



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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### STEVENSON MIDDLE SCHOOL

2017-2018

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#### OUR MISSION

Coke R. Stevenson is a learning community where students, parents, teachers, administrators, and the community work together to develop an environment where everyone can learn and respect one another. We encourage, support, and maintain powerful, engaged, life-long learning through innovative techniques and strive to cultivate active, responsible citizens.

# STEVENSON MS

## Needs Assessment 2017-2018

### Process

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

Over the course of the year, we had a student panel where we asked questions about the campus, the administration, the teachers, instruction, and the campus/community climate. It is clear that in order to engage students, they want to work in groups, be able to make choices, and to use technology. We also decided, after reviewing last year's STAAR scores and discovering we didn't meet System Safeguards in Special Education in all content areas and ELL in reading, that we needed to specifically target those students. Doing progress checks for the SIP over the course of the year, it became apparent that the deficits these students have are getting larger.

As a result, we visited PLCs and conducted a protocol around our special education students. We asked each team to come up with a list of ten reasons why special education students had a deficit in learning compared to their general education counterparts. After the PLCs came up with ten, we asked for five more, and then five more. After the lists were made and conversation ensued, the PLCs were asked to rank the top five. After reviewing the responses from all PLCs, the patterns/trends became obvious. The following is what the data showed: a. the expectations for these students were too low, b. there is a discrepancy in the special education data collection, c. the accommodations/modifications provided daily and on classroom tests did not meet the rigor of the CDBs or the STAAR test, d. the classroom composition of students did not lend itself to the needs of most of the spec ed students, and e. there is little to no parent involvement--no follow-through on making sure students complete homework/assignments. Armed with this information, we decided to focus on what we can do to help these students be successful. We not only looked at what the students weren't doing, but what they aren't capable of doing, i.e. because of where these students are cognitively. We discussed these findings with the district Special Education director and will be embarking on a book study to look at what causes these students to react the way they do and ways to "cure" how they respond to certain situations.

We also reviewed and synthesized the information we gleaned from various sources, i.e., PLC visits, staff development sessions, committee responses, faculty meetings, and TTESS conversations, and came up with some ways to not only assess our needs, but how to prioritize them and set (or in this case, continue) our goals appropriately.

Our data continues to point to student engagement/motivation and the need to incorporate meaningful technology into the classroom as a clear need on our campus. Armed with that information, our goals will not be much different from last year as we feel the need to continue with the path we set forth last year. Our goals will center around student engagement/student motivation and incorporating meaningful technology in the classroom/into lessons.

After several meeting with the coordinators, we found the need to create teacher committees that will take a laser-focus look at each goal and plan ways to move the campus forward. After reviewing STAAR scores, there is an obvious need to look at how students are performing in class and compare it to how they are performing on classroom and state assessments. There is also a need to take an in-depth look at where these students are developmentally and determine how to best work with them.

## Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

<b>CSF 1: Academic Performance</b>
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input type="checkbox"/> Special populations enrollment, performance, and LRE
<input 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

<b>Findings</b>	<p>Our 8th grade reading (85%) and math (78%) STAAR scores decreased from last year. Our retest passing rate (reading 4%, math 41%) increased. This is a flip-flop of what happened last year as our STAAR scores the first round of testing was higher and our retest scores were lower. Additionally, our advanced rates decreased from last year from 30% to 25% in reading and went from 7% last year to only 5% this year. Our special population scores are as follows:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td><b>Eco Dis</b></td> <td></td> <td></td> </tr> <tr> <td>6th</td> <td>60%</td> <td>64%</td> </tr> <tr> <td>7th</td> <td>69</td> <td>59%</td> </tr> <tr> <td>8th</td> <td>84% (-)</td> <td>76% (-)</td> </tr> <tr> <td><b>LEP</b></td> <td></td> <td></td> </tr> <tr> <td>6th</td> <td>28%</td> <td>61%</td> </tr> <tr> <td>7th</td> <td>33</td> <td>42%</td> </tr> <tr> <td>8th</td> <td>73% (+)</td> <td>73% (-)</td> </tr> <tr> <td><b>Spec Ed</b></td> <td></td> <td></td> </tr> <tr> <td>6th</td> <td>34%</td> <td>36%</td> </tr> <tr> <td>7th</td> <td>26</td> <td>39</td> </tr> <tr> <td>8th</td> <td>46% (-)</td> <td>38% (-)</td> </tr> </tbody> </table> <p>While our ESL numbers are relatively low, we have a high number of special education students.</p> <p>We had 100% passing for Algebra I EOC with 77% of our students achieving advanced.</p> <p>We had ___ students take TELPAS and ___ of those students showed an increase in scores.</p> <p>(Failure rates here)</p>		Reading	Math	<b>Eco Dis</b>			6th	60%	64%	7th	69	59%	8th	84% (-)	76% (-)	<b>LEP</b>			6th	28%	61%	7th	33	42%	8th	73% (+)	73% (-)	<b>Spec Ed</b>			6th	34%	36%	7th	26	39	8th	46% (-)	38% (-)
	Reading	Math																																						
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8th	46% (-)	38% (-)																																						

