



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

**GARCIA MIDDLE SCHOOL**

**2017-2018**

# GARCIA MS

## Needs Assessment 2017-2018

### Process

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

Throughout the school year, data/evidence had been collected on data, discipline, grades, attendance, etc.

In March, staff members took a Needs Assessment Survey that focused on each of the Critical Success Factors.

In May, a team of 12 faculty members were pulled out and we analyzed all the evidence collected for each Critical Success Factor. We formulated the needs and root causes and created goals based on the needs/root causes and an action plan (major activities) to support our goals.

## 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.

<b>CSF 1: Academic Performance</b>	
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 type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" 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      CDB, Grades, Grades for each cycle	
Findings	<p>The needs based off the evidence collected were the following -</p> <p>#1 -Students need opportunities to use vocabulary in the classroom to build academic language and apply the language in class. -Teachers need strategies on vocabulary instruction on how to deliver to students.</p> <p>#2 -An understanding of what rigor is and how to increase it to meet the needs of our higher end students. -An understanding of the relevance of the standards to real life situations and how to build connections with students -How to effectively develop lesson</p> <p>#3 -Some of the class sizes are a bit large -The data shows that teachers do not have a level of comfort/lack of knowledge of grouping strategies</p> <p>#4 -As a campus we need to have a better understanding of the utilization of PLCS -There is a lack of in depth planning -During planning the PLCs need to have a better understanding to create assessments that are aligned to content.</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	The needs based off the evidence collected were the following - #1 Campus wide there needs to be data training to target the Purpose (why) to use data, the methods on how to use data, the action plans/template the campus can use and the conversations to hold in PLCs about data.
----------	--

**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	<p>The needs based off the evidence collected were the following -</p> <p>#1 Common Assessments - Campus wide we need to understand What is the goal/Purpose is, how to map out What TEKS need to be addressed, and how to plan with the end in mind.</p> <p>#2 Throughtout departments there are unclear expectations, sometimes meetings are not productive, there is a lack of purpose depending on what is being rolled out.</p>
----------	--

**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      Teacher Survey

Findings	<p>The needs based off the evidence collected were the following -</p> <p>#1 Middle school students are not being successful because of the following: Lack of Strategies, lack of understanding the tools that are available to them, common language that is being used throughout the grade levels and advisory is not be used properly (teacher buy-in).</p> <p>#2 Our students who are at higher levels need enrichment activities. We have focused on Struggling Kids this year and not so much on higher levels of activities.</p> <p>#3 Teachers need Time to plan at grade level and with cross curricular contents but they have different planning times, they may not be planned out early enough to have cross content discussions.</p> <p>#4 Teachers do not understand the focus of the campus, the common language that they should be using, and how to use time effectively when in planning.</p>
----------	---

**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

<input type="checkbox"/> Second language communication	
<input checked="" type="checkbox"/> Other Survey	
Findings	<p>The needs based off the evidence collected were the following -</p> <p>#1 Campus staff needs clarity on weekly emails/Parent Communication and if this is a campus expectation and what other methods can be used to communicate.</p> <p>#2 The campus needs to educate parents on the tools that they can use to help their child be successful with organization, self-advocacy, homework help, or anything else that pertains to middle school.</p>

<b>CSF 6: School Climate</b>	
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 checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>The needs based off the evidence collected were the following -</p> <p>#1 Staff does not feel connected with each other (team building).</p> <p>#2 Perception that responsibilities are not evenly distributed.</p> <p>#3 Cross Curricular Planning is a need</p>

<b>CSF 7: Teacher Quality</b>	
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 checked="" type="checkbox"/> Teacher attendance	
<input checked="" 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 checked="" 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	<p>The needs based off the evidence collected were the following -</p> <p>#1</p> <p>There is a need for differentiated PD regards to TTESS domains evidence (below)</p> <p>2.1 - 33% Need Improvement</p> <p>2.2 - 83% Developing</p> <p>2.3 - 50% Developing</p> <p>2.4 - 50% Developing</p> <p>2.5 - 50% Developing</p>

**Priority Needs**

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

Priority Need 1

Campus wide we need to utilize PLC planning time to integrate data, lesson design with alignment to TEKS and the development of common assessment to address all special populations
CSF 1 Academic Performance

Priority Need 2

Campus wide we need clarity and structures about data analysis
CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Campus wide there are unclear expectations within the departments.
CSF 3 Leadership Effectiveness

