



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

BERNAL MIDDLE SCHOOL

2017-2018

OUR MISSION

The mission of Bernal Middle School is to provide a safe, student-centered learning experience with an emphasis on building positive relationships of mutual respect. Bernal Middle School strives to engage and inspire all students to become a community of strong leaders and life-long learners.

BERNAL MS

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

A google document was shared with all teachers on the campus. On this document, teachers and staff members were asked to complete a S.W.O.T. analysis of our campus. Teachers then gathered within their departments to discuss their findings. After teachers collaborated within their departments, the department coordinators met with administration in March to discuss their findings. The leadership team then found the commonalities and identified the biggest needs campus wide. The next step was to meet with the on-campus Academic Task Force, which is comprised of four teachers and the Academic Dean, to discuss the needs.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other Data from Common Assessments retrieved from CMS.	
Findings	<p>After reviewing multiple data sources, we have found that the sub pops that we focused on this current school year have shown great improvement, as evidenced by the 8th grade math/reading STAAR test. Of the students who did not meet the standard on the 8th grade math/reading STAAR, 12%(2/17)were not enrolled at Snapshot date (October 28, 2016). What was even more insightful was that 47%(8/17) of the students who did not meet the standard did not attend Bernal all three years of middle school. This "mobile" population is one that we are constantly monitoring. The percentage of mobile students not meeting the standard decreased from 20% during the 2015-2016 school year to 12% during the 2016-2017 school year.</p> <p>Another area we continue to monitor is our special education population. The results from the 8th grade math/reading administration of STAAR are very promising. We had a 32% increase in 8th grade reading and a 53% increase in 8th grade math.</p>

CSF 2: Use of Quality Data to Drive Instruction

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	Common assessment and CDB data shows that we continue to show a need for improvement in the area of special education. In addition, 6th grade social studies is performing below the district average in CDBs and targeted sub populations. We utilized this data to perform data meetings throughout the school year and had discussions around targeted sub pops and targeted TEKS (hotspots).
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CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	Based on the findings from the previous year, an Academic Task Force was created in order to solicit more input from teachers on the campus. The campus goals were created with the ATF after we looked at data and teacher input. In addition, the campus leadership team also had input during the first SIP meeting held in March.
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other bell to bell engagement of students

Findings	<p>As part of the needs assessment, the Academic Dean met with all teachers involved in teaching an intervention class (LAB) in order to solicit their input as to the current state of our program. Based on the feedback received from the LAB teachers, adjustments will be made next year. In addition, administration introduced the idea of the campus wide Study Hall to the leadership team in order to increase the academic learning time dedicated to all students.</p> <p>One area of concern that was discussed during the Academic Task Force meeting was the need to engage students from bell to bell. Teachers were concerned that too many teachers were wasting valuable instructional time as the end of class by not planning engaging activities from bell to bell. The ATF committee walked around the hallways towards the end of one class period and observed at least 8 classrooms where students were either lined up at the door waiting for the bell to ring or on their electronic devices 2-3 minutes before the end of class.</p>
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CSF 5: Family/Community Engagement

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings	<p>Based on input from parents, we will be implementing spirit clubs for our athletic events. Parents appreciate the various social media resources we utilize to keep them informed of important events and the school's overall progress.</p> <p>The counseling staff have their monthly "Coffee with the Counselors" to talk about relevant issues students face as well as providing an opportunity for our new families to connect to our campus.</p>
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other School Spirit opportunities

Findings	Participation in extra curricular activities was discussed. Findings were as follows: 147 (52%) seventh graders were enrolled in athletics, 172 (64%) eighth graders were enrolled in athletics, 163 (20%) students were enrolled in band and 107 (13%) students were enrolled in orchestra. In order to promote school culture/climate, several ideas regarding spirit clubs were discussed. Teachers mentioned the need for more field trips for students and the desire to raise funds for student incentives (ex: field day, field trips, etc...).
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Student attendance for this school year was 98.01%.

CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other Interview process

Findings	<p>While looking at teachers that we are going to hire this year, administration has identified some qualities we are looking for in potential candidates. One of these qualities that meets the needs of our campus is hiring a teacher who has been successful teaching and reaching At-risk/Low SES students. While our Economically Disadvantaged population is not too high (36%), some teachers on our campus tend to struggle with reaching these students.</p> <p>In order to provide more on-site PD, we attempted to launch a Pineapple chart where teachers could sign up to agree to have visitors on certain days to observe a lesson, technology, behavior management plan, etc... Based on feedback during the meeting with the Academic Task Force, teachers would prefer to have lessons recorded and shared with the campus to showcase the great things happening in the classrooms.</p> <p>We continue to work towards a true PLC model and will be refining our practice next school year. Building common assessments in CMS has been wonderful. Teachers have immediate access to data to better inform their instruction. In addition, the data facilitates conversations during PLCs and planning.</p>
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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Continue to refine the PLC model by providing structures and additional professional development.
CSF 2 Use of Quality Data to Drive Instruction CSF 7 Teacher Quality

Priority Need 2

Address the achievement gap between general and special education students (as evidenced by STAAR).
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Provide opportunities for students and staff members to participate in culture/climate building activities (pep-rallies, field trips, team building activities, etc...)
CSF 5 Family and Community Engagement CSF 6 School Climate

Priority Need 4

Continue to provide professional development opportunities for teachers that is individualized to their needs.
CSF 3 Leadership Effectiveness CSF 7 Teacher Quality

Priority Need 5

Continue to address the need to increase the learning time for targeted sub-pops by providing additional academic support during the school day and outside regular school hours.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time

Campus: BERNAL MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/25/2017

SAT Member	Name	Signature
Principal	Glenda Munson	
Parent Community Representative	Michael Avila	
Staff Representative	Eilene Brown	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Glenda Munson	Principal
Jose Mendez	Administrator
Paula Biggs	Community Member
Eilene Brown	Staff Member
Michael Avila	Parent

CAMPUS: BERNAL MS

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		AM- Professional Learning Communities Foundations- Teachers will engage in professional development centered around the building blocks of PLCs. Focus will be on establishing campus and department PLC norms. PM- Teacher Work Day	Collaboration	All faculty	All students	N/A	4
08/22/2017	08/24/2017	AM- Campus Data Overview and Department SMART Goals- Teachers will come together to engage in a campus data overview. We will identify our glows and grows for the 2016-2017 school year and establish desired grows for the 2017-2018 school year. PM- Teacher Access Center and TTESS Refresher (required	Instruction and Assessment	All faculty	All students	N/A	7

08/23/2017		AM- School Safety Required District Trainings- Active Shooter, Cyber Security, Educator's Guide to High Risk Behavior and Multi-Hazard Emergency Plan PM- Content Pullout Sessions	School Safety	All faculty	All Students	N/A	6
10/09/2017		AM- District/Content PD PM- The Power of Feedback- Teachers will participate in PD that will focus on the various ways they can provide feedback to students and the impact feedback has on student learning.	Curriculum, Instruction, and Assessment	All faculty	All students	N/A	6
11/20/2017		Teacher Choice	Curriculum	All faculty	All students	N/A	6
11/21/2017		Teacher Choice	Curriculum	All faculty	All students	N/A	6
02/19/2018		AM- District/Content PD PM- Campus STAAR Security Training	Curriculum, Instruction, and Assessment	All faculty	All students	N/A	6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	82%	50%	90%	74%	79%	86%	53%	27%	90%
African-American	72%	43%	85%	66%	74%	86%	50%	19%	90%
Hispanic	79%	45%	90%	69%	77%	84%	49%	25%	90%
White	92%	57%	95%	85%	87%	89%	60%	32%	95%
Economically Disadvantaged	72%	36%	80%	66%	71%	79%	42%	19%	85%
Special Education	33%	12%	70%	36%	43%	53%	22%	12%	70%
At-Risk	58%	15%	80%	56%	62%	69%	25%	9%	80%
Limited English Proficient	53%	7%	75%	44%	42%	64%	9%	9%	80%
Asian	100%	71%	100%	91%	81%	100%	63%	63%	100%
American Indian	100%	75%	100%	74%	77%	80%	80%	60%	90%
Hawaiian Pacific Islander	100%	67%	100%	76%	81%	100%	100%	40%	100%
Two or More	87%	66%	95%	83%	89%	85%	54%	35%	90%

