



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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### NEFF MIDDLE SCHOOL 2017-2018

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#### OUR MISSION

Pat Neff Middle School will create a community of risk takers who, with respect and perseverance, will grow to take on today's realities and prepare for tomorrow's possibilities.

## NEFF MS

### Needs Assessment 2017-2018

#### Process

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

In March departments completed a SWOT analysis. In April the leadership team analyzed data from each of the Critical Success Factors. Data from the SWOT analysis and the Critical Success Factors were combined and an Infinity Diagram process was used to fine the core needs of the campus.

The leadership team also analyzed the effectiveness of the current school improvement plan. Goals and activities were divided into three categories: Delete because they were an ingrained part of campus practices, Keep because the goal has not yet been met, Edit because new data has been provided.

The whole faculty worked on the May 5th early release day to review the goals and need statements generated by the Leadership Team for the needs assessment data analysis. In small groups they created a bank of activity ideas to meet the objectives which were deleted from the previous year's plan.

During the May Leadership Team meeting the bank of activity ideas were reviewed and discussed. The Leadership team voted on the activities that most closely met the goals and objectives of the plan. The completed SIP will be review and discussed by the faculty during the inservice week in August.

In September of 2017, we became a STAT campus and re-evaluated our SIP. Based on discussion with Administration and CO personnel, it became evident that our campus goal needed to be revised. Updates were made to campus goals and needs, as well as activities under each goal.

**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 checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input 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	<p>LEP and Spec Ed continue to be the lowest performing sub pops.</p> <p>Campus performs below expectations on the regression graphs in 6/7 reading, 8 math/science/social studies. Campus performs above expectations in 8th reading, 6/7 math, 7th writing.</p> <p>Next year 8th grade class will be the largest. They scored 55% in reading and 59% in math.</p>

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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 checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<p>On math CDBs most student score in the 40-60% range. On reading CDBs most students score in the 50-60% range. On social studies benchmarks, most students score in the 50-60% range.</p> <p>6.8% of students were failing a class for the semester. 2% of students were failing multiples classes for the semester.</p>

<b>CSF 3: Leadership Effectiveness</b>	
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 type="checkbox"/> Decision making structures on the campus	
<input type="checkbox"/> Teacher input	
<input type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>Discipline is shared between the VP, AP, and intern</p> <p>5.3% of parents have a Parent Connection account.</p> <p>Collab classes are spread through out the master schedule.</p> <p>Faculty has weekly communication from the administration.</p> <p>Parents have written, electronic and face-to-face opportunities for communication from the school.</p>

<b>CSF 4: Increased Learning Time</b>
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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	<p>The campus has multiple layers of student support in place. Students are placed in SCE reading or math classes, advisory intervention classes or are supported by a tutor during math or reading classes.</p> <p>Students in SCE classes are showing growth on Achieve 3000 or STAAAR math.</p> <p>Teachers meet monthly to discuss students in need of assistance and follow up Rtl meetings are conducted.</p> <p>9 students are on Tier III, 237 students are on Tier II, 248 students are on Tier I</p>
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**CSF 5: Family/Community Engagement**

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

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings	<p>Family events are communicated out in written format, electronically, and with call outs.</p> <p>The most widely attended events were the Family Game Night, the Fifth Grade Elective Night, Dinner and a Show, and the Volleyball Parent Night.</p> <p>ELL parent coffees were implemented for the first time targeting Beginning ELL parents.</p> <p>Events with the lowest turn out were informational (Title I night, Registration night)</p>
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**CSF 6: School Climate**

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

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

<b>Findings</b>	<p>In 7th and 8th grade the largest number of infractions were in the categories of disobeys school or classroom rules.</p> <p>In 6th grade the largest number of infractions were in the categories of misbehavior in class Violent offences were the lowest in number.</p> <p>To date the number of absences by grade level were: 84 6th graders have greater than 10 absences 109 7th graders have greater than 10 absences 127 8th graders have greater than 10 absences</p>
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### **CSF 7: Teacher Quality**

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

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>To date:</p> <p>84 staff absences are due to employee illness  44 are due to family illness  31 are due to discretionary</p> <p>54 teachers on campus have 0-5 years of experience  55 teachers have 6-15 years of experience  30 teachers have 16 or more years of experience</p>
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**Priority Needs**

