



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

LUNA MIDDLE SCHOOL

2017-2018

LUNA MS

Needs Assessment 2017-2018

Process

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

On March 6, 2017 the Coordinator's Council met to complete a needs assessment and root cause activity for the needs identified. The activity led us to creating two goals for the 2017-2018

First Goal: In one year each PLC will demonstrate an increase in one level of the continuum rubric.

Second Goal: In one year each teacher will see a 3% increase in each of the sub-pops as evidenced by summative assessments.

Third Goal: We will increase the Master level on STAAR by 3%.

As we worked through the root causes for PLC dysfunction, we determined there was no collegial accountability, no roles in PLC, a lack of understanding, the inability to disaggregate data efficiently, and teachers' understanding of how to use data was unclear.

As we worked through the root causes for sub-pop performance deficiencies, we determined that we had a lack of positive relationships with students, a lack of student motivation, and we need to evaluate the reason we work with students.

Our findings were that subpops needed refinement, there was a gap between grades and CDB performance, grades dropped 4th six weeks through the end of the year, and eco dis students that made A's continued to make A's.

The administrative team, based on 2016 STAAR data, determined there was a need to increase rigor for all students but especially for students who have the potential to reach the Master level on STAAR.

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 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 type="checkbox"/> Other	
Findings	<p>We found that our failure rates in eco dis declined after fourth six weeks. Teachers were not being held accountable for their planning and therefore, impacted their work to customize learning for students needing intervention and those needing extended learning.</p> <p>At the time of our root cause activity, we did not have current STAAR data. We do now. Our reading, writing, and social studies scores were low.</p> <p>In each case, the lack of planning and teacher quality impacted the scores. We have now identified the failures by teacher.</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.	

<input checked="" type="checkbox"/> Student attendance
<input type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input type="checkbox"/> Common Assessments
<input type="checkbox"/> Other
Findings
Student attendance impacts learning for the chronically absent students. Overall, student attendance is good. However, the at risk students who are chronically absent had a higher failure rate.

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.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>All of the items checked have been analyzed. Most have been addressed. We now have two leadership teams. One team is made up of coordinators and the other team is made up of elected departmental representatives. The distribution of leadership is effective; however, all but two coordinators are new to their position. The instructional team is growing into their responsibilities.</p> <p>The operational team gives teachers a voice on campus. The Blue Digital Locker continues to support teacher concerns.</p> <p>There was a huge lack of monitoring teacher performance and timely feedback.</p> <p>The master schedule is not an issue. Teachers have common planning time.</p> <p>Parent surveys were overall positive and supportive.</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

Findings	Our RTI process has been solid. Counselors, admin, and SE Coordinator meet every Tuesday. The Academic Dean addresses teachers during our meeting regarding any failures to document. We occasionally include students in our meetings.
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Interventions and increased learning time and their effectiveness are addressed at every CC meeting.

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	The ESL teacher is included in our CC meetings. We have found that there is a need to improve our communication with ESL parents.
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Our family and community efforts have been successful.

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

<input checked="" type="checkbox"/> Parent surveys
<input type="checkbox"/> Student surveys or panels
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other
Findings
<p>Teacher concerns are addressed by the operational team. Parent surveys have been mostly positive.</p> <p>Discipline records indicate that we need to work on classroom management with a few teachers. We also recognize that we need to coach these teachers in building relationships with students and improving their communication with parents.</p> <p>Our clubs and extra-curricular activities continue to support a healthy climate for our students and teachers.</p>

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 checked="" type="checkbox"/> Teacher attendance	
<input type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" 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>Teacher attendance has not been addressed. We had several teachers who were in need of reprimands.</p> <p>Retention has not been an issue.</p> <p>There is a need to vertically align each department.</p> <p>There is a need for effective planning.</p> <p>Teachers are involved with planning and presenting professional development. Our teachers are consistently successful with meeting the requirements as well as seeking additional PD.</p>

Priority Needs

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

Priority Need 1

There is a need for effective planning.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 2

There is a need to improve student success in our ELL, At Risk, and Special Education sub populations.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 3

There is a need to improve Master level percentages on STAAR testing.

- CSF 1 Academic Performance
- CSF 4 Increased Learning Time

Priority Need 4

There is a need to improve the 7th grade writing scores. We have not made any significant growth in this area. We need to address the need for students to write complete sentences and to be able to use academic vocabulary.

