

Brazosport Independent School District

Grady Rasco Middle School

2023-2024 Improvement Plan



Board Approval Date: October 16, 2023

Mission Statement

Rasco Middle School's mission is to inspire excellence through growth and to empower all students to be future-ready.

Vision

"Teach the mind and touch the heart."

Value Statement

We believe that learning requires the commitment and effort of a team including parents, students, school and community.

We go the extra mile to promote student success.

We are team players who work collaboratively to solve problems with positive attitudes.

We believe that every child is a unique individual, and the school exists for the benefit of each student to learn and grow.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus and parent committee members analyzed the data and discussed survey, perceptions, and data. Each content team discussed strengths and areas of growth. These were documented on the SWOT analysis form and used to help determine problem statements and root causes.

Demographics

Demographics Summary

Grady Rasco Middle Schools is one of 19 campuses in Brazosport ISD. Rasco opened its doors in 1995 and now serves 759 students in grades 5 and 6. Each content teacher teaches five sections and then provides a 50 minute intervention time where students either participate in pull out interventions or in class supplemental curriculum. This 50 minute supplemental supports all students, including those that are required to receive additional instruction under House Bill 4545.

Many staff members provide tutoring to our students that need additional support. We also have staff members that lead various after school clubs and activities. Our campus participates in a spring UIL academic and fine arts competition. Rasco Rhythm singing group is offered to both 5th and 6th graders. There is also a 6th grade concert choir. Other groups include Mission Specialists, Student Council, book club, and different science clubs.

This year, several students were recognized for their participation and winning of awards for their art work. Students entered different contests from the rodeo, Lion's Club, and Freeport Take Your Child Fishing tournament.

Rasco students won first place in the Name that Book competition. Rasco also participated in the Brazoria County Spelling Bee and had the county winner for the second year in a row.

Our choir, band, and orchestra students also participated in various concerts, competitions, and at local events.

Rasco works with HOPE Fellowship Church, who provides mentors to several of our students. Rasco also works with district mentors and PALS. In addition, Rasco has a full time Communities in Schools counselor on campus providing various supports to families and students, along with meeting with groups of students during the day. The Boys and Girls Club is also present after school for students that apply for the program.

Our campus has an involved PTO and they provided each grade level a field trip this past year. In addition, they sponsored the traditional Jamboree event to celebrate students making good choices. They also sponsored three different events for fundraisers, including one that all students were able to participate in called Spooktacular, where the students were able to dress up and dance.

Student Enrollment:

Has decreased this year to 731 at the time of snapshot, although current enrollment has our campus at 728. The trend has been a decrease in student enrollment over the past five years.

Mobility:

Mobility rate has increased significantly this year.

- 2023 we had 84/731 at 11.49%
- 2022 we had 139/842 students at 16.49%

- 2021 we had 102/907 at 11.25%
- 2020 we had 92/949 at 9.69%
- 2019 we had 114/897 at 12.71 %

Attendance & Tardies:

- Attendance has increased slightly but tardies are an issue.

Special Populations:

- Increase in at-risk population from 138 to 160
- Decrease in GT identification from 140 to 91.
- Decrease in students receiving dyslexia from 48 to 47.
- Decrease in students receiving special services from 117 to 116.
- Increase in students receiving 504 services from 115 to 117.
- Slight increase in Economically disadvantaged from 57.58% to 57.59%.
- Slight decrease in LEP/EB from 42 to 37.

Attendance Challenges

- Attendance and tardies have increased.
- Making phone calls, reaching out, providing support to make up work.
- Met with parents.
- Discuss weekly with GAME ON.
- Attendance hearings.
- Court filings.
- Students are missing work.
- Expectations on how to address are not always clear.

- Covid has been utilized as an excuse.
- The need to have a district if possible, but at least campus, determine the number of parent written absences.

Rasco	2022 Campus	District	2022 Campus	District	2021	District	2020	District	2019	2018	2017	2016
1st 9 Weeks	92.9%	92.5%	90.00	89.10	93.03	92.25	96.89	95.82	97			
2nd 9 Weeks	93.6%	91.8%	93.80	92.10	95.3	93.55	95.43	94.68	95.93			
3rd 9 Weeks	93.9%	92.9%	91.90	90.20	94.41	92.33	95.34	94.51	94.53			
4th 9 Weeks	93.7%	92.1%			94.01	90.93			95.97			
Year	94.10%	92.56%			94.23	92.77			95.59/98.2	96.1/ 95.9	96.4	96.36

Demographics Strengths

Several staff members that provide additional support to students that need to close the gaps. After school activities and clubs to increase student engagement. Active PTO and strong relationship between the PTO and campus. Supportive community and district programs to provide wrap around services where needed.

Reading: Groups that increased to Meets or Higher

Group that went from No to Yes meeting target:

- White 61/60 (monitor) *55
- Special Ed Current 22/19 *16

Math: Groups that increased to Meets of Higher

Groups in math that went from No to Yes

- Special Education Current 23/23 *17
- Two or More: Did not't count in 2019 but had 24/54 but in 2021 67/54

Processes that supported our students:

- Planning in PLC
- Utilizing various resources to align lessons with TEKS and increased rigor
- Discussing possible misconceptions in order to support struggling learners
- Creating three questions to help students focus on essential outcomes from the lesson
- Increased emphasis on implementing small groups in the classroom to address skills
- Visuals/anchor charts
- After school tutoring
- Technology programs to support gaps
- HB 4545 tutoring groups
- Paraprofessional pulled groups; which supported HB4545
- Class size reduction/science camp groups at the end of the year for a specified time
- More students being offered summer school and 6th grade for the first time
- Special ed AIP and pulling groups

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The recruitment, retention, and development of effective teachers who match the growing diverse demographics of our hispanic community shows a target to increase hispanic staff members by 6%. **Root Cause:** Recruitment of hispanic staff members has not been effective in efforts to increase that demographic among the staff.

Problem Statement 2: The overall campus budget will be reduced by 6% due to decrease in student enrollment. **Root Cause:** The reduction in student enrollment has a ripple effect on the campus budget, and increases the need to spending oversight.