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

Priority Need 1

The PLC process is not being used with fidelity.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 2

Data is not always analyzed to drive instruction and decisions.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 7 Teacher Quality

**Campus: NEFF MS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/15/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Yvonne Correa	
Parent Community Representative	Patricia Nixon	
Staff Representative	Kelli Hughes	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Yvonne Correa	Principal
Natalie Gray	Administrator
Christina Sanchez	Administrator
Priscilla Vela	Staff Member
Vicky Lopez-Johnson	Staff Member
Jessica Romero	Staff Member
Dyandra Edwards	Staff Member
Stephanie Young	Staff Member
Kelli Hughes	Staff Member
Emily Karlak	Staff Member
Patricia Nixon	Community Member
Maricela Arias-Cantu	Parent
Jennifer Aldama-Tristan	Staff Member
Joshua Roberts	Central Office Representative
Charlene Scott	Staff Member
Laura San Roman	Staff Member



**CAMPUS: NEFF 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		Mission, Vision and PLCs	Collaboration	Teachers	All	Title I	6
08/22/2017		Round Robin	Instruction	Teachers	All	Title I	6
08/23/2017		District Content Sessions/Convocation	Curriculum	Teachers	All	Other	6
10/09/2017		Round Robin and PLCs, high-yield ELL strategies	Collaboration	Teachers	All	Title I	3
11/20/2017	06/12/2017	Content PLCs	Collaboration	Teachers	All	Other	6
11/21/2017	06/19/2017	Content Sessions	Curriculum	Teachers	All	Other	6
02/19/2018		Round Robin and PLCs	Collaboration	Teachers	All	Title I	3

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	65%	28%	72%	74%	79%	66%	28%	10%	73%
African-American	47%	23%	52%	66%	74%	60%	22%	7%	66%
Hispanic	66%	28%	73%	69%	77%	66%	27%	10%	73%
White	70%	39%	77%	85%	87%	66%	37%	14%	73%
Economically Disadvantaged	62%	25%	68%	66%	71%	62%	24%	9%	68%
Special Education	30%	19%	33%	36%	43%	36%	17%	10%	40%
At-Risk	48%	12%	53%	56%	62%	55%	15%	4%	60%
Limited English Proficient	34%	3%	37%	44%	42%	33%	5%	1%	36%
Asian	81%	25%	89%	91%	81%	82%	24%	6%	90%
American Indian	100%	0%	100%	74%	77%	100%	50%	0%	100%
Hawaiian Pacific Islander	80%	60%	88%	76%	81%	75%	50%	25%	83%
Two or More	61%	22%	67%	83%	89%	79%	36%	14%	87%

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	62%	28%	68%	68%	70%	55%	21%	4%	61%
African-American	47%	26%	52%	58%	65%	50%	18%	0%	60%
Hispanic	64%	28%	70%	63%	67%	55%	21%	4%	61%
White	59%	24%	65%	79%	81%	59%	26%	9%	65%
Economically Disadvantaged	59%	25%	65%	59%	59%	52%	19%	3%	57%

Special Education	27%	17%	30%	27%	31%	26%	15%	4%	29%
At-Risk	48%	12%	53%	46%	47%	42%	8%	1%	46%
Limited English Proficient	16%	5%	18%	38%	31%	27%	5%	0%	30%
Asian	67%	67%	73%	89%	79%	88%	25%	13%	97%
American Indian	100%	0%	100%	65%	57%	0%	0%	0%	N/A
Hawaiian Pacific Islander	50%	50%	55%	71%	75%	N/A	N/A	N/A	N/A
Two or More	67%	33%	73%	76%	82%	33%	0%	0%	36%

