



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

PEASE MIDDLE SCHOOL 2017-2018

PEASE MS

Needs Assessment 2017-2018

Process

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

Each month the leadership team would meet to discuss levels of achievement in regards to our SIP goals.

The campus mission and vision statements were reviewed in April-June to determine if we needed to update/edit our statements. It was determined we did not need to update/edit them, but needed to work on putting those statements out so the community would be aware of them. We began placing those statements on various programs, and flyers which were being sent home.

Data for all areas of the campus were tracked all year. This included: individual teacher STAAR and CDB data, Saturday school attendance, SCE achievement, homework helper attendance, individual teacher failure rates, TELPAS scores, and attendance.

Data was reviewed with each area, admin, then with teacher and PLCs.

PLCs seminars were given to teachers throughout the year.

In May-April, during a staff development, our SIP goals were posted around the cafeteria. Each teacher was given 5 post it notes to give feedback on our SIP goals, their effectiveness based on data reviewed, and any suggestions for next year.

In May, the responses were grouped on each goal and patterns were identified.

In June, the administration team sat down and reviewed the goals, with all the teacher feedback. We found two goals which were similar could be incorporated into one. We found a need for some community engagement, staff training in some areas, and incorporation of PLCs into plan.

Goals were readjusted to meet our needs, combined if they were similar and activities were also edited.

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 type="checkbox"/> Regression graphs
<input 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>6th grade reading- scored the same as last year 6th grade reading- 5 point increase</p> <p>7th grade reading- 2 point decrease 7th grade math- scored same as last year</p> <p>8th grade social studies 18 point decrease 8th grade science- 11 point decrease 8th grade math- 4 point increase 8th grade reading- 5 point increase Special ed data</p> <p>6th reading- 4 point decrease 6th math- four point increase</p> <p>7th reading- 22 point decrease 7th math- 33 point decrease 7th writing- 9 point decrease</p> <p>8th social studies- 25 point decrease 8th Science- 13 point decrease</p> <p>There was a major achievement gap between spec ed students and regular ed students</p> <p>There were major gaps between our ESL students and our regular ed students also.</p> <p>Average score on PSAT was a 734</p>
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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 checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input checked="" type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<p>Discipline numbers fell overall, with a significant dip in out of placement days for regular students and special ed students.</p> <p>There was a large gap between special ed students who failed courses and regular ed students who failed courses throughout the year.</p> <p>Teachers followed campus guidelines for common assessments.</p> <p>CDB data tracking showed inconsistent results for teachers and students.</p>
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CSF 3: Leadership Effectiveness

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	<p>Findings of leadership survey indicated a lack of campus communication, campus morale, and teacher autonomy.</p> <p>No teacher surveys sent out this year. Need for student surveys and parent surveys</p> <p>Feedback indicated need for bulletin</p> <p>More feedback on Master Schedule from stakeholders Create formal decision making structures to be able to check that mark</p> <p>Alignment of curriculum, instruction, assessment: Analyze at CDB and STAAR scores to see if the curriculum that is being tested is being taught.</p> <p>Alignment of curriculum and Instruction: Dept. Coordinator checks Common Assessments, PLC meetings to discuss curriculum being taught, Administrative and Coordinator walk throughs</p> <p>Assessment: Common assessments are being made by the PLC that cover curriculum taught; analyze the data from the common assessments to make sure what was taught is understood by the students; from there PLCs create interventions or enrichment opportunities</p> <p>Professional Development Experiences and Request: student centered lessons, Using data to drive instruction, and TTESS clarification</p>
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CSF 4: Increased Learning Time