Student Learning

Student Learning Summary

Rasco performed scored higher than the state and district in 5th grade reading in all three categories. Rasco 5th grade reading at approaches was 77%, although that was a drop from 2019 at 86%. The campus grew in the Meets and Masters from 2019: 54% to 58% in Meets and 27% to 39% in Masters.

The campus scored above the state and district in 5th math in all three categories. Rasco 5th math at approaches was 79%, although that was a drop from 2019 at 88%. 5th math only dropped from 51% to 50% in Meets and maintained 28% in Masters.

The campus dropped in 5th science from 79% approaches to 73% approaches, but still scored above the state and district. There was a drop from 51% Meets to 46% Meets, but Masters maintained the same at 28%.

Rasco performed higher than the state and district in 6th grade reading, with a very small drop from 2019, from 72% approaches to 70%. There was an increase in Meets from 42% to 43% and a drop in Masters from 21% to 19%.

The campus scored above the state and at the same percent for 6th math for approaches at 76%, although this was a drop from 83%. The campus dropped from 46% Meets to 42% and grew from 17% Masters to 19% Masters.

	Academic Achievement	ELL	Student Success	Growth
2019	13/18= 72%	0/1= 0%	9/12= 75%	0/18=0%
2021	12/20 = 60%	1/1=100%	7/12=58%	Not Rated

Rasco Middle School is a Targeted Improvement and Support campus in the state accountability system.

STAAR DATA

	Academic Achievement	ELL	Student Success	Growth
2019	13/18= 72%	0/1= 0%	9/12= 75%	0/18=0%
2021	12/20 = 60%	1/1=100%	7/12=58%	Not Rated

Reading: Domain 3

Group that went from No to Yes meeting target:

- White 61/60 (monitor) *55
- Special Ed Current 22/19 *16

Groups that did not meet the target:

- African American 30/32
- English Learners 16/28
- Non-Continuously Enrolled 39/42

Math

Groups in math that went from No to Yes

Special Education Current 23/23 *17

- Two or More: Did not count in 2019 but had 24/54 but in 2021 67/54

Groups in math that did not meet targets:

- African American 26/31
- Hispanic 34/40
- White 57/59 (two years)
- English Learners 15/40
- Non-continuously enrolled 33/45 (two years)

ED 36/36 monitor

Areas that need growth:

Reading

- EB/ELL group dropped significantly in Approaches, Meets, Masters in both grades.
- African American, EL, and Non continuously enrolled students did not meet targets for Meets or higher.

- Student growth from 2019: none of the groups met target; data from benchmark showed AA, Hispanic, White, ED, ELL, and Sped are at risk for not showing growth.
- Screeners show approximately 50% at BOY and 60% at MOY of students not reading on grade level.

Math:

- EB/ELL group dropped significantly in Approaches, Meets, Masters in both grades.
- African American, Hispanic, White, EL, and non continuously enrolled students did not meet targets for Meets or higher.
- Student growth from 2019: none of the groups met target; data from benchmark showed AA, Hispanic, White, ED, ELL, and Sped are at risk for not showing growth.
- 6th math dropped in Approaches on district benchmark.
- Screeners show

Science

Decrease in MOCK scores for 5th science.

Overall:

Moy Screener was not as focused since interventionists did with some and not others.

Student Learning Strengths

Below are strengths for the campus in reading, math, and science.

Reading:

- Grew in Meets and Masters for 5th reading
- Grew from 54% to 58% in Meets and 27% to 39 % in Masters for All
- Growth in Meets and Masters for All, AA, Hispanic, White, Asian, Two or More Races Special Ed, Non Continuously Enrolled, Economically Disadvantaged
- 5th MOCK Reading grew from 72% to 75% Approaches, 48% to 49% Meets, and 23% to 32% Masters

- Maintained almost the same in 6th reading
- Growth in Meets and Masters for White, Two or More Races, Special Ed Current, Economically Disadvantaged
- 6th MOCK Reading maintained about the same from previous year
- Above the district and state percentages in both grades
- Closing the Gaps 2021 White 61/60 (monitor) *55
- Closing the Gaps 2021 Special Ed Current 22/19 *16
- Students tracking their own data and goal setting (REN score and data)
- STAR REN was more beneficial than I-station and user friendly
- Goal setting with students

Math Strengths

Math:

- 5th Math slight drop in Approaches from 88% to 79%, difference of 9, but compared to district 5th; drop was 12, and the state difference was 20.
- Maintained Meets and Masters for All.
- Growth in Meets and Masters for White, Two or More Races, Special Ed Former, Continuously Enrolled.
- MOCK data has significant growth from 69% to 78% Approaches, 33% to 41% Meets, and 14% to 23% Masters
- 6th Math slight drop in approaches from 83% to 76%, 7 point difference, district had a 5 point difference but state had a 13 point difference.
- Growth in Meets and Masters for Special Education Two or More Races, Special Ed Current.
- Above district and state in both grades on STAAR.
- Growth in Special Education and Two or More students achieving Meets or higher
- Data tracking and students tracking their own data
- 5th implemented small groups
- Word walls were implemented in both grades with increased focus on vocabulary

- STAR Ren reports helped pinpoint weaknesses and provided data to determine skills to reteach
- IXL technology implementation was new and allowed teachers to determine individual skills for students

Science Strengths

Science:

- 5th Science had a slight drop in Approaches from 79% to 73%, 6 point difference, but that is the same as the district and the state had a 13 point difference.
- 5 E Lesson plans and 60% required hands on activities are implemented.
- 6th grade science increased from last year's MOY to this year's MOY.
- Interactive word walls were implemented and students utilized them to support learning.
- Small groups were implemented.
- Paraprofessional was utilized to support HB4545.
- Education Galaxy technology was implemented for the first time and supported student learning.
- STEM day for girls in science with DOW.
- 6th grade You Be the Chemist.
- 5th grade team created small group/class size reduction for last six weeks.
- Robotics review during lunch for 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on state ELAR assessments are at the state averages for Approaches, Meets, and Masters instead of being above those averages due to the impact of the writing component on the state exams. **Root Cause:** The writing components are new for the state assessments at these grade levels, and since the Covid pandemic these students continue to show a deficiency in their ability to effectively write.