Campus: LUNA MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 11/28/2017

SAT Member	Name	Signature
Principal	Lisa Richard	
Parent Community Representative	Adriana Munoz	
Staff Representative	Brian Navarro	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Lisa Richard	Principal
Brock Horton	Administrator
Sandra Gonzalez	Staff Member
Becky Malarski	Staff Member
Belinda Markovich	Staff Member
Jessica Logan	Staff Member
Brian Navarro	Staff Member
Richard Deleon	Staff Member
Amy McLean	Staff Member
Adriana Munoz	Parent

CAMPUS: LUNA 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		PLC AND T-TESS	Instruction	Teachers	At Risk, ELL, and SE	Local	8
08/22/2017		PLC AND T-TESS	Instruction	Teachers	At Risk, ELL, and SE	Local	8
08/23/2017		PLC AND T-TESS	Instruction	Teachers	At Risk, ELL, and SE	Local	8
10/09/2017		PLC	Instruction	Teachers	At Risk, ELL, and SE	Local	4
11/20/2017	08/19/2017	PLC Retreat	Instruction	Teachers	At Risk, ELL, and SE	Local	6
11/21/2017	06/03/2017	PLC	Instruction	Coordinators	At Risk, ELL, and SE	Local	6
02/19/2018		PLC	Instruction	Teachers	At Risk, ELL, and SE	Local	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	84%	51%	85%	74%	79%	82%	49%	21%	85%
African-American	78%	39%	78%	66%	74%	77%	44%	16%	80%
Hispanic	83%	48%	85%	69%	77%	81%	45%	18%	84%
White	90%	63%	90%	85%	87%	87%	58%	26%	90%
Economically Disadvantaged	79%	45%	80%	66%	71%	77%	39%	15%	80%
Special Education	46%	23%	50%	36%	43%	51%	30%	9%	54%
At-Risk	67%	21%	70%	56%	62%	65%	22%	3%	68%
Limited English Proficient	38%	9%	40%	44%	42%	40%	10%	2%	43%
Asian	96%	57%	98%	91%	81%	95%	76%	48%	98%
American Indian	100%	100%	100%	74%	77%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	67%	100%	76%	81%	86%	86%	43%	89%
Two or More	79%	44%	85%	83%	89%	90%	61%	34%	93%

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	75%	45%	75%	68%	70%	76%	45%	8%	78%
African-American	74%	37%	70%	58%	65%	79%	44%	10%	81%
Hispanic	71%	40%	75%	63%	67%	72%	40%	7%	74%
White	85%	56%	85%	79%	81%	84%	55%	7%	86%
Economically Disadvantaged	71%	38%	70%	59%	59%	68%	35%	3%	70%

Special Education	34%	24%	50%	27%	31%	43%	23%	2%	45%
At-Risk	46%	15%	50%	46%	47%	55%	19%	2%	57%
Limited English Proficient	20%	7%	50%	38%	31%	50%	7%	0%	52%
Asian	91%	82%	90%	89%	79%	67%	67%	50%	69%
American Indian	N/A	N/A	85%	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	80%	60%	85%	71%	75%	100%	100%	0%	100%
Two or More	65%	39%	70%	76%	82%	86%	61%	14%	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	80%	42%	80%	76%	77%	80%	43%	14%	83%
African-American	70%	30%	75%	65%	70%	69%	37%	12%	72%
Hispanic	78%	38%	80%	72%	75%	79%	38%	10%	82%
White	88%	51%	90%	85%	86%	88%	55%	20%	91%
Economically Disadvantaged	77%	35%	80%	69%	68%	74%	36%	9%	77%
Special Education	50%	24%	60%	44%	47%	47%	22%	8%	50%
At-Risk	62%	16%	70%	61%	62%	65%	18%	3%	68%
Limited English Proficient	53%	12%	50%	58%	54%	56%	10%	8%	59%
Asian	100%	62%	95%	94%	85%	94%	83%	39%	97%
American Indian	100%	50%	100%	75%	77%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	89%	78%	95%	78%	83%	100%	60%	40%	100%
Two or More	80%	48%	85%	82%	85%	83%	48%	23%	86%

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%	89%	100%	82%	99%	100%	94%	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	72%	38%	75%	74%	76%	82%	53%	16%	85%
African-American	59%	22%	70%	63%	68%	71%	40%	3%	74%
Hispanic	74%	36%	75%	69%	72%	78%	47%	12%	81%
White	72%	46%	80%	86%	88%	90%	68%	27%	93%
Economically Disadvantaged	67%	30%	70%	66%	66%	76%	45%	13%	79%
Special Education	29%	13%	50%	38%	44%	53%	32%	11%	56%
At-Risk	51%	13%	60%	56%	57%	61%	24%	4%	64%
Limited English Proficient	11%	11%	50%	44%	36%	33%	13%	7%	36%
Asian	80%	60%	85%	92%	84%	89%	67%	33%	92%
American Indian	100%	100%	100%	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	100%	75%	84%	100%	60%	20%	100%
Two or More	81%	46%	80%	83%	87%	88%	67%	25%	91%

