



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# ROSS MIDDLE SCHOOL

## 2017-2018

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### OUR MISSION

In collaboration with families and our community, it is the mission and responsibility of Sul Ross Middle School to provide all students the opportunity to become productive members of society with life-long learning skills. We will strive to create an environment where students learn to respect diversity, believe in themselves, and take steps to achieve academically, socially, and emotionally.

## ROSS MS

### Needs Assessment 2017-2018

#### Process

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

On Early Release May 5, 2017, the faculty met to review Ross' historical data in regards to STAAR, CDB, and TELPAS scores. Faculty was broken up into grade-level cadres/PLC to review the data as it pertained to their cadre/PLC. They focused on overall finding findings, 3 reasons as to why the data looks the way that it does, and 3 actionable findings. Our elective teachers looked at AVID on the campus and our PE teachers reviewed our PLC survey. All results were recorded on a template in Google drive.

On May 22, 2017, the Principal, Mr. Ortega, Academic Dean, Mahntie Reeves, and coordinators convened at NAC for a review of the Needs Assessment. All Critical Success Factors were reviewed and priority needs created from responses to findings.

Core reconvened on Tuesday, May 30, 2017 to review and solidify priority needs and campus goals for the 2017 - 2018 academic school year. The goals focused on student achievement as it relates to student practice and interaction with higher order thinking skills. Goals also focused on the need to reacquaint the campus with the structures AVID, PBIS, PLC that guide our campus.

**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 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 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	<ol style="list-style-type: none"> <li>1. PLC process is a campus expectation, but continuous understanding and training of the model is needed due to teacher turnover.</li> <li>2. Ross is performing below or near district on CDBs and STAAR.</li> </ol>

<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 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 checked="" type="checkbox"/> Other      GR8 STAAR 2017	
Findings	<ol style="list-style-type: none"> <li>1. Quintiling is a viable practice for identifying students, but also need to look at other data such as attendance, tardies</li> <li>2. Communication of multiple data to teachers and staff is lacking</li> <li>3. Quality of interventions after common assessments is not consistent in regards to rigor.</li> <li>4. SCE, targeted interventions is effective but needs continuous evaluation and structural changes if necessary.</li> </ol>

<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 checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> <li>1. Continuous PLC training for cadre leaders throughout the year</li> <li>2. Build capacity of campus leadership (FLT, PLC, DLT, Red Wagon, PBIS)</li> </ol>

<b>CSF 4: Increased Learning Time</b>	
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.	
<input type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	

<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> <li>1. Teachers need increased opportunities for learning</li> <li>2. Teachers are not maximizing instructional time</li> <li>3. Math SCE pre-teaching model has a positive effect on student performance</li> </ol>

<b>CSF 5: Family/Community Engagement</b>	
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.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> <li>1. There are many opportunities for family and community involvement</li> <li>2. Families would like more opportunities to interact with staff</li> <li>3. Adult ESL class</li> </ol>

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> <li>1. PBIS is not as effective as previous years</li> </ol>

<b>CSF 7: Teacher Quality</b>
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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	<ol style="list-style-type: none"> <li>1. Red Wagon was effective for our first year teachers</li> <li>2. Professional development for teachers and staff</li> </ol>
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**Priority Needs**

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

Priority Need 1

Campus needs assessments identified a constant lack of student interaction and practice with higher order thinking questions and responses that build academic vocabulary

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 7 Teacher Quality

Priority Need 2

Campus needs assessment identified that teacher turnover has produced a lack of knowledge regarding campus structures which has affected teacher effectiveness and student achievement

- CSF 1 Academic Performance
- CSF 3 Leadership Effectiveness
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

**Campus: ROSS MS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 03/07/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Lisa McConoghy	
Parent Community Representative	Carlos Sanchez	
Staff Representative	Irene Alvarez	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Irene Alvarez	Staff Member
Angela Casanova	Staff Member
Michelle Dominguez	Staff Member
Elsa Escobedo	Staff Member
Lizette Gallardo	Staff Member
Christine Garcia	Parent
April Hall	Parent
Brenda Ledermann	Staff Member
Maribel Meekins	Staff Member
Carolyn Moreno	Staff Member
Jason Padron	Staff Member
Carlos Sanchez	Community Member
Katherine Vela	Staff Member

