

El Paso Independent School District
Charles Middle School
2023-2024 Campus Improvement Plan



Board Approval Date: October 17, 2023

Mission Statement

In partnership with our families and communities, we will uphold the highest standards to provide inclusive and fair learning experiences that support the whole child.

Vision

Excellence by Design for All.

Core Beliefs

As H.E. Charles Middle School Educators, we believe all students can learn and perform at the highest levels. We believe Chargers will lead lives of consequence for their families, El Paso, and our great nation. Therefore, we will work every day to equip the whole child with the knowledge, skills, resources, and supports needed for their individual educational journey. We will cultivate a safe learning environment that inspires and empowers all learners to thrive.

Core Values: Be kind, be smart, be respectful, be responsible, be a Charger!

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

<p>2024:</p> <p>Charles Middle School is a campus that fosters social and emotional learning and guidance through PBIS and instructional lessons for our enrollment of 392 students. Our 2 counselors work diligently to ensure students receive monthly lessons and presentations around the topics of Mental Health, Child Abuse, Cyber Bullying, Dangers of Drugs and Alcohol, Healthy Friendships, Self-Regulation, David's Law, and Coping Skills. Charles currently offers a total of 40 extracurricular activities to promote continuous academic, behavioral, and physical support.</p> <p>Panorama Data displays positive SEL support for 44% for 6th grade, 30% for 7th grade, 25% for 8th grade.</p> <p>School Finder: Extracurricular activities include the following: 6th grade basketball, cross country, flag football, soccer, and volleyball.</p> <p>PBIS/SEL Learning Walks, Observations, Reflections: Administrators are current with their walk-throughs. Learning Walks have not occurred within departments.</p> <p>On-Point Discipline Action Trend: Frontline Campus EPISD Reports:</p>
<p>2023:</p> <p>Charles Middle School is a campus that fosters social and emotional learning and guidance through PBIS and instructional lessons for our enrollment of 389 students. Our 2 counselors work diligently to ensure students receive monthly lessons and presentations around the topics of Mental Health, Child Abuse, Cyber Bullying, Dangers of Drugs and Alcohol, Healthy Friendships, Self-Regulation, David's Law, and Coping Skills. Charles currently offers a total of 39 extracurricular activities to promote continuous academic, behavioral, and physical support.</p>

L1 Whole Child (Culture & Climate) Strengths

Our campus size allows the faculty and staff the opportunity to get to know our students.
Large number of extracurricular activities offered and good participation numbers.
Charger shout-outs (acknowledgement of positive behavior).
Parent participation and support have been increasing. Regular structure for two way communication with stakeholders (Charger chat, etc.)
We are responding to disciplinary issues.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1: Increase the implementation of PBIS matrix and PBIS flowchart. **Root Cause:** Students getting in trouble in class from bad choices.

Prioritized Need 2: Increase positive reinforcement of positive/good behavior at the time of the behavior. **Root Cause:** Lack of the use of PBIS matrix and PBIS flowchart.

Prioritized Need 3: Increase activities for 6th graders to acknowledge positive behavior and student actions. **Root Cause:** Lack of encouragement and activities for 6th graders.

Prioritized Need 4: Increase SEL modeling in PLC and include in teacher lesson plans. **Root Cause:** Lack of SEL implementation within teachers' daily instruction.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

For the 2023-2024 academic year, Charles Middle School will engage in purposeful and effective coaching practices stemming from weekly walkthroughs and conferences. Administration will meet 5 walkthroughs per week, followed by 1 coaching conference per week. Walkthrough calibration sessions amongst administration will further support teachers with purposeful feedback and coaching opportunities.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Structured and well performing PLC's.
Completed walkthroughs were positive, supportive, and helpful.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

- Prioritized Need 1:** Campus administration is lacking in their feedback conferences. **Root Cause:** Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.
- Prioritized Need 2 (Prioritized):** Campus administration needs to provide more feedback on walkthroughs. **Root Cause:** Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.
- Prioritized Need 3 (Prioritized):** Campus administration is lacking in PLC support. **Root Cause:** Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Charles Middle School has demonstrated growth as a campus and has earned the accountability rating of an 86%. Domain I averaged a C, Domain II averaged a B, and Domain III averaged an B. Charles received a C in Math, B in Reading, D in Social Studies, and C in Science. Charles has also demonstrated growth from both administrations of interim exams from prior year with a total increase of 26% to 31% in the fall and 35% to 36% in the spring.