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

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	Advisory interventions proved to be ineffective. Need to have a monthly timeline in place to make them more effective.			
	RTI process on campus not structured. This is being worked on this summer.			
	Teachers tutor two times a week.			
	Homework helper attendance was very low. An average of 3 students per session. Need to be utilized more on campus.			
	Oct 15			
	Grade	Invited	Attended	%
	6th	38	22	0.5789473684 57%
	7th	25	6	0.24 24%
	8th	87	23	0.2643678161 26%
			51	
	Jan 7			
	Grade	Invited	Attended	%
	6th	93	32	0.3440860215 34%
	7th	95	24	0.2526315789 25%
	8th	140	20	0.1428571429 14%
		76		
Feb 11				
Grade	Invited	Attended	%	
6th	69	34	0.4927536232 49%	
7th	64	39	0.609375 61%	
8th	208	86	0.4134615385 41%	
		159		
Mar 25				
Grade	Invited	Attended	%	
6th		#DIV/0!		
7th	43	16	0.3720930233 37%%	
8th	166	46	0.2771084337 28%%	
Apr 22				
Grade	Invited	Attended	%	
6th	52	18	0.3461538462 35%%	
7th	58	20	0.3448275862 34%	
8th	108	35	0.3240740741 32%	
All three grade levels showed a consistent invite percentage with a total of 73 students attending. The attendance rate and overall attendance were more consistent and predictable as the year progressed.				

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

<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>In use:</p> <ul style="list-style-type: none"> Twitter Remind Teacher websites Athletic Competitions Theater Performances Elementary Music and Theater Performances Special Ed Services Night to be provided by SE department in Spring 2016 Family and Community Input Check on PTA School of Excellence Survey <p>Needs:</p> <ul style="list-style-type: none"> Family and community services (Done at Bulldog Family Fair) More displaying of mission and vision statements Tieing in some family components to bulldog bootcamp

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>Results of OHI indicated low campus morale, low ratings on communication, but high ratings on goal focus.</p> <p>Discipline numbers declined across the board this year. There still remains an unbalanced number of special education students being referred for behavior infractions</p> <p>Extra curricular attendance remains low. Club attendance is inconsistent. Athletic events and sports are the biggest draw on campus.</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.

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>There is no alignment between CDB and STAAR results, although both remain low.</p> <p>Average class size was 24.6</p> <p>38 teachers have 0-5 years of experience on campus.</p> <p>Master schedule allowed for each grade level and subject area to have common planning time. Teachers planned at least twice a week using PLC structures. Based on STAAR results, this practice showed inconsistent results.</p> <p>Professional development this past year consisted of PLC focused staff development. This was given in the form of PLC seminars once a month during conference periods.</p> <p>There were 32 employees who have 9 or more absences this year, 24 with 6-8.5 absences, and 51 with 5.5 or less.</p>
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Priority Needs

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

Priority Need 1

According to STAAR results there is still a significant achievement gap between AA, SE and LEP

Decrease the achievement gap between ALL students, AA, SE and LEP

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

CSF 4 Increased Learning Time

Priority Need 2

Students are not critically reasoning and problem solving, critically reasoning and analyzing text and participating in academic conversations on a regular basis.

Students will demonstrate their DOK through problem solving, analyzing text and academic conversations in every content area.

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

Priority Need 3

We do not engage our whole community enough in a given year. We only engage the community for student led conferences and athletic events. We do not advertise our mission and vision of our school to the community

Increase the number of community events

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 4

Grades do not reflect master of the standards of learning. Grades are not fair, accurate, specific or timely.

All grades will reflect mastery of the unit standards with all summative and half of the formative assessments being common.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

Priority Need 5

Teachers do not have a deep understanding of the learning targets within the TEKS.

All assignments will be aligned to the depth of the student expectation of the TEK.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

CAMPUS: PEASE 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		Grade book required training	Technology	All teachers	All students	Title I,Local	6
08/22/2017		Data review, PLC foundation training, Book study introduction, SAF training, VPO/PBIS training, Nurse, Dyslexia training	Collaboration	All Teachers	All students	Title I,Local	6
08/23/2017	08/25/2017	Using data to drive instruction training, Counselor training, Student centered training, AVID training	Curriculum	All teachers	All students	Title I,Local	6
10/09/2017		District content training, cybersecurity training, TTESS goal setting, crisis training	Curriculum	All teachers	All students	Title I,Local	6
11/20/2017		Teacher Choice	N/A	All teachers	N/A	Other	6
11/21/2017		Teacher Choice	N/A	All teachers	N/A	Other	6
02/19/2018		District Content trainings, credit recovery training, PBIS training, TTESS goal setting conferences	Curriculum	All teachers	All Students	Title I,Local	6