**CAMPUS: ROSS 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		Professional Learning Communities	Instruction	Teachers	All SE ELL	other	3
08/22/2017		AVID	Collaboration	Teachers	All SE ELL	other	3
08/23/2017		Professional Learning Communities	Curriculum	Teachers	All SE ELL	other	6
10/09/2017		Professional Learning Communities	Curriculum	Teachers	All SE ELL	other	6
11/20/2017		Professional Learning Communities - Learning Walks	Instruction	Teachers	All SE ELL	other	6
11/21/2017		Professional Learning Communities - Learning Walks	Instruction	Teachers	All SE ELL	other	6
02/19/2018		Professional Learning Communities - Learning Walks	Instruction	Teachers	All SE ELL	other	6



**CAMPUS:** ROSS 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%	30%	70%	74%	79%	72%	35%	15%	75%
African-American	63%	29%	68%	66%	74%	67%	28%	11%	70%
Hispanic	66%	30%	71%	69%	77%	72%	34%	15%	72%
White	63%	34%	68%	85%	87%	70%	38%	19%	73%
Economically Disadvantaged	63%	28%	68%	66%	71%	69%	32%	13%	70%
Special Education	26%	14%	31%	36%	43%	39%	24%	12%	40%
At-Risk	51%	14%	56%	56%	62%	60%	18%	5%	63%
Limited English Proficient	46%	11%	51%	44%	42%	46%	8%	3%	50%
Asian	64%	29%	69%	91%	81%	72%	56%	33%	75%
American Indian	N/A	N/A	95%	74%	77%	N/A	N/A	N/A	70%
Hawaiian Pacific Islander	33%	33%	38%	76%	81%	100%	100%	0%	100%
Two or More	0%	0%	55%	83%	89%	67%	50%	33%	70%

**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	54%	23%	59%	68%	70%	56%	24%	5%	60%
African-American	71%	21%	76%	58%	65%	47%	32%	5%	50%
Hispanic	54%	23%	59%	63%	67%	57%	24%	4%	60%

White	54%	23%	59%	79%	81%	62%	24%	10%	65%
Economically Disadvantaged	51%	20%	56%	59%	59%	52%	20%	4%	55%
Special Education	17%	13%	22%	27%	31%	20%	12%	4%	25%
At-Risk	39%	9%	44%	46%	47%	39%	10%	3%	42%
Limited English Proficient	27%	4%	32%	38%	31%	28%	5%	2%	30%
Asian	67%	67%	72%	89%	79%	33%	17%	17%	80%
American Indian	N/A	N/A	70%	65%	57%	N/A	N/A	N/A	57%
Hawaiian Pacific Islander	N/A	N/A	100%	71%	75%	100%	100%	0%	100%
Two or More	0%	0%	70%	76%	82%	0%	0%	0%	70%

**MATHEMATICS (Grades 6-8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	CPO 2017-2018
All Students	61%	18%	66%	76%	77%	71%	30%	9%	73%
African-American	59%	14%	64%	65%	70%	71%	20%	4%	73%
Hispanic	61%	19%	66%	72%	75%	71%	30%	9%	73%
White	55%	21%	60%	85%	86%	70%	30%	12%	73%
Economically Disadvantaged	59%	17%	64%	69%	68%	69%	28%	8%	70%
Special Education	24%	13%	29%	44%	47%	47%	23%	15%	50%
At-Risk	49%	8%	54%	61%	62%	61%	17%	3%	63%
Limited English Proficient	59%	14%	64%	58%	54%	56%	14%	3%	60%
Asian	80%	30%	85%	94%	85%	69%	56%	38%	72%
American Indian	N/A	N/A	100%	75%	77%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	67%	0%	72%	78%	83%	100%	50%	0%	100%
Two or More	67%	0%	72%	82%	85%	67%	33%	33%	70%

**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	Approaches Standard	Approaches Standard	
All Students	99%	60%	100%	82%	99%	100%	88%	55%	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	Approaches Standard	Approaches Standard	
All Students	63%	31%	68%	74%	76%	66%	34%	11%	70%
African-American	74%	35%	79%	63%	68%	67%	13%	0%	70%
Hispanic	61%	30%	66%	69%	72%	66%	34%	11%	70%
White	67%	33%	72%	86%	88%	67%	39%	6%	70%
Economically Disadvantaged	59%	29%	64%	66%	66%	66%	31%	10%	70%
Special Education	24%	10%	29%	38%	44%	43%	28%	11%	50%
At-Risk	50%	16%	55%	56%	57%	53%	16%	3%	55%
Limited English Proficient	43%	9%	48%	44%	36%	53%	18%	3%	55%
Asian	83%	50%	88%	92%	84%	67%	67%	67%	70%
American Indian	N/A	N/A	100%	73%	86%	N/A	N/A	N/A	70%
Hawaiian Pacific Islander	100%	100%	70%	75%	84%	N/A	N/A	N/A	70%
Two or More	N/A	N/A	58%	83%	87%	67%	67%	33%	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	Approaches Standard	Approaches Standard	
All Students	48%	15%	53%	62%	63%	49%	18%	7%	55%
African-American	57%	13%	62%	50%	55%	47%	13%	7%	55%
Hispanic	46%	15%	51%	55%	58%	50%	18%	7%	55%