**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.

- Student attendance
- Discipline
- Grades
- CDBs
- Common Assessments
- Other

<b>Findings</b>	<p>If students miss a preponderance of school, there is a direct correlation to their performance in the classroom. An effort to intervene with students who are habitually tardy and/or absent will be made.</p> <p>Students' grades are closely monitored by the dean, the counselors, and the attendance secretary. Additionally, the aforementioned meet regularly with students who are failing. The dean will identify students who struggle and meet with them on a regular basis.</p> <p>PLCs will continue to analyze CDB data and make instructional decisions around those analyses. Additionally, PLCs will continue to create and analyze common assessments to ensure that students are mastering student learning outcomes.</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**

We will continue to garner teacher input to make decisions around what is best for the campus and ultimately our students. A team effort to ensure student success is imperative.

We will also make a more concerted effort to revisit the campus goals throughout the year to measure our progress. This was something that we started off strong, but it fizzled by the middle of the year.

Since this was our second year with TTESS, the administration team learned a lot about how to focus conversation with teachers around their need(s). Our conversation during pre-, post-, and summative-conferences were more meaningful this year, and we plan to continue our conversations with teachers around their refinements areas in order to ensure strong teaching for our students.

As an admin team, we made a commitment to look at the composition of each class and to ensure that all were operating at a level that didn't entertain interruptions. When master schedule is run, as an adminin teach, we will take a close look at each classroom situation and make decisions appropriately.

**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

<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>While we still need some work, students did a better job entering information into the RTI system, and we will continue to ensure that teachers do so in order to identify students who may need to be tested for special education. As we try to figure out the best way to implement RTI at the middle school level, we will continue to come up with ways to help students. The intervention specialist works directly with teachers to ensure that students who need assistance get that specific targeted help; however, we no longer have an intervention specialist. We will depend heavily on the core teachers to help identify kiddos who need extra help.</p> <p>The last three years we have incorporated targeted advisory intervention which starts at the end of the first six weeks. Students are chosen based on their grades for math and reading. Tutors work specifically on areas of need for each student. This may include items identifies by classroom teachers or TEKS as a weakness based on a CDB, common assessment, and/or STAAR scores.</p> <p>Every subject offers tutoring time in the morning and in the afternoon. There is a Homework Center every Tuesday, Wednesday, and Thursday afternoons where students can work on homework and get help. Every morning, from 7:50-8:20, there is a Homework Center staffed by one ELA teacher and one math teacher so students can get extra help. For individual afternoon/morning tutoring, there is a need and one math teacher so students can get extra help. For individual afaternoon/morning tutoring, there is a need to have a place for students to finish homework and a place where students who need to help can specific help.</p>

<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	<p>We communicate with the community using a variety of methods including our campus website, Facebook, call-outs, Twitter, "flyers/handouts" in the parking lot, and all of the communication distribution handled by the PTA. We will continue to use these methods as they have been successful. Parents are happy with the efforts made to keep them informed. We do plan to add an Instagram and a school Twitter.</p> <p>In conjunction with the counseling department and the PTA, we will continue to conduct several informational nights for our parents including a drug/alcohol awareness, a social media awareness night, a family poetry night, an astronomy night, an advanced academic night, and a math game night, just to name a few.</p> <p>We also had several community nights in partnership with McDonald's and Cain's Chicken. We had great participation with parents/families on these nights. We will continue to do these in order to bring the community together.</p>

**CSF 6: School Climate**

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

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	<p>There was a big push to increase morale on campus and I think we have done this by getting feedback from teachers and students and communicating with the staff and the community in a transparent manner. This has been extremely helpful and we will continue to do this while increasing our efforts.</p> <p>Discipline referrals (insert statistics)</p> <p>Students attendance has maintained over the last three years.</p> <p>We have an incredible electives program and many of our students are involved in one or more of these on our campus. An effort was made to increase the number of club offerings, which we did by ten clubs, and make a concerted effort to get not only the students, but the teachers and parents as well.</p>
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**CSF 7: Teacher Quality**