Problem Statement 2 (Prioritized): Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state. **Root Cause:** Priority TEKS are not being taught at the appropriate depth and complexity.

School Processes & Programs

School Processes & Programs Summary

Campus has provided additional staff development and offered multiple opportunities for staff to participate in PD. Campus has brought in two reading/writing consultants, Elizabeth Martin and Becky Koesel for additional support. The campus utilized Title 1 funds to pay for a math, science, and ELA campus content specialist to support in increasing the rigor and alignment for lesson plan writing to support student success. The campus provides supplies and materials staff needs based on multiple surveys and feedback.

The campus has put in place systems to support the overall effectiveness of the campus. This past year, all ELA teachers are ESL certified and the district pays for a .5 ESL teacher that pulls students to work in small groups. Campus has 6 special education teachers for 5th and 6th grade, and one special education paraprofessional. Campus has worked to ensure that almost all teachers have at least one section of co-teach or support facilitate so that certain teachers do not become recognized by the students and/or the community as the teachers who work with students receiving special services.

Areas that need growth and needs/observations:

- The campus needs additional training for students that are several years below level and how to build in additional time to teach missing skills.
- ELA teachers need additional training in phonics and early literacy skills since there is an increasing number of students reading below grade level.
- The campus needs additional training and resources for students with more substantial mental health issues that are affecting their ability to conduct classes effectively.
- The campus needs additional training and resources for students with persistent misbehavior and outbursts that are affecting their ability to conduct classes effectively and lower staff morale.
- The campus needs to determine when to provide additional time to reteach skills to the increasing number of students that are coming below level.
- Total discipline incidents have increased significantly.
- The number of incidents typically are defiance and disruptions in class.
- Inappropriate physical contact.
- There has been an increased need for mental health supports.
- Students receiving special education services have a higher number of office referrals.
- There is an increased need for mental health supports at the middle school level.
- Almost 30% of the students say other students do not respect their teachers or other students.
- Attendance has decreased over the past five years.

- Some parent comments stated concerns about too much time on technology.
- Parents requested planners.
- Parent concerns with bullying and class sizes.
- Tardies are high and students are missing learning opportunities.
- Parents, students, and staff concerned about behavioral issues; the frequency and the amount of daily incidents, despite the many things put in place.
- Students lacking social skills and understanding the difference between true conflict and someone choosing not to be a friend.
- Conflict resolution is needed.
- Validation coming from outside sources vs inside.
- Most volunteers are coming from just one of the feeder elementary schools.

School Processes & Programs Strengths

- The campus conducts two PLC meetings each week. Teachers meet with the CCS to review lesson plans, discuss the big questions, determine what student learning should look like, and what resources and materials are needed.
- The campus conducts a data dig after every common assessment or benchmark. Teachers collaborate over what trends they see in the data and discuss what could have caused the most student confusions and determine any new strategies that may provide support.
- The campus divided the teachers by content this year to support the discourse amongst teachers to focus on content. In addition, with the struggle to get substitutes, if needed, this allowed the students to be divided into content teacher rooms and not miss instruction.

Other Strengths:

- Teachers feel they have been provided with the appropriate amount of staff development.
- Teachers stated they enjoy their coworkers.
- Teachers stated they work closely with their special education teachers.
- The campus staff attendance is very high despite the challenges of Covid 19.
- The staff participated in additional staff development meetings and PLC meetings to continue building staff capacity.
- There were several staff members that participated in district coalitions and led district staff development.
- The teachers participated in data digs and analyzed student data to make adjustments to student learning.

- Each content is provided a determined amount of money based on previous year's records and on current requests.
- Wish lists/wants are collected.
- Feedback on programming and materials are collected.

The campus has many systems in place to help with student behavior to support both staff and student satisfaction.

- PBIS; Systems in place and students know the matrix
- PBIS Rewards in place
- CKH vocabulary and lessons; vocabulary shared over announcements
- The 8 Keys of Excellence Vocabulary
- Counselors providing lessons
- Communities in Schools Counselor working with students
- Behavior Specialist 3 days a week
- APs working with students
- Campus APs meet regularly with district BEST/LS coordinator to review three most highly targeted students
- Programs addressing vaping
- Game On
- Restorative discipline practices
- Daily Announcements
- Active monitoring in hallways
- Teacher led extra-curricular activities
- Jamboree Recognition Events
- Teachers and administrators lead different extracurricular activities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The overall campus budget will be reduced by 6% due to decrease in student enrollment. **Root Cause:** The reduction in student enrollment has a ripple effect on the campus budget, and increases the need to spending oversight.

Perceptions

Perceptions Summary

We value each student and want to meet the students' needs both with academics and behavior. We want our students to be proud to be a Rasco Rocket and know that each one of them is a valuable member of our campus and society. We also want to help develop their non-academic skills such as empathy, ownership, and personal responsibility.

We believe that we must accept each student where they are in their learning and help that student grow and show the student their part in that growing. We believe that there is a true partnership between the home and the campus, and that it takes the home, the student, and the campus working together for the student to achieve the greatest success.

We believe that part of that partnership involves activities such as Move to the Middle, Open House, Title 1 Meetings, evening programs, and the traditional winter and spring Jamboree.

We believe in implementing both campus and district initiatives such as PBiS, Positive Behavior Intervention Systems, CKH, Capturing Kids' Hearts, and the 8 Keys of Excellence to help teach expectations and support the values of the campus, district, and community.

- 70% of students felt teachers were prepared for class and 18% N
- 54% of students felt their classes kept them interested and engaged with 37% N.
- 80% of students responded they tried their best on their schoolwork with 17% N.
- 73% of students said their classrooms were positive and welcoming with 23% N.
- 81% of students said teachers enforced rules in classes and 18% N.
- 85% of students said the APs and principal enforced school rules with 13% N
- 28% of students said that other students do not respect their teachers and 46% were N.
- 32% of students said that other students do not respect other students and 41% were N.
- 54% of students said they would recommend their school to another student and 30% were N.
- Learning new things was liked by 47% of students.
- Staying focused in class was a challenge for 48% of students.
- Understanding what I was learning was a challenge for 43% of students.
- Students also shared completing assignments (38%) and submitting assignments (36%) were challenges.
- Feeling liked and accepted was a challenge for 40% of students and making friends was challenging for 30% of students.

