



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

RAYBURN MIDDLE SCHOOL

2017-2018

OUR MISSION

A community of learners

RAYBURN MS

Needs Assessment 2017-2018

Process

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

The campus needs assessment began in November 2016 during department learning. Through their departments, teachers looked at campus priority areas, goals and related learning and evaluated their fidelity to goals. The campus leadership team also conducted walkthroughs in classrooms to collect data around campus goals. During faculty learning in January teachers collected artifacts around high yield practices and created products with the artifacts. On February 8th, middle school principals from around the district participated in the visioning institute on campus. As they visited classrooms, they collected data and artifacts around campus priority areas focusing on teacher behavior, student behavior and learner outcomes.

In May of 2017, the staff completed a campus wide data review that included CDB data, common assessment data, discipline data, attendance data for both staff and students and walkthrough data.

During the data review staff members, who had been grouped ahead of time, recorded their observations individually and then worked within their collective groups to discuss common trends in strengths and weaknesses. The groups recorded their observations on flip charts and identified need statements that they felt represented the campus as a whole.

The campus leadership team then convened to look at campus findings and evaluate their relationship to current campus goals. The group found that many of the same needs continue as do the related goals. However, several of the activities need to be revised and refined. The group added culture creators to their work and identified some priority areas needing additional clarity for teachers. During the first week in August, they planned to have staff members engage in activities to enhance the clarity and context of the activities outlined in the SIP.

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 checked="" 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	In a review of CDB Data, the campus found that students are performing below the district in a few key areas; Social Studies, grade 6 and 8 math, Reading 6 and 8. The only available STAAR data at the time of the review was the first administration data from the 8th grade Reading and math STAAR tests which found that while we met campus goals, we still have significant gaps between the state and within sub-pops on campus. Both the ELL and SE groups continue to be an area of concern, although there was an increase in SE students who met the standard in Math grade 8. Campus groups would like to look at the relationship of CDB scores to STAAR scores once they arrive.

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>Campus discipline data once again finds that the number of office referrals and assignments to alternative schools has decreased in comparison to the 2012-15 school year. There continues to be a concern regarding the number of referrals for SE students and the time spent out of class due to ISS and suspensions.</p> <p>In looking at common assessment and CDB data, ELL students are performing significantly better than previous years, particularly in the areas of math and science. SE students continue to struggle in all tested areas. There continues to be a need to support students in collaborative classrooms and to support collaborative pairs with implementing structures effectively.</p>

CSF 3: Leadership Effectiveness
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<p>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.</p>
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| <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>Classroom walkthrough data was reviewed. Big 3 data was consistent around instructional practice while the number of Frontline data varied from administrator to administrator. Teachers have shared that Big 3 data is geared towards improving practice and that they appreciate the information.</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 Data from student intervention, SSI, advisory time, and PD plan for the campus

Findings	Data in regard to RTI finds over 65 students that have been in the process at different points in the year. There continues to be a need for teacher training on the process as well as how to document interventions in the system. Data was also reviewed regarding students using various computer interventions.
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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 Family night surveys

Findings	Family night surveys once again indicate parents are appreciative of the events and enjoy engaging in learning with their students. Parents have asked for information regarding academic support for their students and resources they can take home. District sponsored family nights were not attended with the exception of a transition night at John Jay High School. A variety of communication tools are used to provide parents, teachers and students information including newsletters, email, remind101, the campus web-site and the call-out system.
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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

<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input checked="" type="checkbox"/> Other OHI survey results	
Findings	Parent surveys and family night feedback were reviewed. Attendance at the January SLC continues to be strong and attendance for the November event was stronger than the previous year. A review of OHI results continued to show improvement in all areas.

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 checked="" type="checkbox"/> Teacher experience and years on campus	
<input checked="" 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	Teacher attendance has improved from the previous year, with an exception around 2 employees. Student attendance rates are still higher than teacher attendance rates. Continuing to revisit campus expectations, procedures and areas of focus will continue to be a need to ensure that all staff are on the same page. Teacher feedback from PD during the year speak to a need to work on writing in the classrooms and various types of structured conversations.

Priority Needs

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

Priority Need 1

A significant gap exists between all student performance and the performance of the state. In addition a gap between all students and the ELL and SE populations exists.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 7 Teacher Quality

Priority Need 2

The approaches to student attendance, behavior and academic issues that impact student achievement need to be expanded.

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

Priority Need 3

There is a need for staff development that mirrors needs based on student data.