Priority Need 4

Our middle school students are lacking necessary skills to be successful learners and parents are lacking the tools to help their child.
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement

Priority Need 5

Not all campus members know the campus needs or expectations of the school goals and mission
CSF 7 Teacher Quality

**Campus: GARCIA MS**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 05/22/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Tracy Wernli	
Parent Community Representative	Melissa Moran	
Staff Representative	Stacie Tharp	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Angelique Hall	Staff Member
Susana Villarreal	Staff Member
Brittany Sharnsky	Staff Member
Isaac Esquivel	Staff Member
Patricia Gutierrez	Staff Member
Jose Colon	Staff Member
Julia Salazar	Staff Member
Eugenia Garza	Central Office Representative
Dlorah Martin	Business Representative
Lauren West	Parent
Melissa Moran	Parent
Luisa Villa	Parent
Sharon Sanchez	Parent
Leroy Sanchez	Parent
Mari Thomas	Parent
Marcia Sotelo	Parent
Amy Hibbetts	Parent



**CAMPUS: GARCIA 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		AM-Review 2016-2017 Data, SIP, Sponsor's Presentations PM-Workday	Instruction	Staff	All	Local	3
08/22/2017		AM-TTESS Refresher PM-504/Dyslexia, Cyber-security/Emergency Plan, and High Risk Behavior	Instruction	Staff	All	Local	6
08/23/2017		AM-Workday PM-District Staff Development	Instruction	Staff	All	Local	3
10/09/2017		AM-District Staff Development PM-PLCs/Department Training	Instruction	Staff	All	Local	6
11/20/2017		Individual Staff Development	Instruction	Staff	All	Local	6
11/21/2017		Individual Staff Development	Instruction	Staff	All	Local	6
02/19/2018		AM-District Staff Development PM- PLCs/Department Training	Instruction	Staff	All	Local	6

CAMPUS: GARCIA MS

**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	94%	70%	97%	74%	79%	94%	71%	44%	96%
African-American	86%	46%	81%	66%	74%	86%	54%	31%	88%
Hispanic	93%	64%	83%	69%	77%	93%	66%	38%	95%
White	95%	75%	99%	85%	87%	96%	76%	48%	98%
Economically Disadvantaged	87%	47%	86%	66%	71%	82%	52%	20%	84%
Special Education	63%	32%	70%	36%	43%	68%	37%	13%	70%
At-Risk	78%	33%	88%	56%	62%	82%	36%	13%	84%
Limited English Proficient	54%	15%	70%	44%	42%	52%	10%	0%	70%
Asian	93%	78%	96%	91%	81%	93%	81%	60%	95%
American Indian	100%	100%	100%	74%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	76%	81%	100%	0%	0%	100%
Two or More	95%	82%	100%	83%	89%	97%	78%	47%	99%

**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	88%	63%	94%	68%	70%	91%	68%	27%	93%
African-American	75%	42%	71%	58%	65%	90%	70%	20%	92%
Hispanic	86%	56%	93%	63%	67%	88%	60%	20%	90%

White	89%	69%	94%	79%	81%	94%	73%	33%	96%
Economically Disadvantaged	76%	40%	83%	59%	59%	77%	58%	14%	79%
Special Education	34%	17%	70%	27%	31%	43%	17%	10%	70%
At-Risk	60%	22%	73%	46%	47%	69%	23%	5%	70%
Limited English Proficient	43%	0%	70%	38%	31%	36%	21%	0%	70%
Asian	92%	83%	97%	89%	79%	92%	89%	51%	94%
American Indian	N/A	N/A	100%	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	71%	75%	N/A	N/A	N/A	N/A
Two or More	94%	78%	100%	76%	82%	100%	80%	32%	100%

**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	91%	61%	95%	76%	77%	92%	65%	31%	94%
African-American	78%	44%	81%	65%	70%	73%	43%	20%	75%
Hispanic	92%	57%	94%	72%	75%	91%	60%	26%	93%
White	92%	65%	97%	85%	86%	92%	70%	35%	94%
Economically Disadvantaged	84%	46%	83%	69%	68%	84%	52%	18%	86%
Special Education	60%	26%	70%	44%	47%	69%	31%	14%	70%
At-Risk	74%	27%	82%	61%	62%	78%	33%	6%	80%
Limited English Proficient	71%	33%	70%	58%	54%	69%	26%	5%	70%
Asian	94%	79%	99%	94%	85%	97%	82%	48%	99%
American Indian	N/A	N/A	100%	75%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	78%	83%	100%	0%	0%	100%
Two or More	91%	64%	97%	82%	85%	93%	67%	40%	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	Meets Standard	Masters Standard	
All Students	100%	97%	100%	82%	99%	100%	90%	61%	100%