WRITING (7)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	77%	54%	85%	68%	70%	80%	44%	13%	90%
African-American	74%	52%	80%	58%	65%	78%	30%	0%	90%
Hispanic	74%	50%	80%	63%	67%	75%	38%	12%	90%
White	80%	58%	90%	79%	81%	92%	58%	18%	95%
Economically Disadvantaged	67%	44%	75%	59%	59%	67%	26%	7%	85%

Special Education	22%	17%	70%	27%	31%	52%	11%	11%	75%
At-Risk	38%	9%	75%	46%	47%	58%	15%	3%	75%
Limited English Proficient	20%	0%	70%	38%	31%	33%	0%	0%	70%
Asian	50%	50%	80%	89%	79%	100%	33%	0%	100%
American Indian	100%	100%	100%	65%	57%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	71%	75%	100%	100%	0%	100%
Two or More	94%	61%	95%	76%	82%	86%	71%	21%	95%

MATHEMATICS (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	79%	38%	88%	76%	77%	88%	51%	18%	92%
African-American	74%	27%	85%	65%	70%	85%	45%	13%	90%
Hispanic	76%	35%	85%	72%	75%	86%	49%	16%	90%
White	85%	45%	90%	85%	86%	91%	56%	22%	95%
Economically Disadvantaged	71%	22%	80%	69%	68%	84%	38%	10%	90%
Special Education	35%	15%	70%	44%	47%	63%	23%	11%	75%
At-Risk	57%	6%	80%	61%	62%	76%	22%	3%	85%
Limited English Proficient	43%	7%	70%	58%	54%	73%	32%	5%	80%
Asian	83%	50%	90%	94%	85%	86%	71%	57%	90%
American Indian	100%	67%	100%	75%	77%	80%	60%	20%	90%
Hawaiian Pacific Islander	67%	67%	90%	78%	83%	100%	75%	25%	100%
Two or More	90%	56%	95%	82%	85%	90%	48%	19%	95%

ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	

All Students	99%	94%	100%	82%	99%	100%	94%	66%	100%
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SCIENCE (Grade 8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	83%	46%	88%	74%	76%	88%	63%	27%	93%
African-American	78%	38%	80%	63%	68%	93%	55%	17%	95%
Hispanic	83%	40%	88%	69%	72%	84%	59%	21%	90%
White	85%	54%	90%	86%	88%	94%	73%	36%	97%
Economically Disadvantaged	77%	29%	85%	66%	66%	80%	51%	18%	85%
Special Education	0%	0%	70%	38%	44%	62%	23%	8%	75%
At-Risk	58%	13%	70%	56%	57%	71%	27%	5%	80%
Limited English Proficient	50%	0%	70%	44%	36%	86%	14%	0%	90%
Asian	100%	75%	100%	92%	84%	100%	50%	0%	100%
American Indian	100%	100%	100%	73%	86%	67%	33%	0%	90%
Hawaiian Pacific Islander	N/A	N/A	100%	75%	84%	100%	100%	100%	100%
Two or More	80%	67%	95%	83%	87%	89%	79%	58%	95%

