times weekly.</p> <p>Strategy's Expected Result/Impact: 70% or more of students who did not meet standard on STAAR in 2023 will meet standard in 2024. (See Academic Growth Scoring)</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, & Intervention Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: FIS will prioritize English Learner and Special Education student groups and provide comprehensive Reading & Math learning support during the school day.</p> <p>Strategy's Expected Result/Impact: Special Education and English Learner students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, & Intervention Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: FIS will close the gaps by 10% or more for all student groups who missed the ESSA targeted performance in the Closing the Gaps Domain for consecutive years by providing teachers with training in improving Tier I instruction, providing co-teach support to new teachers, providing Tier II and III support during prime time, and providing tutoring and classroom support.</p> <p>Strategy's Expected Result/Impact: African American and White students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Instructional Leadership Team, & Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The Principal will meet with students who are identified in intervention groups to set personal performance goals for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: By the spring of 2024, all groups that did not meet the Closing the Gaps targets for three consecutive years will meet their targets.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</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: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p> <p>Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. Root Cause: Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).</p>
Student Learning
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p> <p>Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. Root Cause: Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).</p>
School Processes & Programs
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p>





School Processes & Programs

Problem Statement 7: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Goal 1: BISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future-Ready.

Performance Objective 3: In 2023-2024, FIS will improve the CCMR capacity of students by implementing two activities. (HB 3 CCMR Measure)

Evaluation Data Sources: CCMR Fair attendees and participant lists
Documentation from activities

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will prioritize the CCMR readiness of students through integrated library & CTE learning experiences that focus on research, technology, creativity/ingenuity, and post-secondary awareness.</p> <p>Strategy's Expected Result/Impact: CTE electives EOY student interests quantities will increase compared to BOY.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Librarian/ Media Specialist, CTE/RLA Teachers, & Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FIS grade 8 students will attend Brazosport College CTE/CCRM fair.</p> <p>Strategy's Expected Result/Impact: Grade 8 students' interests/participation in future HS CTE/CCMR electives courses will increase compared to 22-23.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CTE Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</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





Problem Statement 4: Students are not entering high school on track for career, college, and military readiness. **Root Cause:** Students have limited exposure to relevant CCMR.

Goal 2: BISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2023-2024, FIS will implement methods for ensuring the physical safety of all staff and students.

High Priority

Evaluation Data Sources: Red Ribbon Week Activity Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will employ a Health, Safety, & Security Specialist. Strategy's Expected Result/Impact: Safety, security, and student civility will realize improvement. Staff Responsible for Monitoring: Principal, Administrative Team, Coordinator of Safety & Security</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 4 Funding Sources: Healthy & Safety Specialist - 289 - Title IV, Part A - 289.52.6129.00.042.30 - \$27,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FIS will implement the Coordinate Approach To Child Health program and its Catch My Breath Vaping prevention & intervention curriculum (ex: Red Ribbon Week) Strategy's Expected Result/Impact: The number of students and disciplinary incidents connected to students vaping will decline. Staff Responsible for Monitoring: Principal, Administrative Team, Counselor, & Behavior Specialist</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 4: Although total disciplinary incidents during 2022-2023 decreased from 969 to 612, student DAEP placements increase from 14 to 28. **Root Cause:** Students struggle with anti-social behaviors (i.e. disrespect to others, defiance to adults, inappropriate language, & vaping) due to social-emotional, communication, and mental/emotion deficits & instability.

Goal 2: BISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2023-2024, FIS will implement three mainstream strategies to provide wrap-around services to improve student connectedness, attendance, academic performance, and to decrease student time out of class disciplinary placements.





High Priority

Evaluation Data Sources: 5-Year Discipline Comparison Report
 Office referrals related to Student Code of Conduct violations
 Daily grade level and attendance tracking
 Percentage of students with chronic absenteeism
 CIS and counselor student support reports