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 4

There is a need for systems that improve communication and allow opportunities for reciprocal feedback throughout the campus on priority areas.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Campus: RAYBURN MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/30/2017

SAT Member	Name	Signature
Principal	Scott McKenzie	
Parent Community Representative	Gracie Devora	
Staff Representative	Corine Garcia	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Manuel Mermea	Community Member
Belinda Hernandez	Parent
Linda Cardenas	Parent
Corine Garcia	Staff Member
Adrian Hysten	Staff Member
Scott McKenzie	Principal
Aissa Zambrano	Administrator

CAMPUS: RAYBURN 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		Creating A Culture for Student Success - PLCs in Action and Campus Priority Areas	Collaboration	All	All		6
08/22/2017		District Training Requirements & Convocation - Gradebook System, CMS updates & Technology Applications	Technology	All	All		6
08/23/2017		Building Champions & PBIS - Strengthening our Foundation for Student Success	Classroom Management	All	All		6
10/09/2017		District PD AM; Differentiation in the classroom PM	Instruction	All	All		6
11/20/2017		Campus PLC Retreat in August	Collaboration	All	All		6
11/21/2017		Campus PLC Retreat in August	Instruction	All	All		6
02/19/2018		District PD AM; Campus Writing to Learn and Structured Conversations PM	Instruction	All	All		6

CAMPUS: RAYBURN 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	65%	27%	63%	74%	79%	69%	32%	11%	72%
African-American	67%	36%	65%	66%	74%	64%	29%	12%	65%
Hispanic	64%	26%	60%	69%	77%	69%	32%	11%	72%
White	72%	25%	70%	85%	87%	65%	35%	7%	65%
Economically Disadvantaged	63%	24%	63%	66%	71%	65%	28%	9%	65%
Special Education	25%	13%	27%	36%	43%	26%	14%	1%	30%
At-Risk	50%	9%	50%	56%	62%	56%	16%	3%	60%
Limited English Proficient	40%	7%	46%	44%	42%	36%	8%	1%	40%
Asian	75%	50%	80%	91%	81%	100%	50%	50%	100%
American Indian	100%	100%	100%	74%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	76%	81%	N/A	N/A	N/A	N/A
Two or More	100%	57%	90%	83%	89%	88%	75%	13%	N/A

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	60%	33%	65%	68%	70%	53%	22%	6%	60%
African-American	47%	33%	50%	58%	65%	69%	46%	8%	70%
Hispanic	60%	33%	65%	63%	67%	52%	21%	5%	60%

White	57%	29%	65%	79%	81%	22%	11%	0%	30%
Economically Disadvantaged	56%	29%	65%	59%	59%	51%	19%	4%	55%
Special Education	29%	24%	20%	27%	31%	11%	7%	0%	15%
At-Risk	41%	16%	55%	46%	47%	36%	8%	1%	40%
Limited English Proficient	50%	11%	55%	38%	31%	38%	6%	3%	42%
Asian	67%	67%	70%	89%	79%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	71%	75%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	76%	82%	100%	50%	0%	100%

MATHEMATICS (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	60%	24%	57%	76%	77%	65%	27%	9%	68%
African-American	51%	32%	55%	65%	70%	54%	24%	10%	60%
Hispanic	60%	23%	57%	72%	75%	65%	27%	9%	68%
White	59%	15%	57%	85%	86%	60%	19%	2%	65%
Economically Disadvantaged	57%	21%	57%	69%	68%	60%	22%	7%	65%
Special Education	21%	13%	24%	44%	47%	32%	17%	3%	35%
At-Risk	46%	10%	57%	61%	62%	53%	12%	2%	65%
Limited English Proficient	51%	15%	55%	58%	54%	45%	14%	1%	60%
Asian	75%	75%	75%	94%	85%	100%	50%	50%	100%
American Indian	N/A	N/A	N/A	75%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	78%	83%	N/A	N/A	N/A	N/A
Two or More	86%	43%	80%	82%	85%	100%	71%	14%	100%

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%	84%	100%	82%	99%	100%	93%	57%	100%

SCIENCE (Grade 8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	65%	31%	68%	74%	76%	71%	37%	9%	71%
African-American	77%	46%	80%	63%	68%	67%	27%	13%	71%
Hispanic	63%	29%	68%	69%	72%	71%	37%	9%	71%
White	100%	69%	100%	86%	88%	79%	37%	5%	80%
Economically Disadvantaged	63%	31%	68%	66%	66%	66%	34%	6%	70%
Special Education	23%	12%	25%	38%	44%	28%	16%	0%	28%
At-Risk	50%	15%	60%	56%	57%	58%	24%	5%	65%
Limited English Proficient	50%	0%	35%	44%	36%	52%	9%	0%	55%
Asian	N/A	N/A	N/A	92%	84%	100%	0%	0%	100%
American Indian	100%	100%	N/A	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	84%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	83%	87%	100%	100%	0%	100%