Daily interventions for Reading and Math is built into the Master schedule to allow for an additional 45 minute tailored intervention session. Maps and iReady testing is used to provide data for tailored instruction.

L2 Academic Excellence (Student Achievement) Strengths

Scores increased from 24% to 25% for Emergent Bilingual.
Score increased from 9% to 16% for SPED.
Scores increased from 61% to 64% for GT students.
Reading and Math interventionist will provide Tier 3 instruction to students.
Daily Reading and Math interventions build into daily schedule.
Daily PLCs hosted for the internalization of curriculum, dissection of data, and scaffolding of tiered instruction.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

- Prioritized Need 1 (Prioritized):** Increase Special Student Populations to the level of passing (30.) **Root Cause:** Low scores. Tier 1 and scaffolded instruction requires more preparation.
- Prioritized Need 2 (Prioritized):** Social Studies needs better support to increase growth. **Root Cause:** Low Social Studies scores. Tier 1 and scaffolded instruction requires more preparation.
- Prioritized Need 3:** Science needs better support to increase growth. **Root Cause:** Low Science scores. Tier 1 and scaffolded instruction requires more preparation.

L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Summary

According to TAPR, 31.3 % of Charles teachers have 5 or less years experience and 68.7% have 5 or more years experience. 38.3% of our teachers hold a Masters Degree compared to 27.2% in District and 25.2% in State. On formal T-TESS Observations, the only developing scores were as follows: 33% for Dimension 1.1, 17% for Dimension 1.3, 17% for Dimension 1.4, 17% for Dimension 2.1, 33% for Dimension 2.2, 17% for Dimension 2.3, 17% for Dimension 2.4, 17% for Dimension 2.5, and 17% for Dimension 3.3.

L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Strengths

Only 1 teacher took a voluntary lateral placement this school year.
According to TAPR, 68.7% have 5 or more yr. experience.
Daily PLCs

Monthly Faculty Meetings

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Learning walk-through by instructional leadership team. **Root Cause:** Lack of purposeful coaching cycles in previous year.

Prioritized Need 2 (Prioritized): Self-contained teachers in SPED units need ESL certifications. **Root Cause:** SPED teachers are not ESL certified.

Prioritized Need 3 (Prioritized): Campus wide book study with teachers- "CHAMPS" implementation **Root Cause:** Changes in leadership.

Prioritized Need 4 (Prioritized): Book study with campus leadership team on "Good to Great." **Root Cause:** Changes in leadership.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Charles Middle School currently has an enrollment of 389 students. Our projected number is 410. 119 of the population consists of 6th graders,127 are 7th graders, and 143 are 8th graders. 195 consist of females and 194 males, 1 American Indian, 4 Asian, 32 Black or African American, 313 Hispanic/Latino, 9 Two or more races, 30 White. 324 of the student population is coded Economic Disadvantaged, 64 SPED, 91 Gifted and talented, and 107 Emergent Bilingual.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Campus recruiting efforts.
Promethean Boards have been purchased and are in all core classrooms.
Teacher leaders are available to train in technology usage.
Instructional Technology Specialist housed on campus.
Flooring remodel, Wall painting, HVAC upgrade

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): Campus is 650 under max capacity. **Root Cause:** Previous campus reputation of low scores and lack of discipline.

Prioritized Need 2 (Prioritized): Increase the purchase of promethean boards. **Root Cause:** Core classes are the only classes hosting promethean boards.

Prioritized Need 3 (Prioritized): Technology items will be purchased to update existing computer labs. (Our current computers are not compatible with testing). **Root Cause:** Allocation of funds for purchasing devices.

Prioritized Need 4 (Prioritized): Ensure connectivity and purchase adapters as needed for TELPAS testing. **Root Cause:** Allocation of funds for purchasing devices.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Charles Middle School has a motivated and strong Family and Community Liaison that engages in monthly events and activities to support and provide opportunities for the students and parents of our community.

For the 2022-2023 academic year, our attendance rate was at a 91.5%. Our 2023-2024 goal is a 95%.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Charger Chat- Conversations with the Principal.
Feeder pattern and campus level home visits.
Liaison
Campus Events were open to the Community (Egg Hunt, Voting Site, Trunk or Treat, Recruitment Night for incoming 6th graders).