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will continue to train teacher in CHAMPS and implement PBIS (PBIS Rewards) and CKH campus-wide systems to manage student classroom behaviors and teach students prosocial behaviors and methods for addressing violence prevention and intervention that align with BISD student code of conduct and comply with TEC Chapter 37 discipline laws.</p> <p>Strategy's Expected Result/Impact: FIS will show a 10% decline in discipline referrals resulting in out of classroom placements and incidents of violence.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Counselor, Behavior Specialist, & Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 4, 5 - Perceptions 3</p> <p>Funding Sources: PBIS Rewards - Local 30-State Comp Ed - 199.11.6399.00.042.30 - \$2,100</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: FIS will involve the campus counselor , Communities In Schools Social Worker and student support team to deliver wrap-around services such as: character education, social emotional learning, social engagement support to students and staff, methods for addressing violence prevention and intervention through routine student support groups and mental health awareness.</p> <p>Strategy's Expected Result/Impact: By the end of the year, the campus will show a 10% decline in discipline referrals resulting in out of classroom placements and incidents of violence and African American, White and English Learner students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Counselor, & CIS Coordinator</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3, 4, 5 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: FIS will develop student connection clubs and host schoolwide celebrations / events to recognize, educate, & cultivate the academic, physical, and social-emotional health, well-being, & attendance of students and families. (ex. video gaming club, chess club, robotics clubs, book club, etc.).</p> <p>Strategy's Expected Result/Impact: By the end of the year, the campus will show a 10% decline in discipline referrals resulting in out of classroom placements and incidents of violence and African American, White and English Learner students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Counselor, Behavior Specialist, & Teachers</p> <p>Title I: 2.6</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: Demographics 2 - Student Learning 5 - School Processes & Programs 3, 4, 5 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: FIS will implement a routine attendance tracking, response, intervention, & drop-out prevention system to improve student attendance, including filing on families of students with chronic attendance issues.</p> <p>Strategy's Expected Result/Impact: The campus percentage of campus attendance will improve from 93.1% ('22-23) to 94% ('23-24). *(92.1% in '21-22)</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Attendance Committee/Team, & Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Student attendance was 92.6%. Root Cause: The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.</p>
Student Learning
<p>Problem Statement 5: Student attendance was 92.6%. Root Cause: The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.</p>
School Processes & Programs
<p>Problem Statement 3: Student attendance was 92.6%. Root Cause: The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.</p>
<p>Problem Statement 4: Although total disciplinary incidents during 2022-2023 decreased from 969 to 612, student DAEP placements increase from 14 to 28. Root Cause: Students struggle with anti-social behaviors (i.e. disrespect to others, defiance to adults, inappropriate language, & vaping) due to social-emotional, communication, and mental/emotion deficits & instability.</p>
<p>Problem Statement 5: On a scale of 1-5 (with 5 being the highest) where 3.7 is the baseline average quality score, students rated levels of care and respect they receive from teachers and other students below the baseline average by nearly 1 full point (scoring 2.8). Root Cause: Low levels of empathy and high levels of disrespect are too common and acceptable to students & adults.</p>

Perceptions

Problem Statement 3: On a scale of 1-5 (with 5 being the highest) where 3.7 is the baseline average quality score, students rated levels of care and respect they receive from teachers and other students below the baseline average by nearly 1 full point (scoring 2.8). **Root Cause:** Low levels of empathy and high levels of disrespect are too common and acceptable to students & adults.

Goal 3: BISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.





Performance Objective 1: In 2023-2024, FIS will engage parents in supporting Tier I instruction resulting in an increase from 14.5% to 30% in parent engagement with the campus.

High Priority

Evaluation Data Sources: Parent meeting sign-in sheets
Campus parent activity sign-in sheets
Campus Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will increase parent engagement and provide parents resources to directly increase volunteering and parent involvement in students learning. (i.e. hosting parents for FIS culture & learning walks , PFE meetings & activities/events, and subscriptions)</p> <p>Strategy's Expected Result/Impact: All students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal & Administrative Team; BISD Parent & Family Liaison; Teachers</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: PFE Refreshments - 211 - Title I, Part A Parent & Family Engagement - 211.61.6399.00.042.30 - \$227</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: FIS will use various communication tools (i.e. campus website, marquee, School Messenger, "The Arrow" (SMORE) newsletter, social media such as Facebook & Twitter) to keep parent involved and engaged.</p> <p>Strategy's Expected Result/Impact: The percentage of parents who indicate on the end of year survey that they received information on how they could help their child to improve academically will increase from 45% to 70%.</p> <p>Staff Responsible for Monitoring: Principal, Admin. Communications Team, & FIS Webmaster</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: SMORE Newsletter - 211 - Title I, Part A Parent & Family Engagement - 211.61.6399.00.042.30 - \$1,299</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained and implement the Frontline "Individual Progress Report By Teacher" function to share up-to-date information with parents of their student's academic progress/standing.</p> <p>Strategy's Expected Result/Impact: The percentage of parents who indicate on the end of year survey that they received information on how they could help their child to improve academically will increase from 45% to 70%.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Communications Cadre, & Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 5 - School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: FIS will meet with parents/guardians at times that are convenient to review the Title I, Part A Parent/Teacher/Student Compact and the Parent and Family engagement Plan.</p> <p>Strategy's Expected Result/Impact: By the end of the first semester, FIS will have met with 100% of willing parents/guardians of their students to review the Parent/School Compact.</p> <p>Staff Responsible for Monitoring: Principal & Administrative Team; BISD Parent & Family Liaison; Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will publish in Spanish and English, and make available to parents on the campus website, in the front office and upon request the Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: By the end of the first nine weeks, the Parent Engagement Policy will be translated and published for distribution.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 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 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p>