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	68%	24%	70%	62%	63%	68%	35%	18%	71%
African-American	56%	25%	70%	50%	55%	49%	11%	3%	52%
Hispanic	67%	19%	70%	55%	58%	63%	29%	14%	66%
White	73%	34%	75%	75%	80%	81%	47%	28%	84%
Economically Disadvantaged	60%	18%	70%	51%	51%	59%	24%	14%	62%
Special Education	33%	13%	50%	30%	33%	38%	30%	21%	41%

At-Risk	47%	9%	50%	40%	40%	39%	12%	5%	42%
Limited English Proficient	11%	0%	50%	29%	22%	20%	7%	0%	23%
Asian	100%	20%	85%	87%	76%	89%	44%	22%	92%
American Indian	100%	50%	100%	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	70%	63%	84%	80%	80%	40%	83%
Two or More	69%	31%	70%	72%	80%	79%	50%	29%	82%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	97%
African-American	95.4%	95.8%	95.9%	97%
Hispanic	95.6%	95%	95.7%	97%
White	96%	95.8%	95.4%	97%
Economically Disadvantaged	95.4%	94.4%	95%	97%
Special Education	94.5%	93.9%	94.8%	97%
Limited English Proficient	96.4%	95.8%	95.7%	97%
Asian	97.8%	96.8%	96.8%	98%
American Indian	95.3%	95.2%	95.1%	97%
Hawaiian Pacific Islander	95.5%	96.1%	94.7%	97%
Two or More	95.9%	96%	95.1%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0.08%	0.05%

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	806	830
PSAT Reading/Writing Section Mean	396	406	420
PSAT Math Section Mean	395	400	410

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : There is a need for effective planning.

Goal : In one year each Instructional Team will demonstrate an increase in one level of the continuum rubric.

Goal Details

Student Groups Impacted	Special Education, At Risk, ELL
Funding Needed	Local
Timeline for Implementation	School year
November Progress Check	Each Instructional Team completed a baseline evaluation on the PLC Continuum in the 7th week of school. We will complete another evaluation to see if there is any improvement. Administration attends IT meetings on Mondays. We are there to listen and guide if needed. Immediate feedback is given at the end of the meetings to the IT's so that they know immediately the areas of improvement needed and areas of strengths.
March Progress Check	Each IT completed another PLC evaluation on February 19, 2018. Most teams made some significant progress.
June Progress Check	Each IT completed the last PLC evaluation on June 8, 2018. Again, there was significant progress for most teams.

Activity 1

Activity	Professional development will be focused all year on PLC continuum.
Person Responsible	Admin will provide teachers the opportunity to present professional development.

Monitoring Measures	The professional development calendar.
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	Instructional teams will document their work in a digital or hard copy binder.
Person Responsible	All teachers.
Monitoring Measures	Admin will monitor every Monday while planning with instructional teams.
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 3

Activity	Teachers will plan every Monday and Wednesday.
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Person Responsible	Instructional teams and administration
Monitoring Measures	Administrators will be in planning with instructional teams on Mondays. Support will be rotated on Wednesdays. This will include the SE Coordinator, the librarian, the reading specialist, the math SCE teacher, the ESL teacher, the CIT, the AVID teacher, and the GT Specialists.
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	
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 2

Need : There is a need to improve student success in our ELL, At Risk, and Special Education sub populations.

Goal : In one year each teacher will see a 3% increase in each of the sub-pops as evidenced by summative assessments.

Goal Details

Student Groups Impacted	Special Education, At Risk, ELL
Funding Needed	Local
Timeline for Implementation	School year

November Progress Check	Teachers are using student tracking sheets to measure growth. Sixth graders who failed the STAAR in 5th grade are in advisory intervention labs. Seventh and eighth graders are in reading and math labs. We are monitoring benchmark scores. We have not seen a significant growth in scores. Department coordinators are gathering evidence which will be presented in our next coordinators' meeting.
March Progress Check	Teachers are using student tracking sheets with better fidelity and understanding after the training we had on January 29, 2018. We call that a Super Monday. Teachers attended a PD by principal on Tier 1 Teaching which included discussion about pre-assessments and student data tracking.
June Progress Check	Departments have continued to improve their use of pre-assessments to guide their student data tracking. Two areas from our SIP, SE and Masters improved significantly due to the focus on assessments by TEK which addressed the readiness levels of each student. 8th grade SE math improved by 8 percent and masters level in 8th grade reading improved by 3 percent. 6th grade reading went up by 1%. 6th grade math went up by 3%. 7th grade reading went down by 8%. 7th grade math went down by 14%. 7th grade writing went down by 3%. 8th grade reading went down by 3%. 8th grade math went down by 4%. 8th grade science went up by 4%. 8th grade S.S. went down by 5%.