**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	94%	80%	94%	74%	76%	93%	77%	43%	95%
African-American	81%	63%	70%	63%	68%	69%	50%	19%	70%
Hispanic	94%	72%	92%	69%	72%	91%	71%	31%	93%
White	96%	86%	97%	86%	88%	96%	85%	54%	98%
Economically Disadvantaged	90%	68%	71%	66%	66%	82%	49%	15%	84%
Special Education	79%	51%	70%	38%	44%	65%	42%	23%	70%
At-Risk	79%	42%	82%	56%	57%	77%	44%	9%	79%
Limited English Proficient	53%	42%	70%	44%	36%	43%	14%	0%	70%
Asian	92%	87%	98%	92%	84%	91%	84%	69%	93%
American Indian	100%	100%	100%	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	84%	N/A	N/A	N/A	N/A
Two or More	100%	96%	97%	83%	87%	95%	79%	58%	97%

**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	87%	63%	97%	62%	63%	89%	64%	41%	91%
African-American	75%	50%	93%	50%	55%	56%	44%	31%	70%
Hispanic	82%	55%	96%	55%	58%	88%	56%	31%	90%

White	91%	67%	99%	75%	80%	91%	73%	49%	93%
Economically Disadvantaged	72%	46%	83%	51%	51%	70%	41%	15%	71%
Special Education	51%	26%	70%	30%	33%	48%	35%	13%	70%
At-Risk	52%	19%	86%	40%	40%	66%	29%	13%	70%
Limited English Proficient	37%	16%	70%	29%	22%	14%	0%	0%	70%
Asian	87%	82%	95%	87%	76%	88%	69%	59%	90%
American Indian	100%	100%	100%	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	63%	84%	N/A	N/A	N/A	N/A
Two or More	96%	85%	83%	72%	80%	95%	79%	58%	97%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.8%	97.4%
African-American	95.4%	95.8%	97.3%	98.2%
Hispanic	95.6%	95%	96.7%	97.6%
White	96%	95.8%	96.9%	97.8%
Economically Disadvantaged	95.4%	94.4%	96.1%	97%
Special Education	94.5%	93.9%	95.5%	96.4%
Limited English Proficient	96.4%	95.8%	96.8%	97.7%
Asian	97.8%	96.8%	97.7%	98.6%
American Indian	95.3%	95.2%	96.3%	97.2%
Hawaiian Pacific Islander	95.5%	96.1%	97.4%	98.3%
Two or More	95.9%	96%	97.5%	98.4%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0.07%	0.5%

## 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	881	898
PSAT Reading/Writing Section Mean	396	446	454
PSAT Math Section Mean	395	435	443

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Campus wide we need to utilize PLC planning time to integrate data, lesson design with alignment to TEKS and the development of common assessment to address all special populations

Goal : As a campus, we will increase our STAAR results at the meets level to 50% in the subpopulations of LEP, Special Education and At Risk

### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local
Timeline for Implementation	September 2017 - June 2018