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	45%	18%	50%	62%	63%	40%	11%	4%	50%
African-American	62%	15%	65%	50%	55%	33%	27%	7%	45%
Hispanic	42%	18%	50%	55%	58%	39%	10%	4%	45%

White	85%	31%	85%	75%	80%	63%	16%	0%	65%
Economically Disadvantaged	42%	17%	50%	51%	51%	35%	9%	3%	50%
Special Education	16%	12%	15%	30%	33%	28%	16%	3%	30%
At-Risk	23%	5%	35%	40%	40%	24%	7%	3%	40%
Limited English Proficient	0%	0%	25%	29%	22%	18%	0%	0%	35%
Asian	N/A	N/A	N/A	87%	76%	0%	0%	0%	N/A
American Indian	100%	100%	N/A	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	84%	N/A	N/A	N/A	N/A
Two or More	0%	0%	N/A	72%	80%	100%	50%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.3%	96%
African-American	95.4%	95.8%	96.1%	96%
Hispanic	95.6%	95%	95.3%	95%
White	96%	95.8%	94.1%	95%
Economically Disadvantaged	95.4%	94.4%	95%	95%
Special Education	94.5%	93.9%	93.9%	95%
Limited English Proficient	96.4%	95.8%	96.4%	96%
Asian	97.8%	96.8%	97.3%	97%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	95.5%	96%
Two or More	95.9%	96%	97.5%	98%

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	742	750
PSAT Reading/Writing Section Mean	396	368	370
PSAT Math Section Mean	395	374	375

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : A significant gap exists between all student performance and the performance of the state. In addition a gap between all students and the ELL and SE populations exists.

Goal : The STAAR percent met standard scores will increase for all students in each assessed content area. The percent of met standard scores for the LEP and SE student groups will increase 15% in each tested area. Missed safeguards include all students in Writing and Social Studies, African American in Math, Hispanic students in Writing and Social Studies, economically disadvantaged students in writing and social studies, SE students in all tested areas and ELL students in Reading and Writing.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	Local, State Compensatory
Timeline for Implementation	All teachers will participate in PLC retreat at the beginning of August. These days will focus on the collaboration of teachers as they create common learning targets, essential questions and common assessments. During the first week back for teachers, the campus will review the Rayburn Big 3 strategies and exemplars of what these look like in classrooms, and how they are used effectively to promote student learning. Faculty learning during September and October will continue to work on Writing

November Progress Check	<p>In August all teachers engaged in learning around Big 3 strategies and refined planning and common assessment creation. Feedback sessions have been focused around all staff collecting evidence around the Big 3 and common formative assessments.</p> <p>All but one pair of collaborative teachers have attended Day 1 and 2 of collaborative teaching training.</p> <p>-6th ELA CDB #1 Met Standard - 50% all, 20%SE, 39%EL -7th ELA CDB #1 Met Standard - 53% all, 32%SE, 31%EL -8th ELA CDB #1 Met Standard - 53%all, 19%SE, 20%EL</p> <p>7th Math CDB#1 Met Standard - 71%all, 53%SE, 67%EL</p> <p>Currently there are a total of 72 EL students assigned to an intervention during advisory time and 30 EL students are assigned to SCE classes. 104 SE students are currently assigned to an intervention.</p>
March Progress Check	
June Progress Check	

Activity 1

Activity	Continue the standard use of the Big 3 strategies (Anchor charts & academic vocabulary, sentence stems and essential questions) with an emphasis on the purposes and use of essential questions and anchor charts. This would include criteria for both essential questions and anchor charts as well as their purpose within instruction.
Person Responsible	Admin team (monitoring) Department coordinators All teachers (implementation)
Monitoring Measures	Continue walkthroughs, 2 per teacher per six weeks
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	Implement twice weekly structured conversations and subject focused writing assessments once every two weeks in order to assess student learning.
Person Responsible	Classroom teachers (implementation) Department coordinators and admin
Monitoring Measures	Structured conversations evidence in lesson plans and classroom walkthroughs Writing - teachers will provide examples once a month at department learning
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	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Use refined planning and common assessment protocols within PLC's to establish common learning targets, essential questions and common assessments aligned to the TEKS. Use the data provided from the assessments to reteach and review.
Person Responsible	all campus PLC's campus administrators
Monitoring Measures	August planning days Scheduled PLC times review lesson plans for alignment to the standards and common targets
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4, SWC 8
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	

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

Activity 4

Activity	Purposefully implement collaborative teaching strategies and monitor their effectiveness as related to student achievement.
Person Responsible	Collaborative teaching pairs Campus leadership team (walkthroughs)
Monitoring Measures	Monitor the lesson plans for collaborative teachers. walkthroughs of collaborative classrooms once bi-weekly
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 3, SWC 8, SWC 9
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	
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 : The approaches to student attendance, behavior and academic issues that impact student achievement need to be expanded.