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

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Teacher attendance is something we evaluate on a regular basis. We conference with teachers who are absent/tardy frequently and give out ten-day letters to those who require the. Every six weeks we reward teachers who are in attendance every day. Their names are put into a drawing and five names are chosen and they get a duty covered by one of the admin. staff. We will continue to do this as this has been very successful.</p> <p>We continue to have a veteran staff which means we have many years of experience. Our staff retention rate is above average. As a result, we know our teachers and they can be assigned accordingly. We place our most skilled teachers with the students who need the most assistance. However, we do realize that our preAP/GT students also deserve to have instructors who will plan and engage students in rigorous coursework.</p> <p>In PLCs, teachers work hard to ensure that curriculum, instruction, and assessment are aligned. Planning two days each week, PLCs have a "what day" where they discuss what they will be--covering--TEK(s), and a "how day," which is when they discuss the execution of the TEK(s) and how it/they will be assessed. We will continue to have PLCs do this.</p> <p>With T-TESS, the post- and summative conferences helps formed the conversations had with teachers. Many grade-levels and content plans will help us work through curriculum, lesson plans, and assessments this summer</p>
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**Priority Needs**

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

Priority Need 1

The lack of student engagement and motivation in the classroom.

CSF 1 Academic Performance  
CSF 4 Increased Learning Time

Priority Need 2

The need to incorporate meaningful technology.

CSF 1 Academic Performance  
CSF 4 Increased Learning Time  
CSF 5 Family and Community Engagement  
CSF 6 School Climate

Priority Need 3

The need to increase communication between the administrative team, the staff, and the students, and the community.

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

Priority Need 4

The need to foster a more positive work environment.

CSF 1 Academic Performance  
CSF 3 Leadership Effectiveness  
CSF 6 School Climate  
CSF 7 Teacher Quality

Priority Need 5



The need to increase STAAR test performance for special education students and for ELL students because they are not at adequate levels.

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

**Campus: STEVENSON MS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 10/24/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Chuck Baldrige	
Parent Community Representative	Marleyna Davis	
Staff Representative	Anthony Falcon	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Julie Schweers	Administrator
Chris Ray	Staff Member
Ashley Henas	Staff Member
Jesse Brouse	Staff Member
Liza Williams	Staff Member
Hollis Horton	Staff Member
Frances Edwards	Staff Member
Jessica Connolly	Staff Member

**CAMPUS: STEVENSON 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	08/22/2017	Book study and PLC	Curriculum	All	All		
08/22/2017	06/16/2017	Book Study	Instruction	All	All		
08/23/2017	08/22/2017	TTESS, Gradebook, Dyslexia Training	Curriculum	All	All		
10/09/2017	10/30/2017	Counselor session, GT, 504 training	Assessment	All	All		
11/20/2017	11/28/2017	Book study, Causes and Cures	Instruction	All	All		
11/21/2017	11/22/2017	Book study, Causes and Cures	Instruction	All	All		
02/19/2018	07/21/2017	Book Study, Causes and Cures	Instruction	All	All		

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	84%	54%	90%	74%	79%	81%	47%	24%	88%
African-American	85%	56%	92%	66%	74%	82%	49%	25%	85%
Hispanic	82%	49%	88%	69%	77%	78%	42%	20%	80%
White	87%	64%	95%	85%	87%	91%	60%	35%	95%
Economically Disadvantaged	77%	42%	85%	66%	71%	72%	37%	16%	75%
Special Education	41%	21%	65%	36%	43%	47%	22%	8%	55%
At-Risk	64%	22%	80%	56%	62%	65%	20%	7%	68%
Limited English Proficient	57%	14%	60%	44%	42%	51%	15%	6%	60%
Asian	93%	61%	100%	91%	81%	78%	57%	26%	80%
American Indian	100%	100%	95%	74%	77%	75%	50%	25%	75%
Hawaiian Pacific Islander	100%	0%	95%	76%	81%	50%	0%	0%	0%
Two or More	88%	63%	95%	83%	89%	89%	59%	26%	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	73%	46%	80%	68%	70%	73%	40%	9%	75%
African-American	64%	32%	75%	58%	65%	71%	33%	5%	70%
Hispanic	72%	41%	80%	63%	67%	70%	33%	7%	70%
White	76%	57%	85%	79%	81%	82%	60%	15%	80%
Economically Disadvantaged	65%	36%	80%	59%	59%	62%	29%	7%	65%

Special Education	31%	16%	55%	27%	31%	29%	15%	8%	35%
At-Risk	50%	19%	65%	46%	47%	50%	14%	3%	55%
Limited English Proficient	57%	21%	60%	38%	31%	46%	15%	15%	50%
Asian	100%	67%	100%	89%	79%	91%	45%	27%	90%
American Indian	N/A	N/A	100%	65%	57%	50%	50%	0%	55%
Hawaiian Pacific Islander	N/A	N/A	100%	71%	75%	0%	0%	0%	50%
Two or More	83%	67%	90%	76%	82%	83%	46%	8%	85%