November Progress Check	<p>Campus Wide PD have included - PLC development with coordinators, level leads, and whole campus, GT Depth and Complexity, Tech Choice Boards, BrainPop, and EL Overview with (teachers with EL students). Coordinators have discussed "framing the lesson" with their departments in regards to "The Fundamental Five."</p> <p>Social Studies is creating CMS exams this year to better integrate data, and align to data reflection. This is giving us a better way of tracking missing TEKS. Social Studies is also working this year to better track instruction for our special population students. By creating lessons that work to build student performance in ELL, SPEC, At Risk. Teachers are developing new lessons this year and working to put them in lesson folders for each grade level. This will also help track lessons and the data.</p> <p>Social Studies on Sept. 28th a PD on PLC development and on Oct. 26 a training on ELL strategies.</p> <p>ELA coordinator met with 8th US History teacher to help scaffold expository prompts using historical quotes</p> <p>Lizzie met with 7th ELA to discuss oral administration using google classroom settings.</p> <p>Historian to discuss WWII to make novel connections for 7th ELA (Jahnke)</p> <p>Science is rewriting tests to include more double coded questions to meet a weakness in process skills reflected in our scores from 2016-2017.</p> <p>Rdg 8th CDB reflects that LEP percent correct was a 45%</p> <p>Rdg 8th CDB reflects that SE percent correct was a 59%</p> <p>Rdg 8th CDB reflects that EcoDis percent correct was 72%</p> <p>Rdg 7th CDB reflects that LEP percent correct was a 62%</p> <p>Rdg 7th CDB reflects that SE percent correct was a 59%</p> <p>Rdg 7th CDB reflects that EcoDis percent correct was 67%</p> <p>Rdg 6th CDB reflects that LEP percent correct was a 50%</p> <p>Rdg 6th CDB reflects that SE percent correct was a 46%</p> <p>Rdg 6th CDB reflects that EcoDis percent correct was 61%</p> <p>Math 7th CDB reflects that LEP percent correct was a 65%</p> <p>Math 7th CDB reflects that SE percent correct was a 58%</p> <p>Math 7th CDB reflects that EcoDis percent correct was 70%</p> <p>Science 7th CDB reflects that LEP percent correct was a 82%</p> <p>Science 7th CDB reflects that SE percent correct was a 77%</p> <p>Science 7th CDB reflects that EcoDis percent correct was 81%</p>
-------------------------	--



March Progress Check	<p>ELA 8th PLC has started target tutoring for struggling students in subpops.  Math PD provided by district it entailed enrichment ideas. We integrate formative checks to create flexible groups in our classes. We are providing targeted tutorials and inviting our subpopulations. Some of the technology we integrate is Desmos, socrative, quizzizz, kahoot, google classroom, choice boards.  ELA 7th has targeted tutorials for students struggling with both reading TEKS and writing TEKS. These started Nov. 2017  Science has created targeted tutorials for students struggling with TEKS.  ELA 8th CDB 2 reflects that LEP percent correct was a 52%  ELA 8th CDB 2 reflects that SE percent correct was a 59%  ELA 8th CDB 2 reflects that EcoDis percent correct was a 75%  ELA 7th CDB 2 reflects that LEP percent correct was 40% (revise/edit)  ELA 7th CDB 2 reflects that SE percent correct was 55%(revise/edit)  ELA 7th CDB 2 reflects that EcoDis percent correct was 63%(revise/edit)  ELA 6th CDB 2 reflects that LEP percent correct was 56%  ELA 6th CDB 2 reflects that SE percent correct was 51%  ELA 6th CDB 2 reflects that EcoDis percent correct was 65%  SS 8th CDB 1 reflects that LEP percent correct was 57%  SS 8th CDB 1 reflects that SE percent correct was 65%  SS 8th CDB 1 reflects that EcoDis percent correct was 76%  SS 7th CDB 1 reflects that LEP percent correct was 66%  SS 7th CDB 1 reflects that SE percent correct was 63%  SS 7th CDB 1 reflects that EcoDis percent correct was 65%  Math 8th CDB 1 reflects that LEP percent correct was 63%  Math 8th CDB 1 reflects that SE percent correct was 62%  Math 8th CDB 1 reflects that EcoDis percent correct was 70%</p>
----------------------	---

June Progress Check	<p>All contents had over 50 targeted tutorials sessions per grade level/subject.</p> <p>Reading 8th Grade 1st Round -  LEP - Approaches was at 60%, Meets was at 10%  Last YEAR data was Approaches was at 29%, Meets was at 0%</p> <p>Special Education - Approaches was at 64%, Meets was at 14%  Last YEAR data was Approaches was at 57%, Meets was at 30%</p> <p>At Risk - Approaches was at 84%, Meets was at 43%  Last YEAR data was Approaches was at 80%, Meets was at 39%</p> <p>Math 8th Grade 1st Round -  LEP - Approaches was at 80%, Meets was at 30%  Last YEAR data was Approaches was at 57%, Meets was at 14%</p> <p>Special Education - Approaches was at 68%, Meets was at 41%  Last YEAR data was Approaches was at 62%, Meets was at 10%</p> <p>At Risk - Approaches was at 85%, Meets was at 39%  Last YEAR data was Approaches was at 76%, Meets was at 25%</p>
---------------------	--