SOCIAL STUDIES (Grade 8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	65%	31%	80%	62%	63%	73%	40%	20%	85%
African-American	63%	28%	80%	50%	55%	72%	38%	14%	80%
Hispanic	61%	28%	80%	55%	58%	69%	34%	19%	80%
White	69%	36%	85%	75%	80%	82%	46%	22%	90%
Economically Disadvantaged	58%	24%	75%	51%	51%	65%	25%	14%	75%
Special Education	13%	0%	70%	30%	33%	31%	19%	8%	70%

At-Risk	35%	6%	70%	40%	40%	50%	10%	3%	75%
Limited English Proficient	0%	0%	70%	29%	22%	43%	0%	0%	70%
Asian	100%	75%	100%	87%	76%	100%	50%	50%	100%
American Indian	100%	100%	100%	61%	57%	33%	0%	0%	90%
Hawaiian Pacific Islander	N/A	N/A	90%	63%	84%	100%	100%	100%	100%
Two or More	80%	33%	90%	72%	80%	84%	68%	32%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.6%	97%
African-American	95.4%	95.8%	97.4%	98%
Hispanic	95.6%	95%	96.5%	97%
White	96%	95.8%	96.4%	97%
Economically Disadvantaged	95.4%	94.4%	95.9%	97%
Special Education	94.5%	93.9%	95.7%	97%
Limited English Proficient	96.4%	95.8%	96%	97%
Asian	97.8%	96.8%	97.5%	98%
American Indian	95.3%	95.2%	96.8%	97%
Hawaiian Pacific Islander	95.5%	96.1%	97.4%	98%
Two or More	95.9%	96%	97.1%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0%	0%

DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0%	0%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0%	0%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

PSAT

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	832	850
PSAT Reading/Writing Section Mean	396	419	425
PSAT Math Section Mean	395	412	425

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Continue to refine the PLC model by providing structures and additional professional development.

Goal : Provide professional development, structures and campus expectations that will enable teachers to effectively utilize the PLC model during weekly, grade level/department PLC meetings.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Administrators along with a team of teachers will attend a PLC Conference in June and November, 2017. This team will then share their learning with the faculty during on-campus staff development. Ongoing support and feedback will be provided to PLCs for the duration of the school year.
November Progress Check	To date, all four administrators, department coordinators and 4 level leaders have attended the PLC Conference. This group of people will be meeting in January to plan a staff development session to target PLC campus needs. PLC Teams are meeting every Tuesday to unpack KUDs and conduct data meetings for common assessments.
March Progress Check	Currently, planning is in place for staff development during the work week in August. We will be sending 5 more teachers to the PLC conference over the summer and 3 math teachers will attend a Math PLC Conference in December of 2018.
June Progress Check	Another cohort of teachers will be attending the PLC Conference this summer. Teachers have been assigned topics to present on centered around PLCs during the work week in August. PD sessions are being created and presented by teachers who have attended the PLC Conference.