### 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	63%	23%	69%	76%	77%	67%	26%	7%	74%
African-American	51%	13%	56%	65%	70%	62%	18%	7%	68%
Hispanic	64%	24%	70%	72%	75%	67%	26%	7%	74%
White	71%	28%	78%	85%	86%	71%	33%	11%	78%
Economically Disadvantaged	61%	23%	67%	69%	68%	64%	24%	7%	70%
Special Education	33%	19%	36%	44%	47%	43%	18%	10%	47%
At-Risk	48%	11%	53%	61%	62%	57%	15%	3%	61%
Limited English Proficient	40%	13%	44%	58%	54%	50%	13%	4%	55%
Asian	80%	27%	88%	94%	85%	76%	35%	12%	82%
American Indian	50%	50%	55%	75%	77%	50%	0%	0%	55%
Hawaiian Pacific Islander	100%	75%	100%	78%	83%	67%	33%	0%	74%
Two or More	53%	0%	58%	82%	85%	79%	21%	7%	87%

### 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%	86%	100%	82%	99%	100%	81%	40%	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	63%	31%	69%	74%	76%	63%	28%	7%	69%
African-American	48%	19%	53%	63%	68%	58%	26%	0%	64%
Hispanic	62%	30%	68%	69%	72%	62%	27%	7%	68%
White	81%	52%	89%	86%	88%	71%	39%	13%	78%
Economically Disadvantaged	59%	28%	65%	66%	66%	58%	24%	5%	64%
Special Education	23%	17%	25%	38%	44%	31%	22%	10%	34%
At-Risk	43%	15%	47%	56%	57%	51%	16%	3%	56%
Limited English Proficient	26%	9%	28%	44%	36%	24%	0%	0%	27%
Asian	71%	57%	78%	92%	84%	75%	25%	0%	81%
American Indian	N/A	N/A	N/A	73%	86%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	75%	84%	100%	0%	0%	100%
Two or More	57%	14%	63%	83%	87%	75%	25%	0%	81%

**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	47%	13%	53%	62%	63%	47%	16%	6%	52%
African-American	26%	15%	28%	50%	55%	42%	16%	0%	48%
Hispanic	47%	12%	52%	55%	58%	45%	14%	5%	51%
White	67%	26%	74%	75%	80%	69%	38%	24%	76%
Economically Disadvantaged	43%	13%	47%	51%	51%	41%	14%	5%	45%
Special Education	21%	15%	23%	30%	33%	22%	19%	8%	24%

At-Risk	26%	5%	28%	40%	40%	35%	10%	3%	39%
Limited English Proficient	14%	0%	20%	29%	22%	6%	3%	3%	20%
Asian	57%	29%	63%	87%	76%	50%	25%	0%	55%
American Indian	N/A	N/A	N/A	61%	57%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	50%	100%	63%	84%	50%	0%	0%	55%
Two or More	43%	0%	48%	72%	80%	75%	50%	0%	81%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.3%	94.8%
African-American	95.4%	95.8%	94.9%	95.2%
Hispanic	95.6%	95%	94.3%	94.8%
White	96%	95.8%	93.9%	94.4%
Economically Disadvantaged	95.4%	94.4%	93.9%	94.4%
Special Education	94.5%	93.9%	92.4%	92.9%
Limited English Proficient	96.4%	95.8%	94.1%	94.6%
Asian	97.8%	96.8%	96%	96%
American Indian	95.3%	95.2%	95.6%	95.6%
Hawaiian Pacific Islander	95.5%	96.1%	95%	95%
Two or More	95.9%	96%	93.3%	93.8%

## 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	726	740
PSAT Reading/Writing Section Mean	396	360	370
PSAT Math Section Mean	395	365	370

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

### Goal 1

Need : The PLC process is not being used with fidelity.

Goal : Design and Implement an effective PLC structure that will be utilized 100% of the time.