Goal : Provide a system of intervention and support for students needing support in academics, behavior, attendance, social and emotional struggles.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017 - identify and schedule all students needing intervention through SCE classes Set a calendar of intervention meetings, PBIS meetings and discipline data runs
November Progress Check	178 currently in an intervention class in place of their elective. In addition, 4 sections of 8th grade ELA are block classes designed to work with students who did not pass the Reading STAAR in the 7th grade. In addition, 514 students in grades 6-8 have been placed in an intervention class during their advisory time. These classes targeted students who need support in Math or Reading. 5 family events have been held to date; one campus wide literacy carnival, 2 Cafecitos targeting parental support and involvement and 2 information nights designated to inform parents about GT services and Dyslexia services. In addition, 3 EL parent nights have also been held. The campus PBIS team has also revamped the progressive discipline model and created a three tier approach to progressive discipline. The PBIS committee trained the staff during faculty learning on November 6th.
March Progress Check	
June Progress Check	

Activity 1

Activity	Utilize a protocol, aimed at providing intervention for those experiencing academic struggles to include utilizing current intervention schedule (advisory time)to provide support to identified students during the day.
Person Responsible	Academic Dean Campus Intervention Specialist Campus SCE teachers
Monitoring Measures	determine students who need interventions and tier support based on data schedule all students by start of school year monitor students in intervention and meet on their progress once per grading period
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	Utilize the campus PBIS model for campus procedures, routines and discipline management system to reduce the total number of office referrals by 10%
Person Responsible	Vice Principal and Assistant Principal
Monitoring Measures	Monthly Runs of discipline data Campus training of PBIS procedures by team Success assembly for students in August and January
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 3

Activity	Utilize campus PBIS team to track connections between referrals, grades and attendance and make appropriate recommendations for support on an individual basis.
Person Responsible	Vice Principal, Assistant Principal and PBIS Team
Monitoring Measures	Data runs once per grading period with share out of data to staff once per semester.
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	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 4

Activity	Provide parents and students with learning opportunities that incorporate high yield strategies with low performing content areas, open up campus technology to the community and assist parents and the community with accessing online resources.
Person Responsible	Campus leaders Possibly library staff Guidance Counselors
Monitoring Measures	Family Night sign in sheets Parent surveys Sign-in sheets from tech nights
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 6, SWC 9
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Inform students and teachers of ways to identify students in need of assistance (RTI) and support available to students through the campus guidance program and Communities in Schools.
Person Responsible	Guidance Counselors and Campus Intervention Specialist
Monitoring Measures	Meetings once per grading period to review students in RTI and their progress Staff trainings in August on services provided to students through counseling and CIS programs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 9
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.

Goal 3

Need : There is a need for staff development that mirrors needs based on student data.

Goal : Provide focused faculty learning centered around best practices with frequent monitoring around implementation.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local
Timeline for Implementation	Development of department learning for Fall of 2017 to be completed in May of 2017. Faculty learning agendas to be drafted in August of 2017 following teacher survey and feedback during staff retreat. Faculty learning and feedback Friday to be held at once monthly intervals.
November Progress Check	To date, 7 faculty learning sessions have been held. Topics have been related to the campus improvement plan and campus procedures and routines. In addition, one session was the required roll-out of the new SE documentation as required by the district. Learning for the Spring will be designed by the campus leadership team at the December leadership meeting. Learning will be targeted at instructional practices and will also include campus testing information and logistics.
March Progress Check	
June Progress Check	

Activity 1

Activity	Connect teacher practice using Webb's DOK with open ended questions, creation of common assessments and instructional activities that scaffold appropriately for all learners.
Person Responsible	Campus teacher leaders Classroom teachers
Monitoring Measures	Lesson plans, reteach from common assessment data as reflected on lesson plans and classroom walkthrough data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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	
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Activity 2