Parents

Strengths

- 81% of parents felt their child was a successful learner and 14% N.
- 65% of parents responded their child enjoyed their teacher.
- 77% of parents felt their student was treated fairly at school.
- 76% of parents felt their student is being well prepared for the future with 17% N.

- 78% of parents would recommend this school to others, which increased from 60% last year.
- 84% of parents stated they would or possibly would attend a grade-level academic expectations event.
- 75% of parents stated they understand by Parent Self-Serve, but 22% would like information on how to use the portal.

Weaknesses

- 73% of parents felt their student was safe at school, which is a decrease from 88% last year.
- 65% of parents responded their child enjoyed their teacher.
- 51% of parents said they did not conference with their student's teachers.
- 62% of parents felt they were well-informed about my child's progress and grades.
- 41% of parents were neutral with feeling as if ideas and information about how to support their student was provided with 25% of parents disagreeing.

Teacher Strength and Weaknesses

- 68% of teachers felt students were successful learners.
- 53% of teachers felt they were provided resources to implement job effectively and 18% N.
- 100% agreed that the safety of students and staff are a priority
- 77% of teachers felt they received effective training.
- 45% of teachers felt PLC was effective and 33% of teachers felt it was not effective.

Perceptions Strengths

Overall, parents were happy with Rasco and teachers enjoy those they are working with at the campus. Some areas of strength are below:

- Weekly newsletter sent home through School Messenger to update parents on current events and to share current skills being taught in each content.
- Event notifications sent through email and posted on social media.
- Strong PTO involvement and plenty of opportunities for parents to volunteer.
- Events such as Move to the Middle, Open House, and Title 1 Meetings to display student work and share information about Rasco.
- Church partnership with Hope Fellowship for mentors.
- Partnership with the district for mentors.
- PALS/high school student mentors.
- Several clubs and/or organizations students may join.
- GAME ON weekly winners to support students making the right choices.
- PBIS REWARDS store to support students making the right choices.
- Winter/Spring Jamboree to celebrate students who have earned one or less office referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents. **Root Cause:** Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.

Problem Statement 2 (Prioritized): Based on data from the parent thought exchange ten of the top rated comments were about the perception of teachers relying too much on technology in the classroom. **Root Cause:** Since Covid teachers have been trained on computer based instruction, and parents only hear from students about the work they are doing on the chromebook devices.

Priority Problem Statements

Problem Statement 1: Student performance on state ELAR assessments are at the state averages for Approaches, Meets, and Masters instead of being above those averages due to the impact of the writing component on the state exams.

Root Cause 1: The writing components are new for the state assessments at these grade levels, and since the Covid pandemic these students continue to show a deficiency in their ability to effectively write.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The recruitment, retainment, and development of effective teachers who match the growing diverse demographics of our hispanic community shows a target to increase hispanic staff members by 6%.

Root Cause 2: Recruitment of hispanic staff members has not been effective in efforts to increase that demographic among the staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents.

Root Cause 3: Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Based on data from the parent thought exchange ten of the top rated comments were about the perception of teachers relying too much on technology in the classroom.

Root Cause 4: Since Covid teachers have been trained on computer based instruction, and parents only hear from students about the work they are doing on the chromebook devices.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state.

Root Cause 5: Priority TEKS are not being taught at the appropriate depth and complexity.

Problem Statement 5 Areas: Student Learning

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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-TESS data

Parent/Community Data

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

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
- Study of best practices
- Action research results

Goals

Revised/Approved: September 18, 2023

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





Performance Objective 1: The percent of 5th grade students that score Meets Grade Level or above in reading will increase by 4% and the percent of 6th grade students that score Meets Grade Level of above in reading will increase by 4% by June 2024.

High Priority

Evaluation Data Sources: Campus created-common assessments. Student tracking charts and student tracking boards. These tracking documents will track student performance on assessments. Teachers will also have a TEK monitoring guide to track student learning on TEKS. District and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and write a three point objective to be posted each day for teacher and student reference and determine activities that are rigorous and aligned with the TEKS utilizing district and campus resources, along with attending professional development with district coordinators.</p> <p>Strategy's Expected Result/Impact: By the end of the first nine weeks, students will show growth by at least one question on campus checkpoints.</p> <p>Staff Responsible for Monitoring: The ELA CCS, ELA Department Chair, the Assistant Principals, the Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and write at least three questions with various levels of rigor for each lesson that are aligned to the TEKS and at least one with the rigor of STAAR and post these question to be referenced throughout the lesson.</p> <p>Strategy's Expected Result/Impact: By the end of December, the teachers will have full implementation of this strategy in their classroom with 70% of students making growth on their screeners from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, and Campus Content Specialists, and Department Chair</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will increase the use of academic language and teach content and testing vocabulary from Lead4Ward and other resources that are aligned with STAAR and provide students opportunities to expand their vocabulary and comprehension skills by implementing Flowcabulary technology program and attending professional development through Lead4ward, Region IV, and other PD opportunities.</p> <p>Strategy's Expected Result/Impact: By the end of December, the teachers will have full implementation of this strategy in their classroom with 70% of students making growth on their screeners from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Content Specialist and Department Chair</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will increase the use of small groups utilizing district and campus materials including leveled literacy books and technology programs from IXL. Teachers will use data to form small groups and provide specific interventions by student by standard during Rocket Hour.</p> <p>Strategy's Expected Result/Impact: By the end of first 9 weeks, the teachers will have full implementation of this strategy in their classroom with 70% of students making growth on their screeners from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Content Specialists, Interventionists, Department Chair</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will increase students decoding, fluency, and comprehension skills by providing students instructional and independent reading level materials, along with more culturally diverse reading materials, including both fiction and non-fiction texts.</p> <p>Strategy's Expected Result/Impact: By the end of December, the teachers will have full implementation of this strategy in their classroom with 70% of students making growth on their screeners from BOY to MOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Content Specialists, Interventionists, Department Chair</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The recruitment, retainment, and development of effective teachers who match the growing diverse demographics of our hispanic community shows a target to increase hispanic staff members by 6%. **Root Cause:** Recruitment of hispanic staff members has not been effective in efforts to increase that demographic among the staff.