### Goal Details

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

November Progress Check	<ul style="list-style-type: none"> <li>•Instructional Round completed with all content area teachers by 3 of the 4 content area teachers (Math, ELA, Social Studies).</li> <li>•PLC Data and Resource Room utilized by 11 out of 12 grade level planning teams.</li> <li>•Data discussed and disaggregated with grade level planning teams, academic dean, and campus intervention specialist for 9 out of 12 CDBs.</li> <li>•Weekly administration, counselors, intervention specialist, and SE coordinator meeting to calibrate and review PLC observations and data.</li> <li>•Data collected from coordinators to identify highest PLC needs. Coordinators identified time, vertical alignment, and aligning activities as the highest areas of need in November.</li> <li>•Data analysis meetings conducted with grade level planning teams compared achievement gaps from STAAR last year to CDB 1 this year. (Gaps are defined as the difference between District passing rates to campus passing rates) <ul style="list-style-type: none"> <li>-DECREASED GAP in 6th grade Reading (14% below district on STAAR to 6% below district on CDB 1), 6th grade Math (16% below district on STAAR to 1% below district on CDB 1), 7th grade Reading (16% below district on STAAR to 8% below district on CDB1), 7th grade Math (5% below district on STAAR to 0% below district on CDB1, 8th grade Math (8% below district on STAAR to 3% below district on CDB 1), and 8th grade Social studies (16% below district on STAAR to 1% below district on CDB 1).</li> <li>-INCREASED GAP in 8th grade ELA (6% below district on STAAR to 9% below district on CDB 1) and in 8th grade Science (12% below district on STAAR to 13% below district on CDB 1)</li> </ul> </li> <li>•RTI meeting restructured to be student and solution-focused. 9 out of 10 6th grade students were discussed positively and support structures were identified for 100% of these students.</li> </ul>
March Progress Check	<ul style="list-style-type: none"> <li>•PLC Data and Resource Room utilized by 12 out of 12 grade level planning teams.</li> <li>•Data discussed and disaggregated with grade level planning teams, academic dean, and campus intervention specialist for all CDBs from round 1. Round 2 CDB data meetings planned for April.</li> <li>•Weekly administration, counselors, intervention specialist, and SE coordinator meeting to calibrate and review PLC observations and data.</li> <li>•Data collected from coordinators to identify highest PLC needs. Coordinators identified time, vertical alignment, and aligning activities as the highest areas of need. Level lead meetings held for 4 out of 4 content areas to address vertical alignment support and planning implications</li> <li>•Data analysis meetings conducted with grade level planning teams compared achievement gaps from STAAR last year to CDB 1 this year. (Gaps are defined as the difference between District passing rates to campus passing rates) <ul style="list-style-type: none"> <li>-DECREASED GAP in 6th grade Reading (14% below district on STAAR to 6% below district on CDB 1), 6th grade Math (16% below district on STAAR to 1% below district on CDB 1), 7th grade Reading (16% below district on STAAR to 8% below district on CDB1), 7th grade Math (5% below district on STAAR to 0% below district on CDB1, 8th grade Math (8% below district on STAAR to 3% below district on CDB 1), and 8th grade Social studies (16% below district on STAAR to 1% below district on CDB 1).</li> <li>-INCREASED GAP in 8th grade ELA (6% below district on STAAR to 9% below district on CDB 1) and in 8th grade Science (12% below district on STAAR to 13% below district on CDB 1)</li> </ul> </li> <li>•RTI meeting restructured to be student and solution-focused. 9 out of 10 6th grade students were discussed positively and support structures were identified for 100% of these students. Data will be re-analyzed after 2nd round of CDBs are conducted</li> <li>-SSI program extended to include 8 days of 120 minutes of instruction. Planning time provided to teachers to address students' specific needs</li> </ul>



June Progress Check	<ul style="list-style-type: none"> <li>•PLC Data and Resource Room utilized by 12 out of 12 grade level planning teams.</li> <li>•Data discussed and disaggregated with grade level planning teams, academic dean, and campus intervention specialist for all CDBs from round 1. Round 2 CDB data meetings held in April.</li> <li>•Data collected from coordinators to identify highest PLC needs. Coordinators identified time, vertical alignment, and aligning activities as the highest areas of need. Level lead meetings held for 4 out of 4 content areas to address vertical alignment support and planning implications</li> <li>•Data analysis meetings conducted with grade level planning teams compared achievement gaps from STAAR last year to CDB 1 this year. (Gaps are defined as the difference between District passing rates to campus passing rates) <ul style="list-style-type: none"> <li>-DECREASED GAP in ELs for first round of reading and math STAAR. INCREASED GAP in SE in both math and reading. DECREASED GAP by 5% in math on STAAR 1st round. ELA scores similar from last year (gap persisted).</li> </ul> </li> </ul> <p>-SSI program reflection held to adjust for next year following additional student data on effectiveness.</p>
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Activity 1