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Attendance needs to be raised by 3%to meet district goal. **Root Cause:** Low attendance rates and lack of positive attendance incentives.

Prioritized Need 2 (Prioritized): Include two-way communication options on school website. **Root Cause:** Parents are not provided efficient forms of communication platforms.

Prioritized Need 3 (Prioritized): Truancy court document to be implemented and utilize attendance court. **Root Cause:** Low attendance rates.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Charles Middle School has an average of 68.7% of teachers with 5+ years of teaching experience. 8.9% of the teacher population at Charles are African American, 61.4% are Hispanic, 26.8% are White, and 3% are Asian. 7.7% of the student population are African American, 79.4% are Hispanic, 9.2% are White.

Charles' TELPAS Reading score for beginners as a campus is 8.59%. TELPAS Composite of Long term EB achieving Beg/Int is 21.76%

L5 Equity by Design (Demographics) Strengths

Student demographic data slightly mirrors teacher demographic data
A large percentage of the staff are seasoned employees
Strong reading scores for EB's overall.
Data shows that ESL Program is successful, most students who are testing Beg/Int are in SPED self-contained units

Algebra I's roster currently has 15 % of students coded as EB's.

LOTE's (Spanish) roster currently has 22 % of students coded as EB's.

Algebra I's roster currently has 2.5 % of students coded as SPED.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): ESL support is needed for SPED self-contained units. **Root Cause:** Not all SPED teachers are ELS Supplemental certified.

Prioritized Need 2 (Prioritized): All core area teachers need to be ESL Supplemental certified. **Root Cause:** Not all teachers are ELS Supplemental certified.

Prioritized Needs

Prioritized Need 2: Campus administration needs to provide more feedback on walkthroughs.

Root Cause 2: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 3: Campus administration is lacking in PLC support.

Root Cause 3: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: Increase Special Student Populations to the level of passing (30.)

Root Cause 4: Low scores. Tier 1 and scaffolded instruction requires more preparation.

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Social Studies needs better support to increase growth.

Root Cause 5: Low Social Studies scores. Tier 1 and scaffolded instruction requires more preparation.

Prioritized Need 5 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Campus wide book study with teachers- "CHAMPS" implementation

Root Cause 6: Changes in leadership.

Prioritized Need 6 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 7: Book study with campus leadership team on "Good to Great."

Root Cause 7: Changes in leadership.

Prioritized Need 7 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 8: Learning walk-through by instructional leadership team.

Root Cause 8: Lack of purposeful coaching cycles in previous year.

Prioritized Need 8 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 9: Self-contained teachers in SPED units need ESL certifications.

Root Cause 9: SPED teachers are not ESL certified.

Prioritized Need 9 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 10: Campus is 650 under max capacity.

Root Cause 10: Previous campus reputation of low scores and lack of discipline.

Prioritized Need 10 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 11: Increase the purchase of promethean boards.

Root Cause 11: Core classes are the only classes hosting promethean boards.

Prioritized Need 11 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 12: Technology items will be purchased to update existing computer labs. (Our current computers are not compatible with testing).

Root Cause 12: Allocation of funds for purchasing devices.

Prioritized Need 12 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 13: Ensure connectivity and purchase adapters as needed for TELPAS testing.

Root Cause 13: Allocation of funds for purchasing devices.

Prioritized Need 13 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 14: Include two-way communication options on school website.

Root Cause 14: Parents are not provided efficient forms of communication platforms.

Prioritized Need 14 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 15: Attendance needs to be raised by 3% to meet district goal.

Root Cause 15: Low attendance rates and lack of positive attendance incentives.

Prioritized Need 15 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 16: Truancy court document to be implemented and utilize attendance court.

Root Cause 16: Low attendance rates.

Prioritized Need 16 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 17: ESL support is needed for SPED self-contained units.

Root Cause 17: Not all SPED teachers are ELS Supplemental certified.

Prioritized Need 17 Areas: L5 Equity by Design (Demographics)

Prioritized Need 18: All core area teachers need to be ESL Supplemental certified.

Root Cause 18: Not all teachers are ELS Supplemental certified.