CAMPUS: PEASE 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	71%	33%	76%	74%	79%	74%	35%	14%	80%
African-American	64%	25%	69%	66%	74%	71%	33%	16%	75%
Hispanic	72%	33%	77%	69%	77%	74%	33%	13%	80%
White	72%	41%	77%	85%	87%	72%	45%	20%	76%
Economically Disadvantaged	68%	31%	73%	66%	71%	70%	31%	12%	75%
Special Education	30%	14%	33%	36%	43%	36%	15%	1%	50%
At-Risk	55%	15%	52%	56%	62%	62%	17%	4%	70%
Limited English Proficient	46%	10%	41%	44%	42%	41%	9%	2%	60%
Asian	88%	50%	80%	91%	81%	91%	73%	36%	95%
American Indian	0%	0%	100%	74%	77%	0%	0%	0%	100%
Hawaiian Pacific Islander	50%	25%	80%	76%	81%	100%	67%	33%	100%
Two or More	81%	43%	90%	83%	89%	86%	52%	14%	90%

WRITING (7)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	56%	24%	70%	68%	70%	58%	25%	4%	70%
African-American	46%	19%	45%	58%	65%	38%	12%	0%	50%
Hispanic	56%	24%	60%	63%	67%	59%	23%	4%	65%

White	60%	40%	65%	79%	81%	68%	43%	11%	75%
Economically Disadvantaged	54%	21%	56%	59%	59%	54%	22%	3%	60%
Special Education	17%	11%	20%	27%	31%	17%	15%	0%	50%
At-Risk	35%	6%	40%	46%	47%	39%	8%	0%	50%
Limited English Proficient	46%	4%	55%	38%	31%	22%	0%	0%	50%
Asian	100%	33%	100%	89%	79%	80%	60%	20%	85%
American Indian	N/A	N/A	N/A	65%	57%	0%	0%	0%	100%
Hawaiian Pacific Islander	50%	50%	100%	71%	75%	100%	50%	0%	100%
Two or More	57%	14%	70%	76%	82%	83%	50%	17%	90%

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	62%	23%	70%	76%	77%	67%	26%	5%	80%
African-American	54%	14%	60%	65%	70%	70%	27%	4%	75%
Hispanic	62%	23%	62%	72%	75%	66%	24%	5%	70%
White	61%	30%	65%	85%	86%	70%	38%	16%	75%
Economically Disadvantaged	59%	21%	65%	69%	68%	64%	23%	4%	70%
Special Education	30%	15%	32%	44%	47%	36%	14%	3%	50%
At-Risk	42%	7%	45%	61%	62%	55%	11%	2%	70%
Limited English Proficient	40%	8%	50%	58%	54%	31%	14%	6%	50%
Asian	88%	75%	100%	94%	85%	89%	78%	22%	95%
American Indian	50%	0%	50%	75%	77%	0%	0%	0%	100%
Hawaiian Pacific Islander	75%	75%	100%	78%	83%	100%	50%	0%	100%
Two or More	75%	20%	80%	82%	85%	74%	37%	5%	85%

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	98%	78%	100%	82%	99%	95%	68%	35%	96%

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	71%	37%	76%	74%	76%	65%	36%	10%	80%
African-American	63%	28%	65%	63%	68%	70%	30%	12%	75%
Hispanic	70%	37%	65%	69%	72%	63%	34%	9%	70%
White	85%	54%	80%	86%	88%	78%	65%	17%	80%
Economically Disadvantaged	65%	31%	60%	66%	66%	62%	35%	7%	70%
Special Education	36%	18%	27%	38%	44%	30%	14%	0%	50%
At-Risk	53%	17%	43%	56%	57%	51%	19%	0%	60%
Limited English Proficient	45%	27%	40%	44%	36%	20%	0%	0%	50%
Asian	0%	0%	100%	92%	84%	100%	80%	20%	100%
American Indian	N/A	N/A	100%	73%	86%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	10%	75%	84%	100%	100%	0%	100%
Two or More	100%	50%	95%	83%	87%	63%	38%	13%	70%