Activity	Communicate the campus plan and expectations with our Leadership Team and Level Leaders on 10/18/17 and to all staff on 10/31/17.
Person Responsible	Principal and Vice Principal
Monitoring Measures	Sign-In Sheets w/agenda, PLC Survey
Title 1 Fund	No
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	Identified teachers, based on PLC Needs Assessment, who are ready for Instructional Rounds will participate in Instructional Rounds across different content areas.
Person Responsible	Administration and District ISTs

Monitoring Measures	Instructional Rounds feedback and data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3
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	Identified teachers, based on PLC Needs Assessment, will participate in professional development and implementation of Learning Targets.
Person Responsible	Administration, District ISTs, Leadership Team
Monitoring Measures	Sign-in sheets w/agenda, Instructional Rounds data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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	Provide Central Office support in identified areas of need.
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Person Responsible	Administration, District ISTs, Leadership Team
Monitoring Measures	PLC forms
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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 5

Activity	Teacher teams will use data from formative assessments to identify concepts for which students did not attain mastery in math, science, reading, writing and social studies.
Person Responsible	Grade level teams Department coordinators Department administrators
Monitoring Measures	Dept. Planning Notes Lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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	

**Goal 2**

Need : Data is not always analyzed to drive instruction and decisions.

Goal : System Safeguard: Increase subgroup performance by 10% on each state assessment in all grade levels.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, ELL, Hispanic, 2 or More
Funding Needed	Title III, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	<ul style="list-style-type: none"> <li>•Data analysis meetings conducted with grade level planning teams. The teams compared achievement gaps from STAAR last year to CDB 1 this year. (Gaps are defined as the difference between STAAR passing rate and CDB 1 averages) Further data analysis will be conducted to examine passing rates based on cut-of scores for the March Progress Check.</li> <li><b>SPECIAL EDUCATION</b> <ul style="list-style-type: none"> <li>oDecreased gap in 6th grade math (from 54% to 45%) 8th grade reading (from 47% to 36%), and 8th grade math (from 52% to 45%).</li> <li>oIncreased gap in 6th grade reading (32% to 44%), 7th grade reading (29% to 42%), 7th grade math (41% to 48%), 8th grade science (33% to 36%), and 8th grade social studies (21% to 48%).</li> </ul> </li> <li><b>ENGLISH LANGUAGE LEARNERS</b> <ul style="list-style-type: none"> <li>oDecreased gap in 8th grade math (46% to 44%)</li> <li>oIncreased gap in 6th grade reading (36% to 45%), 6th grade math (38% to 48%), 7th grade reading (35% to 40%), 7th grade math (52% to 55%), 8th grade reading (42% to 46%), and 8th grade science (27% to 42%)</li> </ul> </li> <li>•Data board created for ELs and SE students to show breakdown by STAAR and EL data. 60% of grade level planning team interacted with this data during grade level planning meetings without formal instruction and guidance. 2 of the 12 grade level teams made suggestions for this board to include safeguard data and subpopulation data. 100% of these suggestions were implemented within 1 week of these suggestions.</li> <li>•Leadership team created 1 EL notecard reflecting data of an EL student. 20% of leadership team was able to locate testing, accommodations, TELPAS scores, and years in US through CMS and campus reports.</li> <li>•Monthly Lunch and Learn established for technology applications that can support EL/SE/At-Risk/Eco-Dis students in the classroom. Sessions were given in September, October, and November with an average of 30 teachers attending each month.</li> </ul>