Prioritized Need 18 Areas: L5 Equity by Design (Demographics)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices







Goals

Goal 1: WHOLE CHILD DEVELOPMENT Charles Middle School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Charles MS will create a culture where each student is supported by caring adults as measured by an Employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey results

Strategy 1 Details	Reviews			
Strategy 1: By June 2024 each student identified as "At-risk plus" will be assigned to a mentor under the "Charger Check-in" mentoring program. Strategy's Expected Result/Impact: Improve academic and behavior performance as reflected by student discipline data and academic achievement by grading period Staff Responsible for Monitoring: Nick DeSantis (Principal), Katie Edwards (Counselor), Una Milan (Counselor) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		

Strategy 2 Details		Reviews			
Strategy 2: By June 2024 Charles will implement school-wide C.H.A.M.P.S. as a classroom management /PBIS strategy Strategy's Expected Result/Impact: Higher classroom engagement, less students being sent to the office for discipline referrals Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3 Funding Sources: C.H.A.M.P.S DVD In-service set - 211 ESEA Title I Part A (Campus) - \$1,065		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Prioritized Needs:

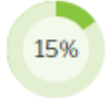



L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 3: Campus wide book study with teachers- "CHAMPS" implementation Root Cause: Changes in leadership.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Attendance needs to be raised by 3%to meet district goal. Root Cause: Low attendance rates and lack of positive attendance incentives.

Goal 1: WHOLE CHILD DEVELOPMENT Charles Middle School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Charles MS will increase 6th-8th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5%

High Priority

Evaluation Data Sources: UIL, sports, robotics, STUCO, NJHS, Cheer clubs, dance club, Math club, Emeralds club rosters and results from city-wide competitions,

Strategy 1 Details	Reviews			
Strategy 1: Students who participate in academic UIL events will be highlighted periodically in a VIP section in the lunchroom. Strategy's Expected Result/Impact: Improve campus culture and climate. Increase student participation. Staff Responsible for Monitoring: All club sponsors Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 6th Graders will participate in after school and second lunch intramurals. Strategy's Expected Result/Impact: Expected result includes the increase of participation of 6th grade students. Staff Responsible for Monitoring: Nick DeSantis(Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal) TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: Campus is 650 under max capacity. **Root Cause:** Previous campus reputation of low scores and lack of discipline.







L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 1: Attendance needs to be raised by 3%to meet district goal. **Root Cause:** Low attendance rates and lack of positive attendance incentives.

Goal 1: WHOLE CHILD DEVELOPMENT Charles Middle School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Charles MS will create an integrated system of school supports, extended learning opportunities, and community partnerships.

High Priority
Evaluation Data Sources: District tracking tool

Strategy 1 Details		Reviews			
Strategy 1: Students will be invited to targeted afterschool tutoring based on their performance on individual TEKS. Strategy's Expected Result/Impact: Increase performance on EOC and report cards. Staff Responsible for Monitoring: Nick DeSantis (Principal) and Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 Funding Sources: Science and Social Studies after school tutoring - 185 SCE (Campus) - \$4,500		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					







Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Campus administration is lacking in PLC support. Root Cause: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.

Goal 1: WHOLE CHILD DEVELOPMENT Charles Middle School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Charles MS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school-wide behavior expectations, classrooms procedures and instruction, and student and staff awareness.

High Priority
Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: PBIS matrix will be completed and posted throughout campus. Strategy's Expected Result/Impact: Increase school wide behavior expectations Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal), PBIS Team Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

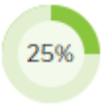




Performance Objective 4 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Campus is 650 under max capacity. Root Cause: Previous campus reputation of low scores and lack of discipline.

Goal 1: WHOLE CHILD DEVELOPMENT Charles Middle School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Charles MS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all OSS and DEAP disciplinary actions for all student groups from 34% to 29% and reduce the overall number of disciplinary removals from 381 to 362.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details		Reviews			
Strategy 1: All administration will be trained on and expected to implement the restorative justice practice of treatment agreements. Strategy's Expected Result/Impact: Expected result includes behavioral management and school wide behavior expectations. Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal) Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 5 Prioritized Needs:







L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Campus is 650 under max capacity. Root Cause: Previous campus reputation of low scores and lack of discipline.