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	60%	25%	65%	62%	63%	47%	15%	6%	60%
African-American	52%	19%	55%	50%	55%	42%	12%	9%	60%
Hispanic	58%	24%	64%	55%	58%	46%	15%	6%	60%

White	81%	46%	85%	75%	80%	61%	22%	9%	70%
Economically Disadvantaged	54%	21%	60%	51%	51%	44%	13%	4%	50%
Special Education	25%	18%	27%	30%	33%	13%	9%	0%	50%
At-Risk	41%	10%	45%	40%	40%	30%	6%	1%	50%
Limited English Proficient	45%	0%	65%	29%	22%	16%	0%	0%	50%
Asian	0%	0%	100%	87%	76%	80%	40%	40%	85%
American Indian	N/A	N/A	100%	61%	57%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	63%	84%	100%	0%	0%	100%
Two or More	100%	38%	100%	72%	80%	38%	13%	0%	50%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.5%	95%
African-American	95.4%	95.8%	95.4%	96%
Hispanic	95.6%	95%	94.5%	95%
White	96%	95.8%	92.8%	95%
Economically Disadvantaged	95.4%	94.4%	94.1%	95%
Special Education	94.5%	93.9%	92.7%	95%
Limited English Proficient	96.4%	95.8%	94.2%	95%
Asian	97.8%	96.8%	92.6%	94%
American Indian	95.3%	95.2%	92.4%	94%
Hawaiian Pacific Islander	95.5%	96.1%	95.8%	96%
Two or More	95.9%	96%	91.1%	94%

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%	0.1%	0%
African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.1%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.2%	0%
Special Education	0.4%	0.4%	0.8%	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	732	750
PSAT Reading/Writing Section Mean	396	363	390
PSAT Math Section Mean	395	368	390

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : According to STAAR results there is still a significant achievement gap between AA, SE and LEP

Decrease the achievement gap between ALL students, AA, SE and LEP

Goal : System Safeguard: Decrease the achievement gap between All students, AA, SE, Hispanic and LEP by the end of the year

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title III
Timeline for Implementation	Trainings will occur within the first 6 weeks. Will be monitored every 6 weeks

November Progress Check	<p>Benchmark data indicates a continued gap exists between our demographic areas.</p> <p>Here is our benchmark data to date:</p> <p>ELA 6 All-34% LEP-0% Spec ed-8%</p> <p>ELA 7 All-36% LEP-13% Spec ed-5%</p> <p>ELA 8 All-45% LEP-18% Spec-ed-9%</p> <p>Math 7 (56%) 51% (-5) (36%) 45% (+11) (39%) 25% (-14)</p> <p>Math 8 All(45%) LEP(31%) Spec ed(18%)</p> <p>Science 7 (40%) 59% (+19) (20%) 32% (+12) (37%) 7% (-30)</p>
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March Progress Check	<p>Benchmark data indicates a continued gap between demographic areas, some not as drastic as others</p> <p>Recent CDB data:</p> <p>Math 8th</p> <p>All 9%</p> <p>LEP 19%</p> <p>Spec ed 0%</p> <p>History 6th</p> <p>All- 32.3%</p> <p>LEP- 23%</p> <p>Spec ed 25%</p> <p>ELA 6th</p> <p>All-34%</p> <p>LEP 6%</p> <p>Spec Ed 8%</p> <p>ELA 7th</p> <p>All- 37%</p> <p>LEP- 17%</p> <p>Spec ed- 10%</p> <p>ELA 8th</p> <p>All- 19%</p> <p>LEP- 20%</p> <p>Spec ed 0%</p> <p>Science</p> <p>8th</p> <p>All 38%</p> <p>LEP- 47%</p> <p>Spec ed 9%</p>
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June Progress Check	<p>Staar data indicates gaps in All students, spec ed and LEP still exist. LEP students gaps were lessened in many areas, 6th grade reading and math scores we lower this year than last.</p> <p>6th grade reading 61% all students (-6) 6th grade math 67% all students no change</p> <p>EL Data +31 7th reading +38 7th math +21 8th SS +57 8th science</p> <p>Spec ed -11 6th reading +25 7th math</p>
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Activity 1

