



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

FOLKS MIDDLE SCHOOL 2017-2018

FOLKS MS

Needs Assessment 2017-2018

Process

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

In February we meet with our Campus Leadership Team and had the leaders provide feedback on the current status of their departments in our areas of campus goals, primarily data and student engagement both focused on improving student achievement. The team determined the needs assessment from the previous year was still relevant and the campus needs to continue to focus on data driven student engagement. We discussed the roles of the effective data in a PLC and the impacts on student learning. The department leaders were then given a SWOT to take back to the teachers and gather input on our strengths, challenges, and opportunities for growth. The next meeting in March the department leaders brought two additional staff members to share the SWOT data and determine the root cause and refine the problem statements to address our needs in the areas of data and student engagement.

In April the Leadership Team met all day to develop goals and action steps addressing the campus needs. On May 5th, the department leaders shared the draft with the departments to gather input to the action steps outlined. On May 22nd the Leadership team met to examine the action steps based on campus input and approved the current SIP for the 2017-18 school year.

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 type="checkbox"/> STAAR/EOC/TAKS	
<input 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 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 type="checkbox"/> Other	
Findings	The campus examined the needs for the growing population to provide quality extensions and interventions to reach the diversifying population.

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.	
<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	

<input type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Other Teacher developed data trackers	
Findings	Campus has varying levels of aptitude with consistent data tracking and interventions. Additional staff development is needed to ensure all teachers can determine meaningful data and respond with effective timely responses. The campus also identified a need to develop student-driven data and goal tools.

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	Teachers identified areas of need for professional development in using the 4C's for planning, practical application of CMS training, and developing choice in lessons and assessments.
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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

<input type="checkbox"/> Other	
Findings	Faculty identified a need to strategically develop opportunities for planning and professional development within our time constraints.

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.	
<input checked="" type="checkbox"/> Communication	
<input type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Parent and teacher feedback indicated opportunities for timely informational meetings to provide parents tools and access to resources to support student learning. Parents expressed need for consistency in the format and ease of access to teacher information.

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.	
<input checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	The campus had consistent attendance and participation in extra-curricular activities. The teachers are exploring new ways to involve the community through technology resources.

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.	

<input type="checkbox"/> Teacher attendance
<input type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Planning time has a focused need for greater efficiency and alignment with resources readily available for developing engaging lessons.

Priority Needs

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

Priority Need 1

Student engagement to increase learning and achievement for all students especially the Special Education and Advanced learners.
CSF 1 Academic Performance CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 2

Determining sources and defining effective data to drive planning decisions through the PLC.
CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement

Campus: FOLKS MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/22/2017

SAT Member	Name	Signature
Principal	Shawn McKenzie	
Parent Community Representative	Cynthia Hamil	
Staff Representative	Ann Devlin	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Senga Rounds	Staff Member
Miguel Carrizales	Staff Member
Emily Wilson	Staff Member
Leejin Mendiola	Staff Member
Mary Mosley-Jensen	Staff Member
David Lambert	Staff Member
Freida Donzis	Staff Member
Angel Mitchell	Staff Member
Millie Linares	Staff Member
Yvette Lopez	Administrator
Robert Alvarado	Administrator

CAMPUS: FOLKS 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		Developing the PLC	Curriculum	Instructional Staff	All		4
08/22/2017		Incorporating the 4 C's in Planning Designing Parent Communication Cybersecurity	Collaboration	Instructional Staff	All		4
08/23/2017		TTESS and Goals Dyslexia and 504 Gradebook Training High Risk Behaviors	Technology	Instructional Staff	All		4
10/09/2017		Student Led Conferences Engaging Strategies	Assessment	Instructional Staff	All		4
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		Enrichment and Interventions	Instruction	Instructional Staff			4

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	89%	61%	95%	74%	79%	88%	59%	31%	90%
African-American	88%	64%	90%	66%	74%	87%	58%	33%	88%
Hispanic	87%	56%	90%	69%	77%	86%	55%	28%	88%
White	94%	70%	98%	85%	87%	90%	67%	36%	95%
Economically Disadvantaged	81%	42%	90%	66%	71%	81%	46%	20%	85%
Special Education	44%	19%	75%	36%	43%	46%	15%	5%	70%
At-Risk	68%	25%	85%	56%	62%	70%	26%	7%	75%
Limited English Proficient	29%	7%	65%	44%	42%	48%	17%	3%	65%
Asian	96%	67%	96%	91%	81%	97%	72%	48%	98%
American Indian	100%	100%	100%	74%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	60%	60%	90%	76%	81%	80%	60%	40%	85%
Two or More	88%	50%	96%	83%	89%	96%	59%	33%	98%