Activity 1

Activity	The campus will provide professional development opportunities once per six weeks including the following topics but not limited to: professional learning communities, disaggregating data to make instructional decisions, vocabulary instructional strategies, flexible grouping configuration, and enrichment ideas for high achieving students
Person Responsible	Administrators Non-Campus Staff
Monitoring Measures	Attendance Sheets of PD Calendar of PD Sessions Implementation in lesson Plans Discussion of implementation in PLCS/Department Mtgs Walkthroughs/Observations
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	The campus will collaboratively read and complete learning activities with the book "The Fundamental Five."
Person Responsible	Administrators Department Coordinators Level Leads
Monitoring Measures	Attendance Sheets of PD Calendar of PD Sessions Implementation in lesson Plans Discussion of implementation in PLCS/Department Mtgs Walkthroughs/Observations
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	Each grade level will plan with the academic technology coach twice a semester to incorporate extension activities with the use of technology.
----------	--

Person Responsible	Administrators Department Coordinators Campus academic technology coach
Monitoring Measures	Attendance Sheets of PD Calendar of PD Sessions Implementation in lesson Plans Discussion of implementation in PLCS/Department Mtgs Walkthroughs/Observations
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	The campus will develop grade level time during the school year for teams to discuss different student learning objectives, concerns and/or how they are integrate across disciplines.
Person Responsible	Administrators Campus Teachers
Monitoring Measures	Attendance Sheets of Cross Curricular Team Mtgs Calendar of Cross Curricular Team Mtgs Implementation in lesson Plans Discussion of implementation in PLCS/Department/Cross Curricular Mtgs Walkthroughs/Observations
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	At least one time per year per department, community members or business partners will present how they use a specific topic in their field and then students will use that knowledge towards a real life application/situation in class.
Person Responsible	Administrators Departments
Monitoring Measures	Presentations PLC Disucssion
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	

**Goal 2**

Need : Campus wide we need clarity and structures about data analysis

Goal : As a campus, each core content PLC will analyze data to create instructional decisions for intervention and/or enrichment lessons.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September 2017 - June 2018
November Progress Check	<p>ELA PLC analyzed reading CDB data to determine intervention process</p> <p>ELA PLC teams created intervention lists and will start targeted tutorial in November</p> <p>Science PLCs analyze data at the first meeting following test administration - coordinator runs data for entire PLC and each individual teacher runs class data - targeted tutoring/retest is built based on data and needs of students</p> <p>Science department has met as a PLC, department and district to discuss and model the structure of PLCs and how to process the 4 foundational questions</p> <p>Science department has conducted targeted tutoring on 9/14, 9/28, 9/29, 10/2, 10/4, 10/5, 10/25, 10/26, 10/27, 11/1, 11/8 reaching approximately 200 students.</p> <p>Embedded tutorials have started with approximately 115 6th grade students to target intervention in Reading and in Math.</p> <p>Two different tutors have been hired to work with these students in Reading and Math and the materials they are using are from the PLC teams looking at the data and creating foundational lessons for them to work on.</p>

<p>March Progress Check</p>	<p>ELA 8th PLC analyzed Cold Read Assessment for Expository Unit to determine interventions. Math we use data analysis common assessment tool to look at areas of strength and opportunity in our units. We plan our reteach sessions around the data and recursive reviews within our lesson plans. In 6th PLC the data is used to drive advisory tutorials. Our targeted tutorials were based on CDB data and common assessments.</p> <p>ELA 7th PLC analyzed spring CDB data for Revising and Editing, looking for key areas to address instructionally.</p> <p>Science uses data from all ongoing and unit assessments to create targeted tutoring/reteach sessions.</p> <p>7th SS -</p> <p>Nov. Student written Cornell Notes summaries on Colonization and Settlement in Texas. Provided before and after school reteach sessions and retest opportunities.</p> <p>Dec. Students participated in a dual reading comprehension and writing activity on the William B. Travis letter. Provided before and after school reteach sessions and retest opportunities.</p> <p>Jan. Students participated in a gallery walk and summarized the main ideas of important Texans during the Republic years. Provided before and after school reteach sessions and retest opportunities.</p> <p>Feb. Students did a quick write on the Bill of Rights. Provided before and after school reteach sessions and retest opportunities.</p> <p>March Students summarized the main ideas of important leaders during the Civil War. Provided before and after school reteach sessions and retest opportunities.</p> <p>8th SS- Nov. Test grades were used to evaluate student achievement. Those that weren't able to reach a satisfactory level were assigned a re-teach group and came in, outside of class, to work on the information that they had not mastered.</p> <p>Dec. Students took a "Tour of Knowledge" that had them summarize, as a group, the TEKs from first semester. We were then able to see common "holes in learning" that allowed us to go back individually and re-teach any missed information.</p> <p>Jan. Strategies from November and December were combined to review any gaps in information and anything not adequately taught by teachers or learned by students.</p> <p>Feb. Students were grouped according to their grades, test averages, and CDB scores in order to establish "Intervention Groups" that will be used for pull outs. The boys and girls will get pulled out of study hall, AVID, etc... to get extra review and preparation for STAAR.</p> <p>March We pre-test the students on Sectionalism (a topic covered in 7th grade) to see what they know. We will then tailor our lessons on Sectionalism to only address the information that they are missing. We can "remind and move on" for information that they already know.</p>
-----------------------------	---