Activity	Teachers will create and analyze common assessments data by sub-pop and use that data to determine small group tutorials, interventions, enrichments and pacing
Person Responsible	academic dean campus intervention specialist coordinators level leads All teachers
Monitoring Measures	Each PLC will keep a spreadsheet with common assessment and intervention effectiveness data. Level leads will meet with the department coordinators, CIS and AD each 6 weeks to review the spread sheet to make intervention decisions.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teacher will use their 2 tutoring days each week to reteach and reassess subpops and small groups of students who have not mastered the standard
Person Responsible	all teachers academic dean CIS
Monitoring Measures	grade level prediction sheets with sub pop and intervention data, tutoring logs, CDB data, common assessment data analysis, exit slips/assessments from tutorials
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	There will be a "bulldog" bootcamp each grading period to provide time for intensive reteaching of standards that have not been mastered based on data from common assessments and benchmarks
Person Responsible	All teachers department coordinators academic dean CIS
Monitoring Measures	Pre and post assessment on the "bulldog bootcamps, grade level prediction sheets, intervention data, tutoring logs, data from common assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 8, SWC 9
Promote Community Involvement	

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

Activity 4

Activity	Teachers will assign students to homework helper and academic lunch
Person Responsible	all teachers academic dean CIS
Monitoring Measures	attendance at homework helper, attendance at academic lunch, common assessment data, grade level predication sheet.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 8, SWC 9
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 : Students are not critically reasoning and problem solving, critically reasoning and analyzing text and participating in academic conversations on a regular basis.
 Students will demonstrate their DOK through problem solving, analyzing text and academic conversations in every content area.

Goal : Each week, starting the third week of school and continuing until the end of the year, students will deomonstrate their DOK through problem solving, analyzing test and academic conversations in every content area.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title III
Timeline for Implementation	Training will occur before the 4th week of school. This will be monitored all year.
November Progress Check	This is an area we have do not have evidence for yet. We are in the process of implementing protocols for collecting and assessing work samples, putting in PLC binders, etc. We are having a faculty meeting on 12/12 to address these protocols.
March Progress Check	With the use of our ESL teacher, we have begun to collect work samples for students, specifically writing samples. Teachers have been given due dates for writing samples and they have been monitored and collected by our ESL teacher. This has been very successful and has led to more writing in the classrooms.
June Progress Check	Monitoring of writing strategies, most specifically for our EL students, showed an increase in every tested area for ELs. The only exception was 6th grade reading and math which both showed declines from the previous years.

Activity 1

Activity	Use department planning days to plan purposeful integration of technology into lessons
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Person Responsible	academic dean dept coord academic tech coach
Monitoring Measures	Observations, student surveys, principals advisory board feedback
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	provide staff development on socratic seminars
Person Responsible	Academic dean Trainer for socratic seminars
Monitoring Measures	walkthrough observations of the use of socratic seminars
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide staff development on high yield strategies throughout the year (ESL, GT, DOK, DBQs). Scaffold the learning to address teacher needs and varying levels of experience across the campus
Person Responsible	Academic dean trainers
Monitoring Measures	Walkthroughs of classrooms to view use of strategies taught, assessment data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	PLCs will engage students in meaningful writing in each subject at least once a 6 weeks
Person Responsible	All teachers department coordinators academic deans
Monitoring Measures	teachers will submit samples of their writing to academic dean, and in the PLC binders
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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 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 : We do not engage our whole community enough in a given year. We only engage the community for student led conferences and athletic events. We do not advertise our mission and vision of our school to the community

Increase the number of community events

Goal : Increase the number of community events to engage all stakeholders into the school mission and vision

Goal Details

Student Groups Impacted	All Students, White
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Funding Needed	Local
Timeline for Implementation	Planning for activities have already begun. Will begin as soon as the year begins
November Progress Check	<p>We have done well in this area having both a community garage sale, and our annual student led conference. We also added a family movie night.</p> <p>Here is the data regarding attendance of these events.</p> <p>Fall Festival Attendance Tables-200 Approx -750</p> <p>Student Led Conferences 2016-2017 Fall- 800 Spring- 500 2017-2018 Fall- 700 Spring-</p>
March Progress Check	<p>We have since done our second movie night, 2 parent tours and our faculty basketball game in addition to the data below.</p> <p>Here is the data regarding attendance of these events.</p> <p>Fall Festival Attendance Tables-200 Approx -750</p> <p>Student Led Conferences 2016-2017 Fall- 800 Spring- 500 2017-2018 Fall- 700 Spring- 500</p>
June Progress Check	We held many final performances toward the end of the year. We did not hold any specific community events outside of award nights for each grade level.