Student Learning

Problem Statement 1: Student performance on state ELAR assessments are at the state averages for Approaches, Meets, and Masters instead of being above those averages due to the impact of the writing component on the state exams. **Root Cause:** The writing components are new for the state assessments at these grade levels, and since the Covid pandemic these students continue to show a deficiency in their ability to effectively write.

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

Performance Objective 2: The percent of 5th grade students that score Meets Grade Level or above in math will increase by 6% and the percent of 6th grade students that score Meets Grade Level of above in Math will increase by 6% by June of 2024.

High Priority

Evaluation Data Sources: Campus created-common assessments. Student tracking charts and student tracking boards. These tracking documents will track student performance on assessments. Teachers will also have a TEK monitoring guide to track student learning on TEKS. District and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will increase the use of academic language and increase use of the tier one instructional priorities of WIPS, number talks, and testing vocabulary. Teachers will receive feedback from campus administration, content specialists and district coordinators on progress in tier one instructional priorities during weekly instructional rounds.</p> <p>Strategy's Expected Result/Impact: By the MOY screener, 70% of students will have made growth from the BOY screener.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Content Specialist, Department Chair</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will increase the use of small groups during the school day and after school by providing tutoring to address targeted TEKS to support student learning. Teachers will use data to form small groups and will provide interventions by student by standard during Rocket Hour tutorials.</p> <p>Strategy's Expected Result/Impact: By the MOY screener, 70% of students will have made growth from the BOY screener.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Content Specialist, Department Chair</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state. Root Cause: Priority TEKS are not being taught at the appropriate depth and complexity.</p>

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

Performance Objective 3: The percent of 5th grade students that score Meets Grade Level or above on STAAR science will increase by 7% by Jne of 2024.

High Priority

Evaluation Data Sources: By the end of December, the teachers will have full implementation of tier 1 teaching priorities in their classroom and at least 80% of students will make growth from the first checkpoint to the 4th checkpoint.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan with CCS and write a three point objective to be posted each day for teacher and student reference and determine activities that are rigorous and aligned with the TEKS utilizing district and campus resources, along with attending professional development .</p> <p>Strategy's Expected Result/Impact: By the end of the first nine weeks, students will show growth by at least one question on campus checkpoints.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Content Specialist, Department Chair</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan with CCS and write at least three questions with various levels of rigor for each lesson that are aligned to the TEKS and at least one with the rigor of STAAR and post these question to be referenced throughout the lesson.</p> <p>Strategy's Expected Result/Impact: By the end of December, the teachers will have full implementation of this strategy in their classroom and at least 70% of students will make growth from the 1st checkpoint to the 4th checkpoint.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Content Specialist, Department Chair</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will increase the use of academic language and teach content and testing vocabulary from Lead4Ward and other resources that are aligned with STAAR and attend training through Lead4Ward, Great Minds Science, Region IV, and other professional development opportunities offered, along with teaching specific content vocabulary and science concepts utilizing Texas 5th Grade Science Study Guides purchased from Educational Leadership Consultants.</p> <p>Strategy's Expected Result/Impact: By the end of December, the teachers will have full implementation of this strategy in their classroom and at least 70% of students will make growth from the 1st checkpoint to the 4th checkpoint.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Content Specialist, Department Chair</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will increase the use of small groups during the school day and after school by providing tutoring to address targeted TEKS to support student learning, along with implementing activities in small group from Explore Learning/Gizmos and Progress Learning technology; and teachers will participate in extra duty assignments by working off contract hours to create targeted lessons, analyze data, and attend professional development .</p> <p>Strategy's Expected Result/Impact: By the end of December, the teachers will have full implementation of this strategy in their classroom and at least 70% of students will make growth from the 1st checkpoint to the 4th checkpoint.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Content Specialist, Department Chair</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Student performance on state ELAR assessments are at the state averages for Approaches, Meets, and Masters instead of being above those averages due to the impact of the writing component on the state exams. Root Cause: The writing components are new for the state assessments at these grade levels, and since the Covid pandemic these students continue to show a deficiency in their ability to effectively write.</p> <p>Problem Statement 2: Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state. Root Cause: Priority TEKS are not being taught at the appropriate depth and complexity.</p>





Goal 2: Rasco Middle School learning environments will be safe and conducive to learning.

Performance Objective 1: The number of office referrals will decrease by at least 10% or more by the end of the 2023-2024 school year, while also implementing strategies that support the social and emotional learning needs of all students.

High Priority

Evaluation Data Sources: Number of office referrals, SWISS data, PEIMS data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted lessons in both grade levels to address unhealthy lifestyle choices such as drug, alcohol, and tobacco use as well as other areas identified by the campus by counselors, and provide modified lessons from DARE , along with implementing activities such as Red Ribbon Week.</p> <p>Strategy's Expected Result/Impact: A decrease will be evident in the number of ODR for related offenses, information will be collected from students through student surveys. Counselors and Campus Resource officer will implement lessons.</p> <p>Staff Responsible for Monitoring: Counselors, Campus Resource Officer</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Leos and Pearls</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents. Root Cause: Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.</p>





Goal 2: Rasco Middle School learning environments will be safe and conducive to learning.

Performance Objective 2: In 2023-2024, the campus will decrease the percent of students by 10% that say they experienced any form of bullying.