Activity 1

Activity	Teachers who had a high failure rate on STAAR have been identified. Coordinators and admin will have scheduled meetings with these teachers.
Person Responsible	Academic Dean and coordinators.
Monitoring Measures	Meetings are designed to monitor failure rates, CDB's, and other assessments. We will have these meetings once every six weeks.
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	We will continue to meet with coordinators once a month. These meetings are designed to review data from each department and plan with coordinators.
Person Responsible	Admin and coordinators and ESL teacher
Monitoring Measures	Failure rates, assessments, rubrics, planning time, SIP, goals, and customized learning strategies are reviewed.
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 3

Activity	All department grade level meetings will be conducted every 9 weeks to discuss failure rates and student concerns which will support the RTI process.
Person Responsible	All teachers and admin.
Monitoring Measures	Admin will be assigned to grade levels to be a part of the RTI discussions that will be taking place.
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 4

Activity	We will continue to support intervention and extended learning in the classroom by including targeted instruction in planning.
Person Responsible	All admin
Monitoring Measures	Admin will monitor lesson plans for intervention and extended learning on Mondays during instructional team meetings.
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	We will continue to use reading and math labs to support ELL, At Risk, and Special Education populations. We will also continue with our 6th grade math and reading intervention advisories.
Person Responsible	Academic Dean
Monitoring Measures	Dean will review formative assessment data and student portfolios monthly.
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	

Goal 3

Need : There is a need to improve Master level percentages on STAAR testing.

Goal : We will increase Master level on STAAR by 3 percent.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All school year
November Progress Check	Teachers have been in PD for Tier I teaching in August and every Monday as administrators attend IT meetings. The leadership meeting on November 28 also addressed Tier I teaching. Our efforts to improve Tier I teaching is designed to answer PLC questions 3 and 4. Several Instructional Teams have implemented extended learning assignments. It is a part of all grade level lesson planning.
March Progress Check	We had continued PD on January 29, 2018 covering Tier I teaching which includes discussion on addressing all readiness levels.
June Progress Check	Our masters level went up by 3% in 8th grade Reading.

Activity 1

Activity	We have formed a Pre-AP task force designed to monitor the rigor in these classes.
Person Responsible	Academic Dean
Monitoring Measures	The Academic Dean and Principal will meet with this task force every six weeks to review assessment data and to support planning for students in Pre-AP classes.
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 2

Activity	We will continue to support enrichment through 6th grade advisory program.
Person Responsible	ESL teacher and Academic Dean
Monitoring Measures	Lessons are provided to both principal and academic dean each week. Walk through observations will be conducted to ensure the fidelity of this program.
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	We will continue to support intervention and extended learning in the classroom by including targeted instruction in planning.
Person Responsible	All admin
Monitoring Measures	Admin will be checking lesson plans while meeting on Mondays in instructional team meetings.

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 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 4

Need : There is a need to improve the 7th grade writing scores. We have not made any significant growth in this area. We need to address the need for students to write complete sentences and to be able to use academic vocabulary.

Goal : The Writing STAAR scores will increase by 2% for all students.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	
Timeline for Implementation	Implementation begins in August. All goals are reviewed at all faculty meetings. Teachers will submit evidence that they are requiring complete sentences and academic vocabulary on summative assessments throughout the year.
November Progress Check	Teachers have implemented a school wide effort to have students use complete sentences and academic vocabulary on summative assessments.
March Progress Check	There was continued effort on the school wide effort.
June Progress Check	Writing scores went down by 3%.

Activity 1

Activity	All common assessments will include at least one short answer question that incorporates academic vocabulary. Students will be required to answer in complete sentences using academic vocabulary.
Person Responsible	Every teacher in each Instructional Team
Monitoring Measures	Admin and Coordinators will review lesson plans which will include these questions and will be reviewed during IT planning time.
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 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	
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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 : PE will plan activities that fully include our students with disabilities.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	all school year
November Progress Check	The Special Ed coordinator and Principal meet every Tuesday. This is one of the items on the agenda. Students are receiving inclusion support during PE and electives.

March Progress Check	I met with PE Coordinator to discuss any gaps in the teaching of our SE students. We needed to address some inconsistencies. He addressed the problem.
June Progress Check	The new PE Coordinator met with me on June 6; we discussed the lesson planning for ALE.

Activity 1

Activity	PE teachers will plan with ALE teacher.
Person Responsible	PE Coordinator and ALE teacher
Monitoring Measures	Admin will monitor calendar for meetings.
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	
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	