March Progress Check	<ul style="list-style-type: none"> <li>•Data analysis meetings conducted with grade level planning teams. The teams compared achievement gaps from STAAR last year to CDB 1 this year. CDB Round 2 will be analyzed in April. (Gaps are defined as the difference between STAAR passing rate and CDB 1 averages) Further data analysis will be conducted to examine passing rates based on cut-of scores for the March Progress Check.</li> </ul> <p>SPECIAL EDUCATION</p> <ul style="list-style-type: none"> <li>oDecreased gap in 6th grade math (from 54% to 45%) 8th grade reading (from 47% to 36%), and 8th grade math (from 52% to 45%).</li> <li>oIncreased gap in 6th grade reading (32% to 44%), 7th grade reading (29% to 42%), 7th grade math (41% to 48%), 8th grade science (33% to 36%), and 8th grade social studies (21% to 48%).</li> </ul> <p>ENGLISH LANGUAGE LEARNERS</p> <ul style="list-style-type: none"> <li>oDecreased gap in 8th grade math (46% to 44%)</li> <li>oIncreased gap in 6th grade reading (36% to 45%), 6th grade math (38% to 48%), 7th grade reading (35% to 40%), 7th grade math (52% to 55%), 8th grade reading (42% to 46%), and 8th grade science (27% to 42%)</li> </ul> <ul style="list-style-type: none"> <li>•Data board created for ELs and SE students to show breakdown by STAAR and EL data. 60% of grade level planning team interacted with this data during grade level planning meetings without formal instruction and guidance. 2 of the 12 grade level teams made suggestions for this board to include safeguard data and subpopulation data. 100% of these suggestions were implemented within 1 week of these suggestions.</li> <li>•Leadership team created 1 EL notecard reflecting data of an EL student. 20% of leadership team was able to locate testing, accommodations, TELPAS scores, and years in US through CMS and campus reports. EL data and knowledge campus wide has improved as evidenced by PLC planning discussions and CDB data improvement</li> <li>•2 more lunch and learns scheduled since November to support EL/SE/At-Risk/Eco-Dis students in the classroom. Sessions were given in September, October, and November with an average of 30 teachers attending each month.</li> </ul>
June Progress Check	<ul style="list-style-type: none"> <li>•Data analysis meetings conducted with grade level planning teams. The teams compared achievement gaps from STAAR last year to CDB 1 this year. CDB Round 2 will be analyzed in April. (Gaps are defined as the difference between STAAR passing rate and CDB 1 averages)</li> </ul> <p>New data charts analyzed and shared with teams to show gaps in ELs, SE, mastery and approaches level.</p> <p>From, this math overall decreased gap by 5% in all areas. SE numbers dropped and EL numbers increased when compared to the district. EL tutoring program was determined to be effective and will be continued next year. Collaborative pairs are changing next year to try and improve SE success rate. Effective collaborative team moved from 6th ELA to 8th ELA.</p>

Activity 1

Activity	A campus intervention team will be created to meet bi-weekly to discuss any students who are struggling in all content areas and draft a plan to address their weaknesses in reading, writing, math, science, and social studies.
Person Responsible	Counselor Intervention Specialist Academic Dean ESL teacher

Monitoring Measures	Responses to Google Forms Grades Attendance STAAR scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 8, SWC 9, SWC 10
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	Students who show academic weaknesses will be provided intervention support through targeted advisories, SCE classes, and tutoring.
Person Responsible	Intervention Specialist Academic Dean Core Content teachers State Comp Ed teachers
Monitoring Measures	Grades STAAR scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	Campus will implement a data room for teachers to analyze data and collaborate on targeted interventions.
Person Responsible	Grade Level teams Department Coordinators Academic Dean Intervention Specialist
Monitoring Measures	Formative Assessments Grades Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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 4

Activity	The campus will gather and analyze data to monitor and adjust the effectiveness of targeted instruction and intervention for our ELL population.
Person Responsible	ELL Teacher Intervention Specialist Academic Dean
Monitoring Measures	CDB scores Grades Attendance Discipline
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9

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 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 :

Goal Details

Student Groups Impacted	
Funding Needed	



Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

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	

Goal :

Goal Details

Student Groups Impacted	Special Education, ELL
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Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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 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	

Goal :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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 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	

Goal :

Throughout the school year, we will promote school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local
Timeline for Implementation	August 2017-June2018
November Progress Check	Elevated physical activities have been conducted through PE classes. Additional lessons are planned for the spring for higher intensity through outdoor lessons.
March Progress Check	Elevated physical activities have been conducted through PE classes. Additional outdoor lessons utilized with students throughout the Spring.
June Progress Check	Elevated physical activities have been conducted through PE classes. Activities have been incorporated through other classes as well to encourage student movement in other academic areas.

Activity 1

Activity	The campus will provide moderate to vigorous physical activity in PE, explain the importance of nutrition and integrate health topics into other academic areas.
Person Responsible	PE department teachers
Monitoring Measures	Lesson Plans Admin/Coordinator walk-throughs
Title 1 Fund	No
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	
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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	