High Priority

Evaluation Data Sources: Number of office referrals, feedback from student surveys, and bullying reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to staff in PBIS, CKH (Capturing Kids' Hearts) strategies to implement in the classroom and review campus data every three months with staff, and purchase PBIS Rewards system for our students to earn points for making appropriate choices.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office discipline referrals from 2023 to 2024. Increase student and parent perception of safe school environment and positive interactions.</p> <p>Staff Responsible for Monitoring: STARS Team , CKH leaders, and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will dedicate a campus administrator to specifically investigate all bullying reports made by either students or parents. This assistant principal will work together with our counselors in order to coordinate necessary services to students in need.</p> <p>Strategy's Expected Result/Impact: Reduction in office referrals and ISS/OSS/DAEP placements</p> <p>Staff Responsible for Monitoring: Principal</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>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus counselors will provide lessons and activities for students to support social and emotional development; along with creating groups focused on specific student needs. Counselors will also work with Lift Up , Loving BISD, and PALS to provide mentors to selected students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office discipline referrals from 2023 to 2024. Increase student and parent perception of safe school environment and positive interactions.</p> <p>Staff Responsible for Monitoring: Counselors, Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents. Root Cause: Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.</p>

Goal 2: Rasco Middle School learning environments will be safe and conducive to learning.

Performance Objective 3: In 2023-2024, the campus will increase student attendance to 96.1%.

Evaluation Data Sources: PEIMS data, grade level attendance competitions and rewards

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will support student attendance by monitoring student attendance through PLC meetings, attendance clerk, and GAME ON data (part of the weekly competitions between 5th and 6th grade).</p> <p>Strategy's Expected Result/Impact: Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Attendance Clerk</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 3 Problem Statements:





Perceptions
<p>Problem Statement 1: Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents. Root Cause: Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.</p>

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

Performance Objective 1: During the 2023-2024 school year, the campus will increase the parent and community perception of Rasco by 8% overall by improving campus communication, implementation of a parent culture committee, and increasing parent/family engagement activities throughout the year.

Evaluation Data Sources: Parent perceptions should improve by the end of the year district parent surveys and feedback from parent committees.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will have each department chair gather pictures and celebrations of both students and staff for campus liaison to post on campus website and campus Facebook page.</p> <p>Strategy's Expected Result/Impact: By the end of the fourth week, each department chair will have gathered at least one activity and some pictures supporting that activity for each grade level.</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs, Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and parents will meet to review the Parent/School Compact together.</p> <p>Strategy's Expected Result/Impact: By the end of the first reporting period, all teachers will meet with parents to discuss their child's progress and to agree to partner together in supporting their child's education.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Problem Statements: Student Learning 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will post and make available to parents the Parent and Family Engagement Policy in Spanish and English through the campus website and hard copies upon request.</p> <p>Strategy's Expected Result/Impact: By the end of August, the 2023-2024 Parent and Family Engagement Policy will be posted on the district website and copies will be made available for parents to view in the front office, or for parents to have upon request.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>Problem Statements: Student Learning 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus schedule meetings at various times to accommodate the needs of parents.</p> <p>Strategy's Expected Result/Impact: Throughout the year, meetings that involve parents will be offered at a variety of times throughout the day and/or days of the week to accommodate parents' needs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will utilize supplemental funding to provide support to parents to help their children be successful.</p> <p>Strategy's Expected Result/Impact: The campus will provide at least two activities during the 2023-2024 school year support to parents' efforts to help their children academically.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Parent & Family Engagement supplies - 211 - Title I, Part A Parent & Family Engagement - \$1,840</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state. **Root Cause:** Priority TEKS are not being taught at the appropriate depth and complexity.

Perceptions

Problem Statement 1: Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents. **Root Cause:** Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.

Problem Statement 2: Based on data from the parent thought exchange ten of the top rated comments were about the perception of teachers relying too much on technology in the classroom. **Root Cause:** Since Covid teachers have been trained on computer based instruction, and parents only hear from students about the work they are doing on the chromebook devices.





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

Performance Objective 1: The campus will utilize local and federal funds to support student learning based on data analysis of district and state assessments during the 2023-2024 school year.

High Priority

Evaluation Data Sources: 70% of students will increase their scores from BOY to MOY on reading and math screener and on their first science checkpoint to the fourth checkpoint.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide staff development to increase teacher capacity to support student learning and provide funding for extra duty pay to attend professional development and to provide funding for extra duty for after school data digs and curriculum writing.</p> <p>Strategy's Expected Result/Impact: 70% of students will increase their scores from BOY to MOY on reading and math screener and on their first science and social studies common assessment to their fourth common assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Content Specialists, Interventionists</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The staff will provide tutoring support to selected students before or after school to support student learning.</p> <p>Strategy's Expected Result/Impact: 70% of students will increase their scores from BOY to MOY on reading and math screener and on their first science and social studies common assessment to their fourth common assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Tutorials - 211 - Title I, Part A - \$298</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will utilize supplemental funding to support the overall education program.</p> <p>Strategy's Expected Result/Impact: As a result of providing the supports, the campus will see an improvement in the Meets Grade Level of students on all STAAR exams, increased academic growth in both reading and math and a decline in the number of out-of-classroom and DAEP placements.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Supplies and Materials - Local 30-State Comp Ed - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Student performance on state ELAR assessments are at the state averages for Approaches, Meets, and Masters instead of being above those averages due to the impact of the writing component on the state exams. Root Cause: The writing components are new for the state assessments at these grade levels, and since the Covid pandemic these students continue to show a deficiency in their ability to effectively write.</p> <p>Problem Statement 2: Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state. Root Cause: Priority TEKS are not being taught at the appropriate depth and complexity.</p>

Goal 5: Rasco Middle School will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2023-2024, teachers will be provided with additional training and materials to help them to be even better prepared to provide students services to support student success and increase the percent of students scoring at least Approaches on STAAR by 8%.