Activity 1

Activity	Faculty and Staff will work collaboratively during our staff development week in August to work on establishing campus and department PLC norms and expectations. Norms and expectations will be revisited at the beginning of each PLC meeting.
Person Responsible	Glenda Munson- Principal Jose Mendez- Academic Dean PLC Site Team- Teresa Turner, Lauren Stolte, Nicole McEvoy, David Cooper
Monitoring Measures	Each PLC will submit their norms on Monday, August 21st. All campus and PLC norms will be shared and displayed in our campus data room. PLC norms will be monitored during weekly PLC meetings.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Each PLC will engage in weekly PLC meetings to discuss student progress via common assessments, district benchmarks, formative assessments, etc...
Person Responsible	Jose Mendez- Academic Dean Grade Level Department Leaders Department Coordinators- Lauren Stolte, Nicole McEvoy, Stephanie Drayton, Maria Wray
Monitoring Measures	Activity will be monitored via PLC minutes and lesson plans.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Campus Administrators and 8 teachers will attend a PLC Conference in June and November, 2017. Teachers were strategically selected so that every department and different grade levels were represented. By doing so, those teachers will be bringing their knowledge back to campus and impacting their PLCs. This PLC Site Team will be responsible for providing on-going support and present "Professional Learning Communities Foundations" to the faculty and staff on August 21, 2017.
Person Responsible	Glenda Munson- Principal
Monitoring Measures	Progress will be monitored via observations by administrators during PLC meetings and PLC minutes.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Faculty Members will complete two PLC surveys (September and May) to gauge the needs and effectiveness of our campus PLCs. Faculty members will be given an opportunity to identify areas for improvement. After surveys are completed, the PLC Site Team will go over the results and create a plan of action based on the feedback.
Person Responsible	Jose Mendez- Academic Dean PLC Site Team- Glenda Munson, Jacqueline Faucher, Karen Avila, Teresa Turner, David Cooper, Lauren Stolte, Nicole McEvoy
Monitoring Measures	Monitoring Measures will include the two PLC surveys and detailed plan of action based on the feedback received from the surveys.
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Address the achievement gap between general and special education students (as evidenced by STAAR).

Goal : System Safeguard: To decrease the achievement gap between special education and "All" student populations to a maximum of 10% in the area of reading (all levels) and writing (7th grade), as evidenced by common assessments, district benchmarks, and STAAR.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	Local
Timeline for Implementation	This will be a year-long goal. Implementation will begin at the beginning of the school year and will continue through the end of the school year.
November Progress Check	<p>Achievement Gaps between Special Education and General Education students have been monitored on all common assessments and CDBs taken so far this school year. Results are as follows</p> <p>8th Grade Common Assessments- Range from 3% gap to SE students performing better than gen ed students 8th Grade CDB- 15% Gap</p> <p>7th Grade Common Assessments- Range from 16%-38% Gap 7th Grade CDB- 22% Gap</p> <p>6th Grade Common Assessments- 25% Gap 6th Grade CDB- 23% Gap</p>
March Progress Check	<p>CDB 2 Results:</p> <p>6th Grade- 22% Gap 7th Grade- 24% Gap 8th Grade- 19% Gap</p> <p>7th Grade Expository Writing CDB 3- 13% Gap</p>
June Progress Check	STAAR Data was received and the results showed that the gaps between gen ed and special ed students were greater than 10% in all subjects tested. In fact, our campus overall passing rate for Special Education students declined in all areas except 6th grade math and 8th grade social studies. This will continue to be a goal/focus for the 2018-2019 school year.

Activity 1

Activity	Academic Advisors will meet monthly with the administrative team to discuss the progress of their case students. During these meetings, CDB data, common assessment data, and classroom grades will be discussed. Interventions will be implemented as needed based on the evidence discussed.
Person Responsible	Administrators- Glenda Munson, Jose Mendez, Karen Avila, Jacqueline Faucher Academic Advisors- Renee Ramirez, Jamie Coughlin, Monica Nino, Raymond Chavez, Gordon Cavallin, Jose Guerrero, Anitra Barrera
Monitoring Measures	Student Portfolios, CDB data, classroom grades, common assessment data