Activity 1

Activity	Will organize a rummage sale and academic events, as well as continue with our student led conferences; all of which will include advertising our mission/vision statements for the community
Person Responsible	All teachers admin
Monitoring Measures	attendance in rummage sale, attendance in academic events, attendance at student led conferences
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	all staff members will advertise our school mission and vision statement to the community
Person Responsible	all staff admin TSS
Monitoring Measures	will monitor all outgoing correspondence (digital and paper) for mission and vision statements, mission and vision on websites
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 10
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	will implement an incoming 6th grade transition camp
Person Responsible	academic dean transition camp coord
Monitoring Measures	attendance of transition camp
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 6, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	will coordinate classes for community (tech awareness, bullying seminar, coffee with the counselors)
Person Responsible	consoling dept academic dean
Monitoring Measures	attendance at events
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6, SWC 10
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 5

Activity	Create a mentor program that involves our male athletes serving as a positive role model to an at-risk male student from Hatchett Elementary
Person Responsible	principal, boys head coach
Monitoring Measures	Hatchett students' discipline records, grades, and attendance. We will continue to monitor them next year when they come to Pease.
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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 4

Need : Grades do not reflect mastery of the standards of learning. Grades are not fair, accurate, specific or timely.
 All grades will reflect mastery of the unit standards with all summative and half of the formative assessments being common.

Goal : Each 6 weeks, all grades will reflect mastery of the unit standards, with all summative and half of the formative assessments being common.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Training will occur the first week of school, and continue throughout the rest of the year.
November Progress Check	<p>We have seen a lot of growth in this area. Overall failures are down, number of students who receive failing grades on assignments are down, failure LPACS are down. Here is the data:</p> <p>Six Weeks 2016-2017 % of students receiving Fs 1st 3.4% 1.8% (-1.6%) 2nd 4.5% 2.4% (-2.1)</p> <p>Approx # of Students who failed classes 1st 6 weeks 300 218</p> <p># of Failure LPACs 2016-2017 2017-2018 1st 6 weeks- 12 1st 6 weeks- 1 2nd 6 weeks- 19 2nd 6 weeks- 7</p>

March Progress Check	<p>We continue to see growth in this area:</p> <p>Six Weeks 2016-2017 % of students receiving Fs</p> <p>1st 3.4% 1.8% (-1.6%)</p> <p>2nd 4.5% 2.4% (-2.1)</p> <p>3rd 5.0% 3.7% (-1.3%)</p> <p>4th 4.4% 2.5%(-1.9%)</p> <p># of Failure LPACs 2016-2017 2017-2018</p> <p>1st 6 weeks- 12 1st 6 weeks- 1 2nd 6 weeks- 19 2nd 6 weeks- 7 3rd 6 weeks-19 3rd 6 weeks-9 4th 6 weeks-17 4th 6 weeks-4</p>
June Progress Check	<p>Final analysis of grading.</p> <p>Numbers of Fs given in teachers grade books, number of ELPACs, number of students in SSI and summer school, all dropped from the previous year.</p>

Activity	Staff trained through Solution Tree. PLCs will continue to lead their department in defining the level of mastery of the unit standards and develop common assessments.
Person Responsible	Academic dean all teachers level leads
Monitoring Measures	PLC action team meeting minutes PLC grad level meeting minutes common assessment grades vs benchmarks
Title 1 Fund	Yes
Title 1 Campuses	SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will be given two full days by department to create common assessments, review data and develop plans based on those assessments and what do to with the information learned from the assessment. The content IST, academic coach and administrator in charge of that department will attend as well
Person Responsible	all teachers dept coord admin team
Monitoring Measures	CDB data spreadsheets common assessment data intervention data
Title 1 Fund	Yes
Title 1 Campuses	SWC 4
Promote Community Involvement	