Evaluation Data Sources: By the MOY screener, 70% of students will have made growth from the BOY screener or made growth from the first science checkpoint to the 4th science checkpoint.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide campus content specialists to plan with teachers and help them develop lessons to support student learning, two reading specialists, one full time math interventionists, and tutors to provide support to teachers and students.</p> <p>Strategy's Expected Result/Impact: By the end of the first nine weeks, science, math, and ELA teachers will have planned at least twice each week with CCS, students will be provided interventions and additional classroom support will be provided.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Campus Content Specialists</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Campus Content Specialist - 211 - Title I, Part A - \$85,000, Interventionist - 211 - Title I, Part A - \$70,000, Campus Content Specialist Science - Local 30-State Comp Ed Personnel - \$42,500, Reading Interventionist - Local 30-State Comp Ed Personnel - \$112,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize supplemental funding to provide additional professional development to further staff's training working with all students to improve academics and behavior, with a focus for students that are African American, Hispanic, At-Risk or receive Special Education Services such as participation in the LLC staff development, Solution Tree, LLC, National Literacy Professional Development Consortium NLPDC and PLC Conference.</p> <p>Strategy's Expected Result/Impact: 70% of students will increase their scores from BOY to MOY on reading and math screener and on their first science checkpoint to the fourth checkpoint.</p> <p>Staff Responsible for Monitoring: Principal, APs, Department Chairs, Campus Content Specialists</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: Professional Development - Local 30-State Comp Ed - \$5,101</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff development will be scheduled during faculty meetings, PLC meetings, and after school with campus content specialists or with Lead4Ward so that teachers are able to learn different ways for students to show work including the use of the district Instructional Playbook and Lead4Ward play-lists and technology materials will be purchased to support the PLC planning and support the learning of the students using technology, including additional projectors and headphones.</p> <p>Strategy's Expected Result/Impact: By the end of the first semester, at least 70% of students will make growth from their BOY screener to the MOY screener.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Content Specialists</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</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:

Student Learning

Problem Statement 1: Student performance on state ELAR assessments are at the state averages for Approaches, Meets, and Masters instead of being above those averages due to the impact of the writing component on the state exams. **Root Cause:** The writing components are new for the state assessments at these grade levels, and since the Covid pandemic these students continue to show a deficiency in their ability to effectively write.

Problem Statement 2: Performance at the Meets and Masters Grade Levels for RLA, Math and Science are at or below the state. **Root Cause:** Priority TEKS are not being taught at the appropriate depth and complexity.

Perceptions

Problem Statement 1: Based on data from the parent surveys nine of the top parent comments were about ongoing bullying issues at Rasco Middle School reflecting that the campus has an image problem with parents. **Root Cause:** Insufficient communication on anti-bullying campaigns, the effectiveness of those efforts, and source of information for parents what constitutes bullying.

Problem Statement 2: Based on data from the parent thought exchange ten of the top rated comments were about the perception of teachers relying too much on technology in the classroom. **Root Cause:** Since Covid teachers have been trained on computer based instruction, and parents only hear from students about the work they are doing on the chromebook devices.

Goal 5: Rasco Middle School will recruit, develop, and retain highly effective staff.

Performance Objective 2: Rasco will increase the percentage of hispanic teachers to better match our student population by 6% by the end of June 2024.

Evaluation Data Sources: Staff demographic data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Administration will work with the district human resource department in coordinating recruiting efforts at University job fairs in an effort to recruit more hispanic teachers.</p> <p>Strategy's Expected Result/Impact: Overall increase in quality hispanic educators.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The recruitment, retainment, and development of effective teachers who match the growing diverse demographics of our hispanic community shows a target to increase hispanic staff members by 6%. Root Cause: Recruitment of hispanic staff members has not been effective in efforts to increase that demographic among the staff.</p>

State Compensatory

Budget for Grady Rasco Middle School

Total SCE Funds: \$193,751.00

Total FTEs Funded by SCE: 2.1

Brief Description of SCE Services and/or Programs

SCE funds will be used to pay for supplemental instructional programs for at-risk students, tutorials, summer interventions, and support personnel.

Personnel for Grady Rasco Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Belinda Bowers	Teacher	1
Carla Kucera	Teacher	0.6
Deborah L. Steelman	Content Specialist, Science	0.5

Title I

1.1: Comprehensive Needs Assessment

The campus and parent committee members analyzed the data and discussed survey, perceptions, and data. Each content team discussed strengths and areas of growth. These were documented on the SWAT analysis form and used to help determine problem statements and root causes.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus and parent committee members analyzed the data and discussed surveys and perceptions. Each content team discussed strengths and areas of growth. These were documented on the SWAT analysis form and used to help determine problem statements, root causes, and develop strategies to address campus needs.

2.2: Regular monitoring and revision

The campus will convene the CEIC in November, January and March to conduct formative reviews of the plan. The same committee, along with the campus administrative team will convene in late May and early June to complete the summative evaluation.

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

The Campus Improvement Plan is available online on campus website. A hard copy is also available at the front office.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will plan and write a three point objective to be posted each day for teacher and student reference and determine activities that are rigorous and aligned with the TEKS utilizing district and campus resources, along with attending professional development with district coordinators.
1	1	2	Teachers will plan and write at least three questions with various levels of rigor for each lesson that are aligned to the TEKS and at least one with the rigor of STAAR and post these question to be referenced throughout the lesson.