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	91%	68%	95%	68%	70%	84%	59%	24%	88%
African-American	81%	50%	85%	58%	65%	92%	77%	31%	93%
Hispanic	92%	67%	95%	63%	67%	80%	54%	22%	85%
White	90%	71%	95%	79%	81%	91%	67%	28%	92%
Economically Disadvantaged	86%	51%	90%	59%	59%	72%	44%	14%	80%

Special Education	47%	18%	60%	27%	31%	33%	9%	3%	60%
At-Risk	73%	30%	75%	46%	47%	60%	29%	1%	65%
Limited English Proficient	100%	0%	75%	38%	31%	33%	8%	0%	50%
Asian	100%	63%	100%	89%	79%	90%	90%	40%	95%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	71%	75%	67%	67%	33%	80%
Two or More	93%	73%	95%	76%	82%	80%	30%	0%	88%

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	Meets Standard	Masters Standard	
All Students	89%	54%	90%	76%	77%	86%	48%	14%	90%
African-American	83%	52%	80%	65%	70%	78%	38%	14%	82%
Hispanic	88%	48%	90%	72%	75%	85%	46%	13%	90%
White	92%	66%	95%	85%	86%	88%	53%	16%	92%
Economically Disadvantaged	80%	41%	90%	69%	68%	78%	36%	7%	85%
Special Education	48%	16%	60%	44%	47%	56%	19%	2%	60%
At-Risk	72%	24%	85%	61%	62%	70%	24%	3%	80%
Limited English Proficient	46%	8%	80%	58%	54%	66%	14%	3%	75%
Asian	96%	65%	100%	94%	85%	100%	65%	22%	100%
American Indian	100%	0%	100%	75%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	80%	60%	95%	78%	83%	80%	80%	0%	85%
Two or More	87%	52%	95%	82%	85%	95%	43%	14%	98%

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	Meets Standard	Masters Standard	

All Students	100%	93%	99%	82%	99%	100%	96%	72%	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	84%	55%	90%	74%	76%	84%	59%	23%	88%
African-American	71%	36%	90%	63%	68%	67%	46%	17%	80%
Hispanic	83%	53%	90%	69%	72%	84%	54%	16%	90%
White	87%	62%	90%	86%	88%	88%	66%	30%	90%
Economically Disadvantaged	72%	37%	85%	66%	66%	74%	44%	10%	85%
Special Education	24%	12%	60%	38%	44%	48%	30%	10%	60%
At-Risk	60%	19%	75%	56%	57%	64%	29%	6%	75%
Limited English Proficient	0%	0%	55%	44%	36%	67%	0%	0%	70%
Asian	100%	44%	100%	92%	84%	100%	78%	33%	100%
American Indian	100%	100%	N/A	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	85%	75%	84%	100%	100%	100%	100%
Two or More	70%	50%	90%	83%	87%	87%	87%	47%	90%

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	86%	50%	90%	62%	63%	80%	49%	30%	82%
African-American	79%	50%	80%	50%	55%	70%	35%	26%	72%
Hispanic	83%	43%	90%	55%	58%	79%	45%	24%	81%
White	90%	63%	95%	75%	80%	82%	56%	36%	84%
Economically Disadvantaged	80%	31%	80%	51%	51%	65%	36%	19%	67%
Special Education	29%	18%	55%	30%	33%	46%	21%	5%	48%