Goal 2: ACADEMIC EXCELLENCE Charles MS empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Charles MS will implement a guaranteed and viable student-centered District curriculum. Principal and academic support team will ensure the implementation of curriculum fidelity walkthrough data, in which meets all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction.

High Priority

Evaluation Data Sources: Walkthrough tool, performance data, learning walk opportunities/forms/cycles, coaching sessions, PLCs and admin lead professional developments, RTIs, and an instructional model, Tier 1 instructional material.

Strategy 1 Details	Reviews			
Strategy 1: Administration will conduct curriculum compliance walkthroughs. Strategy's Expected Result/Impact: Increase Tier 1 instruction and best practices within the classroom Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal), and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Prioritized Needs:







L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: Learning walk-through by instructional leadership team. Root Cause: Lack of purposeful coaching cycles in previous year.

Goal 2: ACADEMIC EXCELLENCE Charles MS empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Charles MS will plan for a guaranteed and viable student-centered District curriculum. Principal and academic support team will ensure the second language acquisition for emergent bilinguals using walkthrough data and LPAC to meet all established percentages for instructional models, classroom environment and instruction, and language acquisition.

High Priority

Evaluation Data Sources: STAAR Data, TELPAS, LPAC meetings, Interventions, Core Teacher ESLSupplemental Certificate/ Endorsement

Strategy 1 Details		Reviews			
Strategy 1: Administration will complete English Second Language compliance walkthroughs. Strategy's Expected Result/Impact: Increase TELPAS ratings, STAAR scores, and Tier 1 differentiated instruction Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal), and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Prioritized Needs:







L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Campus administration needs to provide more feedback on walkthroughs. Root Cause: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.

Goal 2: ACADEMIC EXCELLENCE Charles MS empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Charles MS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from the score of a C to a score of a B.

High Priority

Evaluation Data Sources: STAAR data, STAAR Interims, Interventions, and District Mandated CBA Data, and MAPS Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Administration and academic coaches will check for alignment between learning objectives, high-quality Tier 1 classroom instruction and materials, and assessments via lesson plans and walkthroughs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores for English, Math, Science, and Social Studies by desired amount</p> <p>Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal), Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3, 4 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2, 3, 4</p> <p>Funding Sources: General Supplies and Instructional Materials that will be used to improve academic achievement of all students, including at-risk students, in core subject areas to include: Paper, posterboard, pencils, and frogs for Science classes. - 185 SCE (Campus) - \$6,542, Testing materials- STAAR Prep workbooks - 185 SCE (Campus) - \$0, General supplies that will be used for supplemental instructional lessons which will increase student achievement and/or improve scores on State assessments. These supplies include paper, pencils, markers, composition books, toner, etc. - 211 ESEA Title I Part A (Campus) - \$4,405, Schoolwide - Scholastic Magazines - 211 ESEA Title I Part A (Campus) - \$1,565</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Prioritized Needs:







L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Campus administration needs to provide more feedback on walkthroughs. Root Cause: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.
Prioritized Need 3: Campus administration is lacking in PLC support. Root Cause: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.
L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Social Studies needs better support to increase growth. Root Cause: Low Social Studies scores. Tier 1 and scaffolded instruction requires more preparation.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 3: Campus wide book study with teachers- "CHAMPS" implementation Root Cause: Changes in leadership.
Prioritized Need 4: Book study with campus leadership team on "Good to Great." Root Cause: Changes in leadership.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: Increase the purchase of promethean boards. Root Cause: Core classes are the only classes hosting promethean boards.
Prioritized Need 3: Technology items will be purchased to update existing computer labs. (Our current computers are not compatible with testing). Root Cause: Allocation of funds for purchasing devices.
Prioritized Need 4: Ensure connectivity and purchase adapters as needed for TELPAS testing. Root Cause: Allocation of funds for purchasing devices.

Goal 2: ACADEMIC EXCELLENCE Charles MS empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Charles MS will increase student achievement outcomes in Reading for "All students" and the two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (EB from Meets 48% to 60%/ Masters 20% to 30% & SPED from Meets 27% to 60%/ Masters 9% to 30%).

High Priority

Evaluation Data Sources: STAAR data, iReady program fluency, MAPs diagnostics, RTI's, EB participation in L sections for all core classes.