White	100%	33%	72%	75%	80%	35%	6%	0%	40%
Economically Disadvantaged	44%	13%	49%	51%	51%	47%	16%	6%	50%
Special Education	18%	8%	23%	30%	33%	33%	22%	9%	40%
At-Risk	33%	5%	38%	40%	40%	30%	7%	2%	35%
Limited English Proficient	26%	3%	31%	29%	22%	26%	13%	0%	35%
Asian	83%	33%	88%	87%	76%	67%	67%	67%	70%
American Indian	N/A	N/A	100%	61%	57%	N/A	N/A	N/A	60%
Hawaiian Pacific Islander	100%	0%	100%	63%	84%	N/A	N/A	N/A	65%
Two or More	N/A	N/A	73%	72%	80%	33%	33%	33%	40%

## 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%	94.4%	95%
Hispanic	95.6%	95%	94.5%	95%
White	96%	95.8%	93.5%	94%
Economically Disadvantaged	95.4%	94.4%	94.1%	95%
Special Education	94.5%	93.9%	92.7%	94%
Limited English Proficient	96.4%	95.8%	95.2%	96%
Asian	97.8%	96.8%	95.7%	96%
American Indian	95.3%	95.2%	85.9%	90%
Hawaiian Pacific Islander	95.5%	96.1%	98.1%	98%
Two or More	95.9%	96%	91.1%	92%

## 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%	0.1%	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	711	715
PSAT Reading/Writing Section Mean	396	347	350
PSAT Math Section Mean	395	364	370

# 17-18 School Improvement Plan - Objectives and Activities

## Goal 1

**Need :** Campus needs assessments identified a constant lack of student interaction and practice with higher order thinking questions and responses that build academic vocabulary

**Goal :** System Safeguards: Increase the use of Costa's Level of Questioning and Structured Conversation in every lesson, every classroom with special attention given to our All Students, Hispanic, and Eco Dis in Writing and Social Studies, Special Education in Reading, Math, Writing, Science, Social Studies, and English language learners in Writing and Social Studies.

### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, ELL
Funding Needed	Other
Timeline for Implementation	August Training on Costa's Level of Questioning August Training on Structured Conversation October Learning Walk - template for tracking Costa's Level of Questioning - template for tracking student response to Costa's Level of Questioning February Learning Walk - template for tracking Costa's Level of Questioning - template for tracking student response to Costa's Level of Questioning Fall FLT Spring FLT