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	<p>Collaborating for Student Success Night</p> <p>Parents of special education students that are new to the campus will be invited to attend an informational meeting where we will discuss our campus special education program and the supports and resources that are available to students and parents. Parents will get to experience first-hand the collaborative model in action, as teachers conduct department-specific rotations.</p>
Person Responsible	James Allain- SE Coordinator All Collaborative Teachers
Monitoring Measures	Parent Sign-in sheet, Parent Survey
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	<p>Collaborative "Counseling" Sessions- Collaborative partners will meet at the beginning of the school year to create a plan of action for their collaborative classroom. Existing partners will focus on refinement and reflection, while new partners will work on establishing norms and expectations.</p> <p>Collaborative Partners will meet again in May to set goals and identify areas of refinement for the upcoming school year.</p>
Person Responsible	<p>Jose Mendez- Academic Dean Karen Avila- Vice Principal James Allain- SE Coordinator Brian Cheatham and Jamie Coughlin- Collaborative Partners</p>
Monitoring Measures	Effectiveness of Collaborative Structures as evidenced by walk throughs, Collaborative norms and expectations document submitted to administration.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Weekly Progress Checks between Academic Advisors and students to discuss their progress, grades and needs.
Person Responsible	<p>James Allain- SE Coordinator Jacqueline Faucher- Assistant Principal All Academic Advisors</p>
Monitoring Measures	Student Portfolios, Sign in sheets
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Provide opportunities for students and staff members to participate in culture/climate building activities (pep-rallies, field trips, team building activities, etc...)

Goal : Implement Monthly culture-building/team-building activities to promote a positive school culture for faculty, staff, students, and community members.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Team Building/culture building activities will be planned on a monthly basis for faculty and staff. Student culture-building activities will happen monthly throughout the school year.
November Progress Check	So far this year, we have had 2 pep rallies, monthly birthday breakfast celebrations, beginning of the year staff gathering, teacher of the month awards and are currently planning a holiday gathering. A student success assembly is scheduled for the week we return from Winter Break.
March Progress Check	The Bernal Birthday Bash was cancelled due to illness of Dr. Bernal's part. We continue to host birthday breakfasts, celebrate Teachers of the Month and will begin planning the Bernal Family End of Year Movie Night.
June Progress Check	The year ended on a high note with 8th grade students having an opportunity to participate in a field day. In addition, award ceremonies were held for all three grade levels during the last week of school. In addition, an end of the year faculty gathering took place and many faculty and staff members attended.

Activity 1

Activity	Bernal Faculty and Staff Retreat- faculty and staff will gather on July 31st to engage in fun, team-building activities. The focus of the retreat will be effective communication with colleagues, parents, students and community members.
Person Responsible	Jacqueline Faucher- Assistant Principal Karen Avila- Vice Principal Staff Retreat Committee
Monitoring Measures	Attendance Sign-in Sheet
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Bernal Birthday Bash- Bernal Middle School will open it's doors to the community to celebrate the birthday of our school namesake. The Bernal Birthday Bash will be held in March and will include student performances.
Person Responsible	Glenda Munson- Principal Bernal PTA Bernal Fine Arts Teachers John Davis- Electives Coordinator
Monitoring Measures	Planning Meeting Minutes Attendance Counts
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Bernal Family Nights- Bernal Faculty and Staff and their families will be invited to a beginning and end of year gathering. Families will be invited to Big'z Burger Joint in August to celebrate the beginning of a new school year. In May, families will be invited to watch a movie at the Kingdom Theater (gym). A movie will be shown in the gym and snacks will be served.
Person Responsible	Glenda Munson- Principal Hospitality Committee
Monitoring Measures	RSVPs, planning meeting minutes
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Student Success Assemblies- We will hold Student Success Assemblies throughout the school year to promote school pride among our students. The focus of the success assemblies will be on academic and behavioral expectations and to celebrate student successes.
Person Responsible	Karen Avila- Vice Principal Jose Mendez- Academic Dean
Monitoring Measures	Assembly Agendas, academic and behavioral campus data (grades, discipline, etc...)
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : Continue to provide professional development opportunities for teachers that is individualized to their needs.