Strategy 1 Details		Reviews			
Strategy 1: Through the English Intervention class, all students will receive targeted intervention on specific TEKS they have not mastered. Strategy's Expected Result/Impact: Increase on student STAAR scores (specifically lowest TEKS) Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal), and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: Library - reading materials - 211 ESEA Title I Part A (Campus) - \$2,000, Library - General supplies to include toner and paper - 211 ESEA Title I Part A (Campus) - \$307, Library - Technology updates - 211 ESEA Title I Part A (Campus) - \$1,500, ELAR Tutor- November through May - 211 ESEA Title I Part A (Campus) - \$7,600		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Prioritized Needs:







L2 Academic Excellence (Student Achievement)	
Prioritized Need 1: Increase Special Student Populations to the level of passing (30.)	Root Cause: Low scores. Tier 1 and scaffolded instruction requires more preparation.

Goal 2: ACADEMIC EXCELLENCE Charles MS empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Charles MS will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (EB from Meets 37% to 42%/ Masters 6% to 11% & SPED from Meets 12% to 17%/ Masters 6% to 10%).

High Priority

Evaluation Data Sources: STAAR data, Mathia program fluency, Math intervention courses, MAPs diagnostics, RTI's, EB participation in L sections for all core classes.

Strategy 1 Details	Reviews			
Strategy 1: Through the Math Intervention class, all students will receive targeted intervention on specific TEKS they have not mastered. Strategy's Expected Result/Impact: Increase Math STAAR (lowest TEKS) scores Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal), Instructional Coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 Funding Sources: Math tutor - November through May - 211 ESEA Title I Part A (Campus) - \$7,600	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Campus administration is lacking in PLC support. Root Cause: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.





Goal 3: DESTINATION DISTRICT Charles MS solidifies its position as the destination middle school in the Northeast.

Performance Objective 1: By June 2024, Charles MS will stabilize enrollment by increasing the number of new students enrolling or transferring back to Charles MS by 1% over a three year period. From 454 (EOY 2022-2023) to 459 students by Fall of 2025.

High Priority

HB3 Goal

Evaluation Data Sources: PEIMS Snapshot Day 2023, 2024,2025.

Strategy 1 Details	Reviews			
Strategy 1: Charles Middle School will hold periodic family engagement meetings (such as recruitment night, open house, and "Charger Chat" with principal) throughout the school year and will allow families to visit campus. Strategy's Expected Result/Impact: Increase student enrollment and retention Staff Responsible for Monitoring: Mr. DeSantis (Principal), Ms. Ramos (Assistant Principal), Mr. Ellsworth (Assistant Principal), Ms. Corsaw (Attendance Clerk), Ms. Caldwell (Family and Community Liasion) Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Charles Middle School will strengthen its place in the community by hosting activities such as Fall Festival, Easter Egg Hunt, and relationship visits with elementary schools in our feeder pattern. Strategy's Expected Result/Impact: Build community awareness and interest. Strong relationships with student's and their families in our feeder patterns Staff Responsible for Monitoring: Mr. DeSantis (Principal), Ms. Ramos (Assistant Principal), Mr. Ellsworth (Assistant Principal), Ms. Caldwell (Family and Community Liasion) and extra-curricular and fine arts organizations Title I: 2.5, 4.1 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Prioritized Needs:







L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: Campus is 650 under max capacity. **Root Cause:** Previous campus reputation of low scores and lack of discipline.

Goal 3: DESTINATION DISTRICT Charles MS solidifies its position as the destination middle school in the Northeast.

Performance Objective 2: By June 2024, Charles MS will attract and retain top talent by implementing an employee recruiting and retention plan designed to keep filled positions on first day of school at 100%.

High Priority
Evaluation Data Sources: Position Inventory and Teacher Availability

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive targeted professional development based on self identified areas of personal growth as well as self-care. Strategy's Expected Result/Impact: Provide PD opportunities and coaching-cycle/ instructional reflection opportunities to foster professional growth. Staff Responsible for Monitoring: Nick DeSantis (Principal), Randy Ellsworth (Assistant Principal), Erika Ramos (Assistant Principal) Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 Funding Sources: Substitute Teachers and fringes for planning days - 185 SCE (Campus) - \$4,058, Substitute Teachers and fringes - 211 ESEA Title I Part A (Campus) - \$2,638, Good to Great Book Study - 211 ESEA Title I Part A (Campus) - \$420		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					


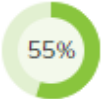




Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Campus administration is lacking in PLC support. Root Cause: Administration focused heavily on discipline issues not allowing them the opportunity to attend PLC meetings.