At-Risk	62%	18%	70%	40%	40%	58%	22%	7%	60%
Limited English Proficient	100%	100%	55%	29%	22%	33%	33%	0%	35%
Asian	100%	56%	70%	87%	76%	100%	78%	44%	80%
American Indian	100%	100%	N/A	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	95%	63%	84%	100%	100%	100%	100%
Two or More	100%	50%	90%	72%	80%	86%	57%	57%	88%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.7%	97%
African-American	95.4%	95.8%	97.3%	98%
Hispanic	95.6%	95%	96.8%	97%
White	96%	95.8%	96.4%	97%
Economically Disadvantaged	95.4%	94.4%	95.9%	96%
Special Education	94.5%	93.9%	96.2%	97%
Limited English Proficient	96.4%	95.8%	96.3%	97%
Asian	97.8%	96.8%	97.8%	98%
American Indian	95.3%	95.2%	94.9%	95%
Hawaiian Pacific Islander	95.5%	96.1%	96.1%	97%
Two or More	95.9%	96%	96.5%	97%

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	414	420
PSAT Math Section Mean	395	418	430

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Student engagement to increase learning and achievement for all students especially the Special Education and Advanced learners.

Goal : Each department will use effective planning to create purposeful, relevant, and respectful tasks that engage all students in learning.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Implementation will begin in curriculum retreats in August and continue through the 2017-18 school year.
November Progress Check	<p>PLC frameworks were established in August Staff Development.</p> <p>In walkthrough data 70% of classrooms had the window pane clearly aligned with the instruction.</p> <p>All teacher websites and contact information were updated during Staff Development in August</p> <p>Parent Night occurred in October and allowed parents choices of PAP/High School Credit information, HAC assistance, High School Endorsements, and Navigating school and library resources. These sessions were also recorded and placed on our campus website for access to all parent</p>
March Progress Check	<p>The campus had a successful Community Curriculum Night, " Stampeding Around the World." Incoming 5th graders and current student families attended. PLC survey indicates 80% of our PLC's are successful with PLC question 1and creating TEKS aligned common summative assessments. PLC data shows 35% of our PLC's still need to improve the focus on Engagement (4C's). Additional areas of continued growth needed are applying the "How" in PLC and Student Centered and Student Goal setting in professional development.</p>
June Progress Check	<p>The PLC's regularly developed Common Assessments and planned lessons aligned to the assessments. Some PLC's developed targeted interventions for students. Overall we need to collectively analyze results in the PLC and address interventions and enrichments. Some teachers used goal setting and self-monitoring with students.</p>

Activity 1

Activity	The PLC will develop and apply a framework to address the HOW in planning weekly. The PLC will bring research based engaging lessons each week to share with the team.
Person Responsible	Department and Team Leaders Administration
Monitoring Measures	PLC plans and walkthrough data
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 2

Activity	A. The campus will examine student-centered instruction and define and identify how that looks in each content. B. The campus will introduce two strategies to engage learning and refer back to them throughout the year. Additional resources to implement these strategies will be added throughout the year as teachers share resources being used. Focus: 1. Student choice - Student-created lessons and assessments - Incorporating choice into classwork/homework/assessments - Project-based learning - Real-world learning, Authentic and meaningful tasks 2. Student evaluation of learning, goal-setting, etc. - How to train students on giving self and peer qualitative feedback, helping themselves and each other set goals, having class discussions about student work.
Person Responsible	Administration Leadership Team Professional Development Action Team
Monitoring Measures	Professional Development Sessions Survey/feedback
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	A. Assessments will reflect criterion referenced goals with clear TEKS alignment. B. Students will be engaged in student-centered activities 60% of class time weekly. C. Students will be provided with qualitative peer and teacher feedback and will celebrate growth and strengths.
Person Responsible	Teachers Team Leaders Administration
Monitoring Measures	Student Goal Sheets Walkthrough Data Lesson Plan
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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Activity	A. All teachers will have clear format for regular communication linked on teacher webpage. B. Have a parent night the fourth week of the first six weeks where the teachers in each grade level explain how to get to the class information, tutoring schedules, and how to sign in to Gradebook. Followed by a short Q & A - both the video and a transcript of the Q & A will be posted on the school website C. In the spring, we will have a community involvement event with an educational focus D. Each content will incorporate speakers or community resources once during the year.
Person Responsible	Team and Department Leaders Webmaster Administration
Monitoring Measures	Parent Night Attendance and Feedback Website Posting Community Night Attendance and Feedback
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 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 : Determining sources and defining effective data to drive planning decisions through the PLC.

Goal : Each department will create and use a protocol for efficiently collecting and using purposeful data to meet the needs of our diverse learners including the Special Education population to increase STAAR achievement to meet System Safeguards.