Goal : Utilize on-campus resources to provide timely, ongoing professional development for all teachers based on teachers' self reflection, in order to increase teacher self-efficacy and staff retention to a minimum of 90%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Implementation will begin at the beginning of the school year. Different monitoring measures have been set in place in order to allow for adjustments to be made throughout the school year. This goal will continue for the duration of the school year.
November Progress Check	As a campus, we have focused on PLC meetings and goals around the structure of those meetings. The focus for the second semester will be on instructional needs. A survey will be sent out in December to determine those needs and then department coordinators will work to capture strategies/evidence around those needs.
March Progress Check	We have begun to meet as an Instructional Leadership Team monthly to address the instructional needs of campus teachers. Currently, department coordinators are capturing video evidence of lessons and the I.L.T. will come together to review and share recommendations/strategies in addition to identifying campus needs/priorities.
June Progress Check	Department Coordinators had an opportunity to share video evidence of their teachers during our April ILT Meeting. This helped us determine the needs for our campus during the 2018-2019 school year. Although the Twitter Chats did not happen this year, this will be an activity that we will integrate into our plans for the upcoming school year.

Activity 1

Activity	Promote the use of Twitter as a source for individualized and targeted professional development. Teachers will begin by engaging in a Summer Twitter Bingo to familiarize themselves with Twitter. We will then use twitter as a resource for professional development throughout the school year and host a minimum of four Twitter Chats throughout the school year (September, November, January, May). Topics are TBD.
Person Responsible	Jose Mendez- Academic Dean Zinnia Bayardo- Librarian
Monitoring Measures	Teachers will submit their Twitter Bingo Boards at the staff retreat in August, 2017. Planning for twitter chats will begin in early September. A committee will be created and meetings will be scheduled to plan for the twitter chats.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Virtual Learning Walks- Campus instructional needs will be voted on by teachers in September. Based on the feedback received, department coordinators will be responsible for capturing evidence of best practices (electronic recordings with iPad) centered around these instructional needs and share with the faculty via google drive on a weekly basis. This will highlight effective teachers and provide resources for teachers who may be looking to add to their instructional tool box.
Person Responsible	Department Coordinators: James Allain- Special Education Nicole McEvoy- Science Stephanie Drayton- Math Maria Wray- Social Studies Lauren Stolte- ELA
Monitoring Measures	Survey will be sent out in September, videos will be documented, stored and shared on a campus google drive folder.
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	LEAN-IN Fridays (Learners Engaging All Neighbors)- Every Friday, teachers will open their doors for colleagues to come in and observe a lesson, resource, collaborative structure, etc... in action. Teachers will share their invite via google drive and will also post a sign outside their classroom door inviting people to come in.
Person Responsible	Allen Caza- Science Teacher
Monitoring Measures	Google drive folder will serve as documentation and a survey will be sent out to teachers in November to gauge the effectiveness of this initiative. Based on survey results, adjustments will be made to begin the second semester.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 5

Need : Continue to address the need to increase the learning time for targeted sub-pops by providing additional academic support during the school day and outside regular school hours.

Goal : Increase the passing rate of targeted populations of students (special education, economically disadvantaged, mobile, ELL) by a minimum of 10% from the 2017 to the 2018 administration of STAAR in all subjects/grade levels.

Goal Details

Student Groups Impacted	Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local, State Compensatory
Timeline for Implementation	Efforts will begin in mid September and will continue for the duration of the school year. Frequent updates to students will be made in order to monitor progress and all incoming students.
November Progress Check	<p>LAB classes have been through several 3 week rotations where teachers are focusing on pre-teaching concepts in the areas of math and reading. There have been three Super Saturdays so far this year, targeting students from SE, EL and At Risk populations. Currently, the campus is working on a plan to improve our Skills and Enrichment period. We have seen great things happening and want to incorporate those ideas school wide. Teachers have been utilizing this time to work with students who are missing assignments and needing to reteach/retest.</p> <p>Data pertaining to those targeted sub pops is discussed after every common assessment and we continue to monitor and adjust our intervention groups based on that data.</p> <p>7th Grade EL Math and Spec Ed reading (all levels) continues to be a focus.</p>
March Progress Check	<p>Based on CDB Data, targeted sub pops are showing marked improvement. LAB Teachers are monitoring via pre and post assessments. In addition, the Academic Dean is visiting LAB classes and conferencing with students. Student monitor their progress and most students see positive results from CDB 1 to CDB 2 in math/ELA.</p> <p>Based on student and teacher feedback, discussions regarding moving the Skills and Enrichment Class to the end of the day have begin. In addition, groups of teachers are piloting different ways to work with students during the Skills and Enrichment Period.</p>
June Progress Check	While we did not see the 10% increase we were hoping for, there were many positive results stemming from the additional instructional time built into our campus schedule and calendar. For the coming school year, we will be adjusting our Skills and Enrichment period to be later in the day and we will be utilizing this time to provide additional instruction to our Special Education Students instead of having them scheduled with their Academic Advisors.