Goal 3: DESTINATION DISTRICT Charles MS solidifies its position as the destination middle school in the Northeast.

Performance Objective 3: By June 2024, Charles MS will expand the integration of 21st century learning and innovation skills by implementing an instructional technology campus support plan.

High Priority
Evaluation Data Sources: Back up technology equipment inventory on campus, Teacher/Student/Parent Feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus will invest in technology and training to supplement learning in all areas. Strategy's Expected Result/Impact: Increased use of 21st Century Style Learning and Teaching Staff Responsible for Monitoring: Mr. DeSantis (Principal), Ms. Ramos (Assistant Principal), Mr. Ellsworth (Assistant Principal), Robert Rocha (Instructional Technology Specialist) , Instructional Coaches, Assigned Technology Service Tech, Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2, 3, 4 Funding Sources: Technology - Campus wide upgrades - 211 ESEA Title I Part A (Campus) - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 3 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: Increase the purchase of promethean boards. Root Cause: Core classes are the only classes hosting promethean boards.
Prioritized Need 3: Technology items will be purchased to update existing computer labs. (Our current computers are not compatible with testing). Root Cause: Allocation of funds for purchasing devices.
Prioritized Need 4: Ensure connectivity and purchase adapters as needed for TELPAS testing. Root Cause: Allocation of funds for purchasing devices.

Goal 4: CULTURE OF ACCOUNTABILITY Charles MS cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Charles MS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 91% to 95%.

High Priority
Evaluation Data Sources: Weekly/monthly attendance reports, 45-Day attendance plan, Home Visit Documentation, Phone Calls, Truancy Court, Student Outreach Specialist.

Strategy 1 Details	Reviews			
Strategy 1: Feeder pattern home visits will be conducted periodically for students with chronic absenteeism under a 45-Day Attendance Contract Plan should parent does not attend meetings. Strategy's Expected Result/Impact: Expected result includes increases in student attendance. Staff Responsible for Monitoring: Mr. DeSantis (Principal), Mr. Ellsworth (Assistant Principal), Ms. Ramos (Assistant Principal) Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Prioritized Needs:







L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Attendance needs to be raised by 3%to meet district goal. Root Cause: Low attendance rates and lack of positive attendance incentives.
Prioritized Need 3: Truancy court document to be implemented and utilize attendance court. Root Cause: Low attendance rates.

Goal 4: CULTURE OF ACCOUNTABILITY Charles MS cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Charles MS will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring all required community events are offered.

High Priority

Evaluation Data Sources: Calendared events, outcalls and emails, social media invites/posts, Charles website, and parent sign in sheets from all campus events.

Strategy 1 Details	Reviews			
Strategy 1: Charles MS will offer at least 2 community events per month throughout the year to enhance community involvement. Strategy's Expected Result/Impact: Expected result includes increase the level of accountability within the community. Staff Responsible for Monitoring: Mr. DeSantis (Principal), Ms. Ramos (Assistant Principal), Ms. Caldwell (Family and Community Liasion) Title I: 4.1, 4.2 Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Prioritized Needs:


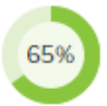




L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Campus is 650 under max capacity. Root Cause: Previous campus reputation of low scores and lack of discipline.

Goal 4: CULTURE OF ACCOUNTABILITY Charles MS cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Charles MS will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured via social media, Charger Chats, and school website.

High Priority

Evaluation Data Sources: Social media, Charger Chats, and school website. communication platforms

Strategy 1 Details	Reviews			
Strategy 1: School website will include options for two-way communication. Strategy's Expected Result/Impact: Enhance communication platforms for effective and efficient forms of communication between the campus and the parents. Staff Responsible for Monitoring: Mr. DeSantis (Principal), Ms. Ramos Assistant Principal), Mrs. Caldwell (Family and Community Liasion) Title I: 4.1, 4.2 Prioritized Needs: School Culture and Climate 1 - L4 Culture of Accountability (Parent & Community Engagement) 2 Funding Sources: Community Engagement Supplies to include paper, toner, pens, and various Snack items for Charger Chat, etc. - 211 ESEA Title I Part A (Campus) - \$700	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: Include two-way communication options on school website. Root Cause: Parents are not provided efficient forms of communication platforms.