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

Activity 3

Activity	Embed interview questions that help us identify and hire teachers who have been trained in PLC or have the same values and priorities that align with the PLC model
Person Responsible	admin team
Monitoring Measures	teacher interview questions responses pertaining to evaluation responses pertaining to PLC
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	all PLCs will participate in Solution Tree training (PLC training, book study) and will keep PLC binders to track assessment data, intervention data.
Person Responsible	all teachers academic dean admin team CIS
Monitoring Measures	Book study attendance training attendance binder checks every 6 weeks

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

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

Goal 5

Need : Teachers do not have a deep understanding of the learning targets within the TEKS.

All assignments will be aligned to the depth of the student expectation of the TEK.

Goal : 100% of all assignments will be aligned to the depth of the student expectation of the TEK by the end of the year to improve student performance

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Training will occur at the beginning of the year. Teachers will align every assignment to the depth of the student expectation from the beginning of the year to the end.
November Progress Check	<p>We have seen a lot of growth in this area. Overall failures are down, number of students who receive failing grades on assignments are down, failure LPACS are down. Here is the data:</p> <p>Six Weeks 2016-2017 % of students receiving Fs</p> <p>1st 3.4% 1.8% (-1.6%)</p> <p>2nd 4.5% 2.4% (-2.1)</p> <p>Approx # of Students who failed classes</p> <p>1st 6 weeks 300 218</p> <p># of Failure LPACs</p> <p>2016-2017 2017-2018</p> <p>1st 6 weeks- 12 1st 6 weeks- 1 2nd 6 weeks- 19 2nd 6 weeks- 7</p>

March Progress Check	<p>We continue to see growth in this area:</p> <p>Six Weeks 2016-2017 % of students receiving Fs</p> <p>1st 3.4% 1.8% (-1.6%)</p> <p>2nd 4.5% 2.4% (-2.1)</p> <p>3rd 5.0% 3.7% (-1.3%)</p> <p>4th 4.4% 2.5%(-1.9%)</p> <p># of Failure LPACs 2016-2017 2017-2018</p> <p>1st 6 weeks- 12 1st 6 weeks- 1 2nd 6 weeks- 19 2nd 6 weeks- 7 3rd 6 weeks-19 3rd 6 weeks-9 4th 6 weeks-17 4th 6 weeks-4</p>
June Progress Check	<p>Final analysis of grading.</p> <p>Numbers of Fs given in teachers grade books, number of ELPACs, number of students in SSI and summer school, all dropped from the previous year.</p>

Activity	Train staff on de-constructing of TEKS and constructing of power standards for each PLC
Person Responsible	academic dean
Monitoring Measures	training attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Department coordinators will monitor and model for their departments
Person Responsible	dept cords academic dean
Monitoring Measures	Lesson plans PLC binders
Title 1 Fund	Yes
Title 1 Campuses	SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	teachers will review their deconstructed TEKS and examine student assessments for mastery of TEKS. teachers will plan interventions based on assessment data and keep all data in their PLC binders
Person Responsible	all teachers academic dean
Monitoring Measures	PLC binders lesson plans common assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 8
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	
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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 opportunities for staff to monitor health and engage in improving health

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	This will be an ongoing activity
November Progress Check	We held both a health fair and held an immunization for the flu in the fall semester. Our cafeteria offered a post work out breakfast for the staff on certain mornings.
March Progress Check	

June Progress Check	We did not hold any health events during the period of March to June. We did have a faculty/student volleyball game. 15 faculty participated.
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Activity 1

Activity	provide health screenings
Person Responsible	health committee admin team
Monitoring Measures	attendance at health screenings number of health screenings provided
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	provide information and health related activities
Person Responsible	health committee admin team
Monitoring Measures	number of times activities were provided attendance in health related activities
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 3

Activity	inform staff on healthy exercise and food options
Person Responsible	health committee admin team
Monitoring Measures	number of times information was provided
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 5
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	