Demographics

Problem Statement 2: Student attendance was 92.6%. **Root Cause:** The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

Student Learning

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 2: Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low. **Root Cause:** Many parents work and others are unaware of ways they can volunteer on campus.

Problem Statement 5: Student attendance was 92.6%. **Root Cause:** The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

School Processes & Programs

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 2: Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low. **Root Cause:** Many parents work and others are unaware of ways they can volunteer on campus.

Problem Statement 3: Student attendance was 92.6%. **Root Cause:** The rise in social-emotional/mental health concerns (i.e. anxiety, depression, mental/emotional instability) and lingering affects of COVID-19 (i.e. illness & isolation) have negatively impacted student connectedness and attendance to school.

Perceptions

Problem Statement 1: Qualitative data and feedback through Thought Exchange survey indicate parent & student connectedness to school is low. **Root Cause:** Many parents work and others are unaware of ways they can volunteer on campus.

Goal 4: BISSD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2023-2024, FIS will maximize the use of supplemental funding sources to support the improvement of Tier I instruction, and to provide timely interventions to students in need of academic and SEM support.

High Priority

HB3 Goal

Evaluation Data Sources: CIP fund source report
Campus supplemental budgets

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will utilize Title I, Part A funding to hire Math and Reading Intervention Teachers to support students' abilities to access Tier I instruction at high levels.</p> <p>Strategy's Expected Result/Impact: All students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, & Intervention Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 7</p> <p>Funding Sources: Math & Reading Interventionist Salaries - 211 - Title I, Part A - 211.11.6119.00.042.30 - \$140,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: FIS will utilize Compensatory Education funding to hire Math and Reading Intervention Teachers and Campus Content Specialist(s) to support teaching, learning, & the abilities of students identified as At-Risk in accessing Tier I instruction at high levels.</p> <p>Strategy's Expected Result/Impact: All students who are identified as at-risk or economically disadvantaged will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Leadership Team, & Intervention Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 7</p> <p>Funding Sources: Math & Reading Interventionist - Local 30-State Comp Ed Personnel - 199.11.6119.00.042.30 - \$140,000, Campus Content Specialist - Reading/Science/Math - Local 30-State Comp Ed Personnel - 199.11.6119.00.042.30 - \$42,075</p>	Formative			Summative
	Nov	Jan	Mar	June






Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p> <p>Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. Root Cause: Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).</p>
Student Learning
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p> <p>Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. Root Cause: Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).</p>

School Processes & Programs

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 7: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Goal 5: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2023-2024, FIS will provide weekly and monthly professional development to teachers to support improving Tier I instruction.

High Priority





Evaluation Data Sources: Student failure reports

STAAR Results

TELPAS Results

T-TESS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will provide professional development and coaching support to Teachers from the campus Instructional Leadership Team to improve Tier I instruction (i.e. instructional strategies, technology, research-based best practices, classroom management, poverty, cultural responsiveness and ethics).</p> <p>Strategy's Expected Result/Impact: All students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Behavior Specialist, Instructional Leadership Team, Media Specialist, & Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 7, 8 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. Root Cause: Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.</p>

Demographics

Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Student Learning

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 3: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

School Processes & Programs

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 7: STAAR performance for all students, particularly those students from lower performing racial/ethnic groups, students served through special education, students identified as Emergent Bilingual, students from poverty and students identified as at-risk to graduate from high school on time, was below campus targets for the Meets Grade Level for all subjects except grade 8 Math & Algebra. **Root Cause:** Tier I, II, & III Instruction was ineffective for at-risk student groups - students exhibiting learning & skill deficits /gaps in Math, Reading, Science & Social Studies made limited growth during the Fall semester. (The following percentages of students landed in the Zone of Uncertainty for early STAAR results: 37% in Math, 24% in Reading, 50% in Science, & 44% in Social Studies).