Goal 5: EQUITY BY DESIGN Charles MS champions a targeted approach to universal access and system equity.

Performance Objective 1: By August 2024, Charles MS will foster equitable access to opportunities as measured by an increase in the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits.

Emer. Bil. Alg. 1 (15% to 20%)







Emer Bil. LOTE (22% to 27 %)

SPED Alg 1 (2.5% to 7.5%)

SPED LOTE (0% to 5 %)

High Priority

Evaluation Data Sources: Master Scheduling Reports and transcripts

Strategy 1 Details		Reviews			
Strategy 1: High school credit courses will be offered under CTE. Strategy's Expected Result/Impact: Students will be provided with a variety of CTE options such as College and Career Exploration (FBLA + Robotics). Staff Responsible for Monitoring: Mr. DeSantis (Principal), Mr. Ellsworth (Assistant Principal), Ms. Ramos (Assistant Principal), Mrs. Millan (Counselor), Mrs. Edwards (Counselor) Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Campus is 650 under max capacity. Root Cause: Previous campus reputation of low scores and lack of discipline.

Goal 5: EQUITY BY DESIGN Charles MS champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Charles MS will foster equitable access to opportunities and eliminate barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 2% to 1% for "Beginning" student ratings and from 46% to 40% for "Intermediate" student rankings. In addition, we will also reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 9% to 4%.

High Priority
Evaluation Data Sources: TELPAS ratings, MAPS testing program data.

Strategy 1 Details		Reviews			
Strategy 1: Provide diverse and scaffolded EB support in all classrooms. Strategy's Expected Result/Impact: Expected impact includes an increase in students' TELPAS scores for reading, writing, speaking, and listening. Staff Responsible for Monitoring: Mr. DeSantis (Principal), Mr. Ellsworth (Assistant Principal), Ms. Ramos (Assistant Principal) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 - L5 Equity by Design (Demographics) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 2: Self-contained teachers in SPED units need ESL certifications. Root Cause: SPED teachers are not ESL certified.
L5 Equity by Design (Demographics)
Prioritized Need 1: ESL support is needed for SPED self-contained units. Root Cause: Not all SPED teachers are ELS Supplemental certified.
Prioritized Need 2: All core area teachers need to be ESL Supplemental certified. Root Cause: Not all teachers are ELS Supplemental certified.

State Compensatory

Budget for Charles Middle School

Total SCE Funds: \$15,100.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Science and Social Studies after school tutoring		\$4,500.00
2	3	1	General Supplies and Instructional Materials that will be used to improve academic achievement of all students, including at-risk students, in core subject areas to include: Paper, posterboard, pencils, and frogs for Science classes.		\$6,542.00
2	3	1	Testing materials- STAAR Prep workbooks		\$0.00
3	2	1	Substitute Teachers and fringes for planning days		\$4,058.00
Sub-Total					\$15,100.00
Budgeted Fund Source Amount					\$15,100.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	C.H.A.M.P.S DVD In-service set		\$1,065.00
2	3	1	General supplies that will be used for supplemental instructional lessons which will increase student achievement and/or improve scores on State assessments. These supplies include paper, pencils, markers, composition books, toner, etc.		\$4,405.00
2	3	1	Schoolwide - Scholastic Magazines		\$1,565.00
2	4	1	Library - General supplies to include toner and paper		\$307.00
2	4	1	Library - Technology updates		\$1,500.00
2	4	1	Library - reading materials		\$2,000.00
2	4	1	ELAR Tutor- November through May		\$7,600.00
2	5	1	Math tutor - November through May		\$7,600.00
3	2	1	Substitute Teachers and fringes		\$2,638.00
3	2	1	Good to Great Book Study		\$420.00
3	3	1	Technology - Campus wide upgrades		\$8,000.00
4	3	1	Community Engagement Supplies to include paper, toner, pens, and various Snack items for Charger Chat, etc.		\$700.00
Sub-Total					\$37,800.00
Budgeted Fund Source Amount					\$37,800.00

211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
Grand Total Budgeted					\$52,900.00
Grand Total Spent					\$52,900.00
+/- Difference					\$0.00