Activity 1

Activity	Targeted Advisories (6th Grade)- Incoming 6th grade students whose historical data shows a need for academic support in the areas of reading and math, will be placed in a targeted advisory with a math or ELA teacher. During this time, teachers will be focusing on reteaching and preteaching concepts based on student needs.
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Person Responsible	Jose Mendez- Academic Dean Stephanie Drayton- Math Coordinator Lauren Stolte- ELA Coordinator Melissa Middleton, Inez Alvarez- 6th Grade ELA Teachers Monica Gonzalez, Karissa Lancaster- 6th Grade Math Teachers
Monitoring Measures	Data will be monitored consistently, student portfolios will be utilized to measure growth. In addition, new student enrollment will be communicated by the Grade Reporting Secretary.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Super Saturdays- Students will be invited to attend Saturday School throughout the school year. During Saturday School, content area teachers will work on interventions and extensions that are aligned to the pre-determined core essentials.
Person Responsible	Glenda Munson- Principal Jose Mendez- Academic Dean All Content Area Teachers
Monitoring Measures	Common Assessment and CDB data will be used to identify strengths and weaknesses. Student sign in sheets will also be collected.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Learning Above the Basics (LAB)- LABs are utilized for 7th and 8th grade math and ELA in order to provide additional instructional time for students who have been identified as needing additional support in these areas.
Person Responsible	Jose Mendez- Academic Dean Stephanie Drayton- Math Coordinator Lauren Stolte- ELA Coordinator
Monitoring Measures	Student Portfolios, communication from the grade reporting secretary in regards to newly enrolled students.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Campus-wide Study Hall- During an allocated 20 minute block during the regular school day, students will be assigned to a "study hall" based on needs/interests. During this time, we will offer enrichment and intervention opportunities for all students, in addition to time for homework completion.
Person Responsible	Glenda Munson- Principal Jose Mendez- AD Karen Avila- VP Jacqueline Faucher- AP All teachers
Monitoring Measures	Master Schedule, assessment data, teacher grade books.
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Promote a healthy lifestyle by coordinating and hosting two community fitness events.

Goal Details

Student Groups Impacted	All Students
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Funding Needed	Local
Timeline for Implementation	Two community events to be held. Fall- JDRF, Spring- 5k Color Run
November Progress Check	Planning has begun for the two fitness events Bernal will host this year. These events will take place in the Spring.
March Progress Check	The 5k Color Run is scheduled for April 14, 2018. Registration is currently open and preparation is under way. We have utilized the school messenger and social media to promote this event.
June Progress Check	The two activities were a success and the plan is to continue them next year. We will be utilizing more social media avenues to publicize these events, along with making more of an effort to involve the community outside Bernal.

Activity 1

Activity	5K Color Run to benefit Girl's Athletic Program
Person Responsible	Candace Mora- Girl's Head Coach Health and Wellness Campus Coordinator- TBD
Monitoring Measures	Planning Minutes Event Registration
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Promote and host a 5K to benefit the Juvenile Diabetes Research Foundation (JDRF).
Person Responsible	Jacqueline Faucher- Assistant Principal Candace Mora- Girl's Head Coach
Monitoring Measures	Event Registration Meeting Minutes

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	

Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	