June Progress Check	All contents analyzed their data and came up with the following blitz rotation schedules - Reading, Math, History, and Science. Based on the data, all students were involved in 8 different mini lessons after a data review of CDBs and common assessment to prepare for the STAAR tests.  All contents held over 50 targeted sessions based on data.
---------------------	---

Activity 1

Activity	By October, the campus will provide professional development on the purpose of data, the framework of PLC data conversations, and the methods to analyze data.
Person Responsible	Administrators Department Coordinators PLCs
Monitoring Measures	Attendance Sheets of PD Calendar of PD Sessions Implementation in lesson Plans Discussion of implementation in PLCs/Department Mtgs Walkthroughs/Observations
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	Using the data, the grade level teams will create intervention and/or enrichment sessions to provide extra instructional support for those students who need it at least once per six weeks. (to address Special Education in Writing and Social Studies).
Person Responsible	PLC Department Coordinator Academic Dean



Monitoring Measures	Completion of action plans of the data Implementation of action plans in lesson plans Discussion of implementation in PLCS/Department Mtgs Walkthroughs/Observations
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 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	

**Goal 3**

Need : Campus wide there are unclear expectations within the departments.

Goal : As a campus, we will develop clear expectations for each campus learning time.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September 2017 - June 2018
November Progress Check	<p>Staff handbook was created and printed. All staff members have a copy of the handbook and it was posted on the staff google site page with updates/revisions. A faculty learning center was created to hold professional learning time for the faculty.</p> <p>ELA department collaboration time has specific objectives set for each meeting. Two teachers will present nonfiction strategies received at a PD in December</p> <p>Science learning dates have been assigned to each teacher to provide a strategy or structure that they are currently utilizing in their classroom</p> <p>SE learning times reflect a different teacher presenting a strategy used in their setting</p>
March Progress Check	<p>Our dept meetings entail campus wide professional learning, such as Fundamental Five.</p> <p>ELA department collaboration focuses on strategies from the Fundamental Five : Framing the lesson, Working in the Powerzone</p> <p>ELA department collaboration: teachers shared strategies from the classroom: how to incorporate news stories for summary and theme; how to incorporate analysis of TED Talks.</p> <p>Science department meetings have included discussion of the Fundamental Five (Framing the Lesson and bit of Working in the Power Zone); additionally, each department meeting a teacher or teachers have presented effective teaching strategies or led a discussion on classroom issues</p>
June Progress Check	Each department collaboration: teachers shared strategies from the classroom, the rest of the fundamental five strategies.

**Activity 1**

Activity	The campus will re-frame the name to all meetings to campus learning time.
Person Responsible	Administrators All Campus Staff
Monitoring Measures	Discussion of Common Language Across Staff Members All documents using the same language
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 2

Activity	The campus leadership team will create a staff handbook outlining campus policies and expectations.
Person Responsible	Administrators Department Coordinators
Monitoring Measures	Observations of the implementation of the Guidelines for Department Learning Time Walkthroughs Discussions with coordinators
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 3

Activity	Each department will meet one time per month and each learning time will include one of the following: strategy share that aligns to campus and/or district focus, vertical alignment, or discussion of current campus professional development implementation.
Person Responsible	Department Coordinators Administrators
Monitoring Measures	Department Meeting Agendas Implementation of strategies discussed Sign in sheets
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

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	Monthly the leadership team will decide on professional development choices for the staff and how to follow up with structured conversations within their department learning times.
Person Responsible	Leadership Team
Monitoring Measures	Agenda Meeting Notes Implementation of PD choices Calendar of PD choices Feedback from staff members
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

**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 : Our middle school students are lacking necessary skills to be successful learners and parents are lacking the tools to help their child.