November Progress Check	<p>ELAR Benchmarks</p> <p>All Students 1% to 4% points below district in all grade levels – 1% in GR7  Hispanic 1% to 3% points below district in all grade levels – even with district in GR7  Eco Dis 1% points below district in GR6, even with district in GR8, 3% above district in GR7  SE 2% to 4% points below district in all grade levels, 19% to 23% below All Students in all grade levels  EL 2% to 3% points above district in all grade levels,</p> <p>MATH Bencharks (7th Only)</p> <p>All Students 6% points above district  Hispanic 8% points above district  Eco Dis 10% points above district  SE 13% points above district  EL 11% points above district</p> <p>SCIENCE (7TH ONLY)</p> <p>All Students 5% points below district  Hispanic 4% point below district  Eco Dis even with district  SE 10% points below district  EL even with district</p> <p>TARGET INTERVENTION</p> <p>*Math intervention based on quintiling results  -GR6 20/49 SE  -GR7 15/49 SE</p> <p>LEARNING WALKS PROGRESS</p> <p>*11/02/17 all classrooms, except PE, visited by teachers including electives, ALE, SI.  *Data collected on structured conversation, word banks, and Costa's Level of Thinking showed that there is progress and the campus will continue to monitor fidelity to the strategies put in place</p>
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March Progress Check	<p>*March 23rd - Mock STAAR for 6th/7th grade math and 8th grade social studies</p> <p>TARGET INTERVENTION:</p> <ul style="list-style-type: none"> <li>-Continued with math and ELAR intervention during target</li> <li>-started science and social studies interventions with teachers rotating between 4 classes every three weeks (allows for 12 weeks of intervention prior to testing)</li> <li>-EL(Tues.) and SE(Thurs) targeted after school tutoring every other week</li> </ul> <p>LEARNING WALKS PROGRESS</p> <ul style="list-style-type: none"> <li>-teachers started second round of learning walks with partners</li> <li>-teachers find benefit in learning walks and want to look at structure for upcoming year.</li> </ul> <p>COORDINATOR WALKS NEEDS ASSESSMENT</p> <ul style="list-style-type: none"> <li>-deeper level of structured conversations</li> <li>-continue to work on levels of questioning</li> <li>-focus on closing out lessons and how teachers are checking for understanding</li> <li>-look at collaborative model and structures</li> </ul>																																								
June Progress Check	<p>2018 STAAR Results: shows gains for general pop (except GR6). Gap still exists between Gen. Pop. and SE, LEP</p> <table border="1" data-bbox="443 592 1386 714"> <thead> <tr> <th></th> <th>MATH6</th> <th>MATH7</th> <th>MATH8</th> <th>ELAR6</th> <th>ELAR7</th> <th>WRITE</th> <th>ELAR 8</th> <th>SCI</th> <th>SS 8</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>72</td> <td>71</td> <td>77/86</td> <td>62</td> <td>77</td> <td>65</td> <td>73/82</td> <td>72</td> <td>60</td> </tr> <tr> <td>SE</td> <td>56</td> <td>30</td> <td>42/61</td> <td>12</td> <td>30</td> <td>10</td> <td>29/45</td> <td>39</td> <td>33</td> </tr> <tr> <td>LEP</td> <td>65</td> <td>62</td> <td>66/74</td> <td>46</td> <td>47</td> <td>34</td> <td>39/53</td> <td>44</td> <td>42</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Increase in students' scores in all grades, all subjects, except GR6 math and reading.</li> <li>2. Highest scores on STAAR to date in GR7 math, reading, and writing.</li> <li>3. Strong performance of English Learners in math.</li> <li>4. Focus has been on increasing rigor in the classroom. Next year will focus on differentiation and collaborative model to improve scores of SE and LEP populations.</li> </ol> <p>Pre-Test (new campus strategy)</p> <p>*Revising and Editing Mock STAAR for GR6 ELAR (May 16) 54% answered correctly - composition will be given to current 7th grade teachers to review at end of the year department planning and summer department planning.</p> <p>*Science and Social Studies Mock STAAR for GR7 students (May 16, 17) - 49% items answered correctly in science with the strongest in 8th grade TEKS, 38% items answered corrected in social studies.</p>		MATH6	MATH7	MATH8	ELAR6	ELAR7	WRITE	ELAR 8	SCI	SS 8	ALL	72	71	77/86	62	77	65	73/82	72	60	SE	56	30	42/61	12	30	10	29/45	39	33	LEP	65	62	66/74	46	47	34	39/53	44	42
	MATH6	MATH7	MATH8	ELAR6	ELAR7	WRITE	ELAR 8	SCI	SS 8																																
ALL	72	71	77/86	62	77	65	73/82	72	60																																
SE	56	30	42/61	12	30	10	29/45	39	33																																
LEP	65	62	66/74	46	47	34	39/53	44	42																																

Activity 1

Activity	Train campus on and track implementation of Structured Conversation (think, write, pair, share) in the classroom instructional cycle.
Person Responsible	Academic Dean, Coordinators, Cadre Leaders



Monitoring Measures	<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Classroom observations of structured conversations</li> <li>- Classroom observations of student responses to Costa's Level of Questioning</li> <li>- CDBs</li> <li>- Exit Slips</li> </ul>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8
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	Train campus on and track implementation of Costa's Level of Questioning in the classroom instructional cycle.
Person Responsible	AVID Coordinator, Academic Dean, Coordinators, Cadre Leaders
Monitoring Measures	<ul style="list-style-type: none"> <li>- Lesson plans</li> <li>- classroom observation's of Costa's Level of Questioning in the instructional cycle</li> <li>- Exit slips, Common assessments, CDBs</li> </ul>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, 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 3

Activity	Learning Walks once a semester to observe, gather student evidence and debrief in regards to teacher and student progress towards the learner outcomes
Person Responsible	Academic Dean, Coordinators, Cadre Leaders, teachers
Monitoring Measures	- observation templates - teacher and student surveys - minutes from debrief
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9, SWC 10
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	Increase parent and student awareness of the academic goals of the campus
Person Responsible	Counselors, Teachers, Principal, Academic Dean
Monitoring Measures	-parent participation in Family Events -parent participation in HAC
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6, SWC 10
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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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 2**