Problem Statement 8: The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing. **Root Cause:** School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

Perceptions

Problem Statement 2: The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing. **Root Cause:** School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

Goal 5: BISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2023-2024, FIS will create a system for recruiting, interviewing and retaining teachers to ensure that all students receive instruction from a highly effective teacher.

High Priority

Evaluation Data Sources: Teacher retention report
T-TESS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: FIS will provide monthly opportunities for first year teachers to meet with each other and Principal to improve Tier I instructional practices. This will happen primarily through FIS' New Teacher Mentoring Program.</p> <p>Strategy's Expected Result/Impact: By the end of the year, the Principal will have met with new teachers twice a month resulting in at least six of seven new teachers being retained on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, & New Teachers</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 8 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FIS will recognize staff members who exemplify excellence in professional practices and celebrate valuable accomplishments/contributions that impact student success (i.e. FIS Ambassadors, staff appreciation days, birthdays, sunshine)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: All students will not only improve performance at the Meets Grade Level, but they will also meet the closing the gaps targets in Domain III.

Staff Responsible for Monitoring: Principal, Administrative Team, FIS Staff, & Sunshine Pals

Title I:

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 5: Effective Instruction

Problem Statements: School Processes & Programs 8 - Perceptions 2



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Student Learning

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

School Processes & Programs

Problem Statement 1: The Meets Grade Level STAAR performance for all groups of students on all tests taken with exception of grade eight Math & Algebra were well below campus targets. **Root Cause:** Student learning proficiency in Tier I Instruction is not consistently reaching the rigor level of the TEKS.

Problem Statement 8: The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing. **Root Cause:** School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

Perceptions

Problem Statement 2: The numbers of teachers entering the profession are decreasing, while the numbers of teachers leaving the profession are increasing. **Root Cause:** School safety concerns and social & political expectations/requirements of educators make working in schools a difficult profession.

State Compensatory

Budget for Freeport Intermediate

Total SCE Funds: \$214,976.00

Total FTEs Funded by SCE: 2.66

Brief Description of SCE Services and/or Programs

SCE funds are used to provide additional learning to students who are at-risk of not graduating from high school. Additional learning is provided through tutorials, embedded interventions, pull-out interventions and remediation, and summer school.

Personnel for Freeport Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christie Burns	Campus Content Specialist	0.33
Kathryn Shaffer	Campus Content Specialist	0.33
Lyndsey Gilbertson	Campus Content Specialist	0.33
Nathaniel Lamont Butler	Math Interventionist	0.88
Trask Smith	Reading Interventionist	0.79

Title I

1.1: Comprehensive Needs Assessment

A Campus Needs Assessment was conducted by the Freeport Intermediate School (FIS) Campus Education Improvement Council. This council consisted of community stakeholders representative of the following groups: parents, community members, business partners, school staff, school teachers, and school administrators. The council reviewed multiple data sources (District/State/Federal Assessment Data, stakeholder perception data, etc.), analyze strengths, weaknesses, opportunities, and threats pertaining to FIS, and determined prioritized problems and root causes. This process was conducted over a two-weeks period and involved two primary meetings (May 10 & May 17), with various sub-committee meetings supporting this effort. Academic Achievement, Communication, and parent, family, and student connectedness & involvement were identified themes of this process.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Following the completion of the CNA, the Principal engaged the CEIC, teacher leaders and other administrators in developing the Campus Improvement Plan.

2.2: Regular monitoring and revision

This plan will be monitored and revised by the Campus Education Improvement Committee (CEIC). FIS Principal will monitor the implementation of this plan. The principal (or principal's designee) will coordinate quarterly monitor and review CEIC meetings as an advisory committee. Progress and updates will be made at least quarterly throughout the 2023-2024 school year.