Activity	Develop and implement a plan using available campus personnel to facilitate department learning and professional development.
Person Responsible	Department Coordinators Principal Academic Dean Staff Development Committee
Monitoring Measures	Department learning agendas Feedback from group following department learning
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide structured opportunities for collaborative pairs to share and enhance on effective collaborative teaching practices.
Person Responsible	Academic Dean and Campus SE coordinator Collaborative teachers
Monitoring Measures	All content area collaborative pairs meet once per grading period after school
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 9
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 4

Activity	Create a system of support using available campus personnel to provide targeted support and coaching to staff in order to make professional development differentiated to the needs of all adult learners.
Person Responsible	Campus teacher leaders Academic Dean Principal
Monitoring Measures	PD Plan for the year based on teacher feedback and needs (menu options) and evaluations from faculty learning.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
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 5

Activity	Create and implement a campus wide PLC plan that engages learners once per grading period in on the job learning and campus walkthroughs using iPad technology to allow for feedback loops among staff members.
Person Responsible	Campus leadership team Campus teacher leaders All campus teachers
Monitoring Measures	Faculty Learning Agendas Campus Walkthrough Notes Feedback Fridays with all teachers on campus

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8
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 for systems that improve communication and allow opportunities for reciprocal feedback throughout the campus on priority areas.

Goal : Involve campus stakeholders in feedback opportunities around campus priority areas.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local, State Compensatory
Timeline for Implementation	Identify new SAT members by September 1 to include students Be fully staffed in all positions by September 1 August and January training and review of all crisis procedures to include maps posted in all rooms Set calendar of all drill dates by start of school year.
November Progress Check	To date a total of 4 drills have been held. All staff were trained on emergency procedures and all classrooms have evacuation maps. Both campus leadership meetings and PBIS meetings have been held to garner feedback from staff on campus issues and concerns.
March Progress Check	

June Progress Check	
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Activity 1

Activity	Utilize leadership, department and committee meetings to provide and receive feedback on campus issues and decisions on a monthly basis.
Person Responsible	Department leaders Committee Chairs Admin team
Monitoring Measures	Meeting agendas Staff surveys once per semester
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 2

Activity	Utilize teacher leaders to recruit, hire and retain highly qualified personnel.
Person Responsible	Admin team and department coordinators
Monitoring Measures	Fully staffed by start of the school year Have teacher leaders create and preview interview questions Have teacher leaders participate in job fair and interview process when possible
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Train all staff on a comprehensive safety plan with fire and safety drills conducted at the following intervals: fire once per month and safety once per semester.
Person Responsible	Admin team
Monitoring Measures	Posted maps in all classrooms with areas and routes by first day of school Calendar all drills at start of year Training on crisis plan in August with a review in January
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 4

Activity	Invite parents and students to provide feedback in campus decisions through involvement in SAT meetings held 2 times per semester.
Person Responsible	Principal and Academic Dean
Monitoring Measures	Meeting agendas Newsletter with dates provided to parents at the start of the year Dates updated on campus website weekly
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 6
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Involve PLC leaders in meetings once per six weeks to discuss strategies to improve alignment and PLC effectiveness.
Person Responsible	Academic Dean Department Leaders
Monitoring Measures	Meeting agendas Sign in sheets Calendar of meetings set in early August
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
Promote a Safe Environment for Students and Staff	

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

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Beginning in August and ending with a campus wide field day in May.
November Progress Check	To date, only 4 students were removed from PE to be placed in SCE classes. During the first family night of the year a table was set up with information related to healthy living choices. PE teachers and the coaching staff continue to work on getting all students involved in classes and not allowing student to opt out of programs.
March Progress Check	
June Progress Check	

Activity 1

Activity	Provide moderate to vigorous physical activity in PE and athletic classes.
Person Responsible	All PE and coaching staff
Monitoring Measures	Walkthroughs in PE classes
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
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	Promote nutrition messages throughout the school specific to My Plate.
Person Responsible	Campus Advisory Facilitator

Monitoring Measures	Once monthly relating to healthy food and lifestyle choices
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	Provide curricula that blends healthy living choices and advisory time.
Person Responsible	Campus advisory facilitator and advisory team
Monitoring Measures	Once monthly lessons relating to healthy food and lifestyle choices.
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	Limit the amount of time that students are removed from physical education classes.
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Person Responsible	Counselors, PE teachers, campus administration
Monitoring Measures	Monitor enrollment and attendance numbers in PE and athletic classes
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	Provide families with information on community health events at campus events.
Person Responsible	PE coaches, counselors and campus administration
Monitoring Measures	Tables and sign in sheets at family events
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	