Goal	Performance Objective	Strategy	Description
1	1	3	Teachers will increase the use of academic language and teach content and testing vocabulary from Lead4Ward and other resources that are aligned with STAAR and provide students opportunities to expand their vocabulary and comprehension skills by implementing Flowcabulary technology program and attending professional development through Lead4ward, Region IV, and other PD opportunities.
1	1	4	Teachers will increase the use of small groups utilizing district and campus materials including leveled literacy books and technology programs from IXL. Teachers will use data to form small groups and provide specific interventions by student by standard during Rocket Hour.
1	3	1	Teachers will plan with CCS and write a three point objective to be posted each day for teacher and student reference and determine activities that are rigorous and aligned with the TEKS utilizing district and campus resources, along with attending professional development .
1	3	2	Teachers will plan with CCS and write at least three questions with various levels of rigor for each lesson that are aligned to the TEKS and at least one with the rigor of STAAR and post these question to be referenced throughout the lesson.
1	3	3	Teachers will increase the use of academic language and teach content and testing vocabulary from Lead4Ward and other resources that are aligned with STAAR and attend training through Lead4Ward, Great Minds Science, Region IV, and other professional development opportunities offered, along with teaching specific content vocabulary and science concepts utilizing Texas 5th Grade Science Study Guides purchased from Educational Leadership Consultants.
5	1	1	The campus will provide campus content specialists to plan with teachers and help them develop lessons to support student learning, two reading specialists, one full time math interventionists, and tutors to provide support to teachers and students.
5	1	2	The campus will utilize supplemental funding to provide additional professional development to further staff's training working with all students to improve academics and behavior, with a focus for students that are African American, Hispanic, At-Risk or receive Special Education Services such as participation in the LLC staff development, Solution Tree, LLC, National Literacy Professional Development Consortium NLPDC and PLC Conference.
5	1	3	Staff development will be scheduled during faculty meetings, PLC meetings, and after school with campus content specialists or with Lead4Ward so that teachers are able to learn different ways for students to show work including the use of the district Instructional Playbook and Lead4Ward play-lists and technology materials will be purchased to support the PLC planning and support the learning of the students using technology, including additional projectors and headphones.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	1	5	Teachers will increase students decoding, fluency, and comprehension skills by providing students instructional and independent reading level materials, along with more culturally diverse reading materials , including both fiction and non-fiction texts.
1	2	2	Teachers will increase the use of small groups during the school day and after school by providing tutoring to address targeted TEKS to support student learning. Teachers will use data to form small groups and will provide interventions by student by standard during Rocket Hour tutorials.
1	3	4	Teachers will increase the use of small groups during the school day and after school by providing tutoring to address targeted TEKS to support student learning, along with implementing activities in small group from Explore Learning/Gizmos and Progress Learning technology; and teachers will participate in extra duty assignments by working off contract hours to create targeted lessons, analyze data, and attend professional development .
2	1	1	Provide targeted lessons in both grade levels to address unhealthy lifestyle choices such as drug, alcohol, and tobacco use as well as other areas identified by the campus by counselors, and provide modified lessons from DARE , along with implementing activities such as Red Ribbon Week.
3	1	1	The campus will have each department chair gather pictures and celebrations of both students and staff for campus liaison to post on campus website and campus Facebook page.
3	1	5	The campus will utilize supplemental funding to provide support to parents to help their children be successful.
4	1	1	The campus will provide staff development to increase teacher capacity to support student learning and provide funding for extra duty pay to attend professional development and to provide funding for extra duty for after school data digs and curriculum writing.
4	1	2	The staff will provide tutoring support to selected students before or after school to support student learning.
4	1	3	The campus will utilize supplemental funding to support the overall education program.

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

Goal	Performance Objective	Strategy	Description
1	1	5	Teachers will increase students decoding, fluency, and comprehension skills by providing students instructional and independent reading level materials, along with more culturally diverse reading materials , including both fiction and non-fiction texts.
1	2	1	Teachers will increase the use of academic language and increase use of the tier one instructional priorities of WIPS, number talks, and testing vocabulary. Teachers will receive feedback from campus administration, content specialists and district coordinators on progress in tier one instructional priorities during weekly instructional rounds.
1	2	2	Teachers will increase the use of small groups during the school day and after school by providing tutoring to address targeted TEKS to support student learning. Teachers will use data to form small groups and will provide interventions by student by standard during Rocket Hour tutorials.
1	3	3	Teachers will increase the use of academic language and teach content and testing vocabulary from Lead4Ward and other resources that are aligned with STAAR and attend training through Lead4Ward, Great Minds Science, Region IV, and other professional development opportunities offered, along with teaching specific content vocabulary and science concepts utilizing Texas 5th Grade Science Study Guides purchased from Educational Leadership Consultants.
1	3	4	Teachers will increase the use of small groups during the school day and after school by providing tutoring to address targeted TEKS to support student learning, along with implementing activities in small group from Explore Learning/Gizmos and Progress Learning technology; and teachers will participate in extra duty assignments by working off contract hours to create targeted lessons, analyze data, and attend professional development .
2	2	1	Provide professional development to staff in PBIS, CKH (Capturing Kids' Hearts) strategies to implement in the classroom and review campus data every three months with staff, and purchase PBIS Rewards system for our students to earn points for making appropriate choices.
2	2	2	The campus will dedicate a campus administrator to specifically investigate all bullying reports made by either students or parents. This assistant principal will work together with our counselors in order to coordinate necessary services to students in need.
2	2	3	The campus counselors will provide lessons and activities for students to support social and emotional development; along with creating groups focused on specific student needs. Counselors will also work with Lift Up , Loving BISD, and PALS to provide mentors to selected students.
2	3	1	The campus will support student attendance by monitoring student attendance through PLC meetings, attendance clerk, and GAME ON data (part of the weekly competitions between 5th and 6th grade).
5	2	1	Campus Administration will work with the district human resource department in coordinating recruiting efforts at University job fairs in an effort to recruit more hispanic teachers.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated in June following the receipt of state testing data and using a campus leadership team consisting of campus administrators and grade level 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	3	The campus will post and make available to parents the Parent and Family Engagement Policy in Spanish and English through the campus website and hard copies upon request.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	2	Teachers and parents will meet to r
3	1	4	The campus schedule meetings at vario

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>
Justin Henry	Math Interventionist	Title 1, Part A	1
Rachel Cotta	Math Campus Content Specialist	Title 1, Part A	.5
Sheena Marcelin-Johnson	ELA Campus Content Specialist	Title I, Part A	.5

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					\$24,150.00
+/- Difference					\$24,150.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Supplies and Materials		\$10,000.00
5	1	2	Professional Development		\$5,101.00
Sub-Total					\$15,101.00
Budgeted Fund Source Amount					\$15,101.00
+/- Difference					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Campus Content Specialist Science		\$42,500.00
5	1	1	Reading Interventionist		\$112,000.00
Sub-Total					\$154,500.00
Budgeted Fund Source Amount					\$154,500.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Extra Duty Tutorials		\$298.00
5	1	1	Campus Content Specialist		\$85,000.00
5	1	1	Interventionist		\$70,000.00
Sub-Total					\$155,298.00
Budgeted Fund Source Amount					\$155,298.00
+/- Difference					\$0.00

211 - Title I, Part A Parent & Family Engagement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Parent & Family Engagement supplies		\$1,840.00
Sub-Total					\$1,840.00
Budgeted Fund Source Amount					\$1,840.00
+/- Difference					\$0.00
Grand Total Budgeted					\$350,889.00
Grand Total Spent					\$326,739.00
+/- Difference					\$24,150.00