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

The Campus Improvement Plan will be translated into Spanish and published on the district's and the campus' websites. Copies of the plan will be made available for stakeholder viewing in the front office, and copies will be made for stakeholders who request it.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	FIS Teachers and Paraprofessionals will be trained on & implement Tier I, II, & III research-based instructional best practices, using accommodations and data-driven instruction. Substitute teachers will be used to avail FIS Teachers for training. Administrators will attend professional development to enhance best practices.

Goal	Performance Objective	Strategy	Description
1	1	3	FIS Teachers will design and implement research-based, student-centered lessons that promote high-level thinking and integrate technology. Supplemental resources & online instructional supports will be provided for Teachers to deliver, intervene, and enrich lessons.
4	1	2	FIS will utilize Compensatory Education funding to hire Math and Reading Intervention Teachers and Campus Content Specialist(s) to support teaching, learning, & the abilities of students identified as At-Risk in accessing Tier I instruction at high levels.
5	1	1	FIS will provide professional development and coaching support to Teachers from the campus Instructional Leadership Team to improve Tier I instruction (i.e. instructional strategies, technology, research-based best practices, classroom management, poverty, cultural responsiveness and ethics).
5	2	1	FIS will provide monthly opportunities for first year teachers to meet with each other and Principal to improve Tier I instructional practices. This will happen primarily through FIS' New Teacher Mentoring Program.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	2	1	FIS Teachers and Paraprofessionals will be trained on & implement research-based interventions, materials, & best practices for closing achievement gaps in Math, Reading/Writing, Science, & Social Studies. Substitute teachers may be used to avail FIS Teachers for training.
1	2	2	FIS will prioritize campus interventionists and classroom teachers for implementation of Tier II and Tier III research-based interventions and extended learning opportunities, (i.e. BISD Math/Reading classes, primetime, before and after-school tutorials, Saturday tutorials).
1	3	1	FIS will prioritize the CCMR readiness of students through integrated library & CTE learning experiences that focus on research, technology, creativity/ingenuity, and post-secondary awareness.
1	3	2	FIS grade 8 students will attend Brazosport College CTE/CCRM fair.
2	2	2	FIS will involve the campus counselor, Communities In Schools Social Worker and student support team to deliver wrap-around services such as: character education, social emotional learning, social engagement support to students and staff, methods for addressing violence prevention and intervention through routine student support groups and mental health awareness.
4	1	1	FIS will utilize Title I, Part A funding to hire Math and Reading Intervention Teachers to support students' abilities to access Tier I instruction at high levels.

Goal	Performance Objective	Strategy	Description
5	2	2	FIS will recognize staff members who exemplify excellence in professional practices and celebrate valuable accomplishments/contributions that impact student success (i.e. FIS Ambassadors, staff appreciation days, birthdays, sunshine)

2.6: Address needs of all students, particularly at-risk

Goal	Performance Objective	Strategy	Description
1	1	2	FIS Teachers will prioritize African American, White, Special Education, & English Learner student groups, when lesson planning for targeted Tier I, II, & III Reading & Math improvement.
1	2	3	FIS will provide students needing intervention, (including students identified as English Learner, Special Education, or At-Risk through RtI process & HB 4545 legislation), an additional 30-50 minutes of targeted instruction during Primetime, Reading, and/or Math supplemental classes a minimum of 4 times weekly.
1	2	4	FIS will prioritize English Learner and Special Education student groups and provide comprehensive Reading & Math learning support during the school day.
1	2	5	FIS will close the gaps by 10% or more for all student groups who missed the ESSA targeted performance in the Closing the Gaps Domain for consecutive years by providing teachers with training in improving Tier I instruction, providing co-teach support to new teachers, providing Tier II and III support during prime time, and providing tutoring and classroom support.
1	2	6	The Principal will meet with students who are identified in intervention groups to set personal performance goals for the 2023-2024 school year.
2	1	1	FIS will employ a Health, Safety, & Security Specialist.
2	1	2	FIS will implement the Coordinate Approach To Child Health program and its Catch My Breath Vaping prevention & intervention curriculum (ex: Red Ribbon Week)
2	2	1	FIS will continue to train teacher in CHAMPS and implement PBIS (PBIS Rewards) and CKH campus-wide systems to manage student classroom behaviors and teach students prosocial behaviors and methods for addressing violence prevention and intervention that align with BISS student code of conduct and comply with TEC Chapter 37 discipline laws.
2	2	2	FIS will involve the campus counselor, Communities In Schools Social Worker and student support team to deliver wrap-around services such as: character education, social emotional learning, social engagement support to students and staff, methods for addressing violence prevention and intervention through routine student support groups and mental health awareness.