Goal : As a campus, we will create two programs for students and parents to learn the necessary tools for navigating middle school.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September 2017 - June 2018
November Progress Check	Two parent sessions called "Navigating Middle School" that focus on tools to help their middle school child were held in Sept and November. Sessions included: Navigating HS Credit Courses, Databases, Presentation Sites and Homework Help, Google Classroom, Understanding Google Apps, Social Media, David's Law, Mandy Majors, and Parent Access Center.
March Progress Check	We participated in Course Card for 5th graders transitioning to MS. We provided information on the various courses in math that students could participate in. ELA department hosted a table to navigate questions for incoming 5th graders/ parents: Summer Reading options, differentiation between Pre-Ap and academic courses. Science had discussions with incoming 5th grade parents and students about the rigors of the science classroom in 6th grade
June Progress Check	A few of the online resources that have been provided for parents are the following: Campaign for mental health, summer safety tips for teens, and information about Stem Fest.

#### Activity 1

Activity	As a campus, we will develop an after school program that will be offered 2x per week that focuses on organization, time management, study skills, technology skills, and self-advocacy.
Person Responsible	Administrator Campus Staff
Monitoring Measures	Calendar of Sessions Lesson Implementation Student Sign Up Sheets
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 2

Activity	Campus Faculty will be trained on the purpose of the program and view the calendar of specific lessons, and how to sign up students for a set of lessons.
Person Responsible	Administrators
Monitoring Measures	Sign in sheets Proper use of signing students up throughout the year Student sign in lists
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 3

Activity	As a campus, we will hold at least two parent sessions called "Navigating Middle School" that focus on tools to help their middle school child.
Person Responsible	Administrators Campus Staff
Monitoring Measures	Attendance sheets Parent Night Dates Feedback from parents
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	As a campus, our campus newsletter will provide parent resources geared for parents of middle school students at least once per six weeks.
Person Responsible	Administrators
Monitoring Measures	Parent Newsletter and how many views Parent Feedback Resources given to parents Documentation of how many times resources have been given out to parents
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	As a campus, we will hold at least two parent sessions called "Navigating Middle School" that focus on tools to help their middle school child.
Person Responsible	Administrators Campus Staff
Monitoring Measures	Attendance sheets Parent Night Dates Feedback from parents
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 4. Implement and promote a collaborative approach to school and community safety.

**Goal 5**

Need : Not all campus members know the campus needs or expectations of the school goals and mission

Goal : The campus will ensure every interview panel and interview questions are diverse

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September 2017 - June 2018
November Progress Check	All our summer hires included a teacher, counselor or department coordinator 100% of the time. Since the school year has started, we have not had to hire anyone new.
March Progress Check	We have had to hire one math teacher and there was a teacher, department coordinator and admin in the interview.
June Progress Check	We have not had to hire any teachers since March.

**Activity 1**

Activity	Every interview committee will include a teacher, counselor or department coordinator 100% of the time.
----------	---

Person Responsible	Administrators
Monitoring Measures	Interview Sheets
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Every interview, the committee will use at least one question from the suggested Gallup Interview questions
Person Responsible	Administrators Interview Panel
Monitoring Measures	Interview Sheets Interview Questions
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
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	

Goal : Provide school wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017 - June 2018
November Progress Check	We have provided a campus wide rotation for extra physical fitness activities called Gladiator Games which was held in October 2017.
March Progress Check	We have provided two campus wide rotation for extra physical fitness activities and our PE coaches do have a monthly bulletin boards that they do change out on healthy facts for everyday living.
June Progress Check	We have provided 4 campus wide rotation for extra physical fitness activities and our PE coaches do have a monthly bulletin boards that they do change out on healthy facts for everyday living.

Activity 1

Activity	Provide campus wide rotations at least once a semester that implement healthy lifestyles and physical fitness activities.
Person Responsible	Administration Coaches All Staff
Monitoring Measures	Number of Physical Fitness Activities Demonstrations of Lessons
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 2

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 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	