**Need :** Campus needs assessment identified that teacher turnover has produced a lack of knowledge regarding campus structures which has affected teacher effectiveness and student achievement

**Goal :** Refocus our United Voice by increasing staff understanding and fidelity to the three structures that guide the campus AVID, PLC, and PBIS

**Goal Details**

Student Groups Impacted	All Students, Special Education, At Risk, ELL, Migrant
Funding Needed	

Timeline for Implementation	<p>August Training  Camp Ross - training for students  Monthly reports on progress  Cadre Leaders meet every 6 weeks</p>
November Progress Check	<p>PBIS Data taken from average incident report  August 17/18 4 less referrals than 16/17  September 17 more referrals in 17/18 than 16/17  October 150 more referrals in 17/18 than in 16/17  November 68 more referrals in 17/18 than in 16/17  PBIS Committee will review data results and evaluate initiative put forth</p> <p>AVID  Training on 9/12/17 on Costa's Level of Thinking incorporated into structured conversation</p> <ul style="list-style-type: none"> <li>•Walkthroughs to check WICOR organization</li> <li>•3 days students out to help students that are struggling with the organization piece</li> <li>•FLT focus on Costa's Level's of Thinking in regards to our work with structured conversation</li> <li>•Visited Heritage Academy of East Central ISD looking at AVID Excel</li> <li>•Attended AVID workshop at Café College – AVID Coordinator</li> <li>•Principal and AVID Coordinator will attend AVID National Conference in Orlando Florida December 6-9</li> <li>•AVID Summer Institute attended in July (5 teachers attended)</li> </ul>
March Progress Check	<p>February 19 staff development focused on the AVID Binders and Planners. Full staff review of a sampling of binders and planners showed lack of consistency across the campus. Decision to improve the following:</p> <ol style="list-style-type: none"> <li>1. processing of information vs. note-taking</li> <li>2. tight vs. loose items in the AVID Binder</li> </ol>
June Progress Check	<ol style="list-style-type: none"> <li>1. Attendance free dress incentive to increase attendance.</li> <li>2. PBIS held End of Year Rebel Wrap Up Party to increase attendance.</li> <li>3. Need for increased capacity building of our Cadre Leaders</li> </ol>

Activity 1

Activity	Train campus on AVID and track fidelity to AVID binder, planner, and Costa's Levels of Questioning
Person Responsible	AVID Coordinator, Coordinators, Cadre Leaders, Teachers

Monitoring Measures	<ul style="list-style-type: none"> <li>- random binder checks every 6 weeks</li> <li>- Learning Walks review</li> <li>- Classroom observations</li> <li>- Faculty Learning Time (FLT), Department Learning Time (DLT)</li> <li>- AVID/PLC/PBIS questionnaire</li> <li>- Red Wagon</li> <li>- student questionnaire through target</li> <li>- cadre leaders classroom observations</li> </ul>
Title 1 Fund	Yes
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

## Activity 2

Activity	Cadre Leaders review goals of PLC and focus on first two corollary questions 1. What do we expect students to learn (instructional cycle)? and 2. How will we know they are learning (data disaggregation, student responses to Costa's Level of Questioning)
Person Responsible	Academic Dean, Coordinators, Cadre Leaders, Teachers
Monitoring Measures	<ul style="list-style-type: none"> <li>- lesson plans</li> <li>- Learning Walks data review</li> <li>-</li> </ul>
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	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	PBIS Committee reviews campus on PBIS and implement Year 3 with fidelity
Person Responsible	Vice Principal, Assistant Principal, PBIS Committee
Monitoring Measures	-Referral, Attendance data -teacher survey -student survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 5, SWC 6, SWC 10
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

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

Person Responsible	
Monitoring Measures	
Title 1 Fund	

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 : To implement opportunities for students to learn about living a healthy and responsible lifestyle.

Goal Details

Student Groups Impacted	All Students, At Risk, ELL
Funding Needed	Local

Timeline for Implementation	August 2017 - June 2018
November Progress Check	*September/October - Counselors conducted guidance lessons regarding making good decisions and healthy relationships *November/December - PE teachers lesson on Choosing the Better Path
March Progress Check	1. PE Teachers talked to students about nutritional information and intake 2. Counselors conducted a Career Fair for students.
June Progress Check	1. PE Teacher talked to students about healthy choices

#### Activity 1

Activity	1. Workshops, activities, and lessons to help students make healthy life choices.
Person Responsible	Academic Dean Counselors PE Teachers
Monitoring Measures	Teacher survey Student survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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	
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	