Goal	Performance Objective	Strategy	Description
2	2	3	FIS will develop student connection clubs and host schoolwide celebrations / events to recognize, educate, & cultivate the academic, physical, and social-emotional health, well-being, & attendance of students and families. (ex. video gaming club, chess club, robotics clubs, book club, etc.).
2	2	4	FIS will implement a routine attendance tracking, response, intervention, & drop-out prevention system to improve student attendance, including filing on families of students with chronic attendance issues.
3	1	2	FIS will use various communication tools (i.e. campus website, marquee, School Messenger, "The Arrow" (SMORE) newsletter, social media such as Facebook & Twitter) to keep parent involved and engaged.
3	1	3	Teachers will be trained and implement the Frontline "Individual Progress Report By Teacher" function to share up-to-date information with parents of their student's academic progress/standing.
4	1	1	FIS will utilize Title I, Part A funding to hire Math and Reading Intervention Teachers to support students' abilities to access Tier I instruction at high levels.
4	1	2	FIS will utilize Compensatory Education funding to hire Math and Reading Intervention Teachers and Campus Content Specialist(s) to support teaching, learning, & the abilities of students identified as At-Risk in accessing Tier I instruction at high levels.
5	2	2	FIS will recognize staff members who exemplify excellence in professional practices and celebrate valuable accomplishments/contributions that impact student success (i.e. FIS Ambassadors, staff appreciation days, birthdays, sunshine)

3.1: Annually evaluate the schoolwide plan

The Freeport IS schoolwide plan is evaluated in June following the receipt of state testing data and using a campus leadership team consisting of campus administrators and department heads. The results are recorded in the summative evaluation sections of the formative/summative review tab in the plan and published as part of the final evaluated plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	5	The campus will publish in Spanish and English, and make available to parents on the campus website, in the front office and upon request the Parent and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	1	FIS will increase parent engagement and provide parents resources to directly increase volunteering and parent involvement in students learning. (i.e. hosting parents for FIS culture & learning walks , PFE meetings & activities/events, and subscriptions)
3	1	4	FIS will meet with parents/guardians at times that are convenient to review the Title I, Part A Parent/Teacher/Student Compact and the Parent and Family engagement Plan.

5.1: Determine which students will be served by following local policy

Students served through Special Education, the Language Acquisition Program and through Gifted and Talented Education are identified and serviced following all legal and local policies from the EHB series related to those special programs, and guided by administrative regulations associated with those policies.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dajon King	Instructional Support	Freeport Intermediate At-risk support	1
Paula McDonald	Reading Interventionist	Star Renaissance, Read Works, Comprehens	1
Sarah Ebey	Math Interventionist	Star Renaissance, ALEKS, IXL	1

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,950.00
+/- Difference					\$19,950.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutorials	199.11.6118.00.042.30	\$10,851.00
2	2	1	PBIS Rewards	199.11.6399.00.042.30	\$2,100.00
Sub-Total					\$12,951.00
Budgeted Fund Source Amount					\$12,951.00
+/- Difference					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Math & Reading Interventionist	199.11.6119.00.042.30	\$140,000.00
4	1	2	Campus Content Specialist - Reading/Science/Math	199.11.6119.00.042.30	\$42,075.00
Sub-Total					\$182,075.00
Budgeted Fund Source Amount					\$182,075.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Math & Reading Interventionist Salaries	211.11.6119.00.042.30	\$140,000.00
Sub-Total					\$140,000.00
Budgeted Fund Source Amount					\$128,810.00
+/- Difference					-\$11,190.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	PFE Refreshments	211.61.6399.00.042.30	\$227.00

211 - Title I, Part A Parent & Family Engagement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	SMORE Newsletter	211.61.6399.00.042.30	\$1,299.00
Sub-Total					\$1,526.00
Budgeted Fund Source Amount					\$1,526.00
+/- Difference					\$0.00

289 - Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Healthy & Safety Specialist	289.52.6129.00.042.30	\$27,000.00
Sub-Total					\$27,000.00
Budgeted Fund Source Amount					\$27,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$372,312.00
Grand Total Spent					\$363,552.00
+/- Difference					\$8,760.00