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	
Timeline for Implementation	Norms will be established at Summer Retreats Trainings will begin in August and continue each six weeks
November Progress Check	During retreats and Staff development in August 100% of PLC's established norms All teachers were trained in CMS in September and continued support is available in December. Back to Basics reinforced with "Word of the Week" for TEKS verbs Collab partners attended district training to establish instructional practices Intervention groups for 6th grade monitored through Advisory -adjustments were done 2nd 6 weeks and group is meeting to restructure services for 2nd semester.
March Progress Check	Over 80% of our PLC's are successful with the norms and resources for data. 40-50% still need to grow in analyzing the assessment data and developing meaningful in class interventions and extensions. PLC's are successful with common summative assessments but will need further growth with formative assessments. Modeling the 4C's is still an area of needed growth for 35% of our PLC's.
June Progress Check	Intervention groups in 6th grade reading did not show significant growth and will need new strategies. Math had more success. Analysis of assessment data with a focus on collective ownership is an area for improvement.

Activity 1

Activity	A. Each department will establish departmental norms for PLC to drive purposeful weekly planning. B. Within the planning protocol the PLC's will define the data protocol - "What data are we using and what is our definition of purposeful data?"
Person Responsible	Department Coordinators PLC Teams
Monitoring Measures	Norms defined - prior to the first day of school Data protocol - determined during the summer retreat or prior to the first day of school (changes to be made ongoing if needed)
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	A. Campus will reflect on Back to Basics trainings: - Building Assessments - Backwards planning/Alignment between formative and summative assessments - Unpacking TEKS/verb analysis - Modeling the 4C PLC - Cooperative teaching/Collaborative teaching (Collab. and Gen Ed. teacher together) B. Campus will utilize district resources for CMS training within the first two weeks by department (focus on how to use the tools/resources) C. Through PLC's and collaboration we will examine how to facilitate choice and how to design lessons, projects, etc. that give equitable choices to students. D. Campus will develop structures for clarity in gradebook.
Person Responsible	Administration Department Coordinators Professional Development Action Team
Monitoring Measures	Monthly Survey on PD Feedback from PLC each 6 weeks
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

Title 1 Campuses	
Promote Community Involvement	
Activity	<p>A. Before each unit the department will evaluate student readiness and answer the following questions- Do all students need to complete all of the work? What remediation needs to happen before learning new material? What purposeful extension work are we providing to students who are ready to move on?</p> <p>B. Twice a year each content will provide opportunity for choice - Students having equitable choices for showing mastery of material providing opportunities for students to investigate areas of interest.</p> <p>C. During each unit of instruction both teachers and students will reflect on data to identify areas of strength and areas of growth in defined goal setting formats</p> <p>D. Through streamlined partnerships and defined collaboration times we will enhance communication between our collaborative and Gen. Ed. teachers to define interventions and collaborative ownership/structures</p>
Person Responsible	PLC Teams Department Coordinators
Monitoring Measures	Lesson Plans Student Assignments with Choice Data on Interventions
Title 1 Fund	
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 4

Activity	A. Teachers will provide specificity with labels for grades stating the purpose, learning objective, or TEKS. B. Teachers will communicate resources tied to particular objectives for parents to use to help students at home.
Person Responsible	Teachers Administration
Monitoring Measures	Gradebook Student Conference Log Data Reflections
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
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 : Implement a comprehensive program to reinforce the importance of physical activity and healthy lifestyles.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017-May 2018
November Progress Check	PE teachers have taken data on student fitness and established lesson plans to continue to support growth. PTA is planning Color Run in the Spring, but restructured Fall event as a festival.
March Progress Check	Color Run is scheduled on April 14th. PE is using monitor watches to help students track fitness during activities.
June Progress Check	Fitness trackers supported intrinsic motivation for Student wellness.

Activity 1

Activity	In cooperation with PTA, the campus will host a community event each semester to promote fitness and healthy lifestyles.
Person Responsible	PTA Faculty Representatives Administration
Monitoring Measures	Feedback on event from all stakeholders
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	
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Activity 2

Activity	P.E. instructors will develop goals and objectives with the students based on fitness assessments and progress measures.
Person Responsible	P.E. Instructors
Monitoring Measures	Fitness Assessments Goal Progress 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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

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	