### 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	81%	45%	85%	76%	77%	78%	38%	9%	80%
African-American	75%	33%	80%	65%	70%	78%	35%	0%	80%
Hispanic	79%	41%	85%	72%	75%	74%	33%	6%	75%
White	87%	54%	90%	85%	86%	89%	52%	18%	90%
Economically Disadvantaged	72%	36%	85%	69%	68%	68%	31%	6%	70%
Special Education	43%	23%	60%	44%	47%	51%	21%	2%	55%
At-Risk	62%	17%	75%	61%	62%	63%	17%	1%	65%
Limited English Proficient	67%	20%	70%	58%	54%	68%	23%	2%	70%
Asian	83%	63%	95%	94%	85%	78%	44%	17%	80%
American Indian	0%	0%	100%	75%	77%	75%	25%	25%	75%
Hawaiian Pacific Islander	0%	0%	100%	78%	83%	0%	0%	0%	N/A
Two or More	89%	49%	95%	82%	85%	90%	44%	21%	95%

### 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	100%	95%	100%	82%	99%	100%	100%	77%	95%
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**SCIENCE (Grade 8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	82%	52%	85%	74%	76%	78%	50%	15%	80%
African-American	88%	50%	90%	63%	68%	69%	50%	19%	70%
Hispanic	78%	45%	80%	69%	72%	75%	44%	9%	80%
White	93%	71%	95%	86%	88%	86%	60%	24%	90%
Economically Disadvantaged	74%	40%	75%	66%	66%	67%	40%	9%	70%
Special Education	39%	17%	60%	38%	44%	51%	30%	3%	55%
At-Risk	57%	16%	65%	56%	57%	58%	26%	4%	60%
Limited English Proficient	33%	33%	60%	44%	36%	56%	19%	6%	60%
Asian	91%	55%	95%	92%	84%	100%	83%	67%	100%
American Indian	N/A	N/A	100%	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	75%	84%	N/A	N/A	N/A	N/A
Two or More	88%	65%	90%	83%	87%	100%	77%	31%	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	73%	39%	78%	62%	63%	64%	32%	19%	70%
African-American	88%	38%	90%	50%	55%	58%	31%	23%	60%
Hispanic	68%	33%	70%	55%	58%	58%	26%	13%	60%
White	84%	54%	85%	75%	80%	77%	41%	30%	80%
Economically Disadvantaged	63%	27%	65%	51%	51%	54%	28%	12%	55%
Special Education	37%	20%	50%	30%	33%	40%	21%	10%	50%

At-Risk	44%	9%	60%	40%	40%	39%	12%	5%	50%
Limited English Proficient	0%	0%	50%	29%	22%	38%	13%	6%	50%
Asian	91%	55%	100%	87%	76%	100%	83%	50%	100%
American Indian	N/A	N/A	100%	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	63%	84%	N/A	N/A	N/A	N/A
Two or More	82%	47%	85%	72%	80%	77%	62%	54%	80%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.5%	95%
African-American	95.4%	95.8%	96.1%	96%
Hispanic	95.6%	95%	95.4%	95%
White	96%	95.8%	95.3%	95%
Economically Disadvantaged	95.4%	94.4%	94.6%	95%
Special Education	94.5%	93.9%	93.3%	95%
Limited English Proficient	96.4%	95.8%	95.5%	95%
Asian	97.8%	96.8%	96%	95%
American Indian	95.3%	95.2%	94.3%	95%
Hawaiian Pacific Islander	95.5%	96.1%	98.5%	95%
Two or More	95.9%	96%	94.8%	95%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0.39%	0.05%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0.2%	0%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.3%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.5%	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	793	800
PSAT Reading/Writing Section Mean	396	398	400
PSAT Math Section Mean	395	395	400



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

### Goal 1

Need : The lack of student engagement and motivation in the classroom.

Goal : By the end of the 2017-18 school year, decrease the number of students who fail classes each six weeks by ten percent by enhancing student engagement in the classroom through an increase in intrinsic and extrinsic motivation and helping teachers plan lessons that include, but are not limited to, student-centered activities; collaboration; technology; high-interest, relevant, and rigorous, and rigorous content.

### Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis, ELL
Funding Needed	
Timeline for Implementation	All year

November Progress Check	<p>The first six weeks we had a 20% (261 students) failure rate and the second six weeks we had a 21.4% (281 students) failure rate. The failure rate increased.</p> <p>Benchmark scores: ELA 8 reading objective, 71% (SE 48%, LEP 38%) ELA 7 reading objective, 66% (SE 47%, LEP 48%) ELA 6 reading objective, 67% (SE 43%, LEP 54%) Math 7, 62% (SE 48%, LEP 59%) Science 7, 72% (SE 58%, LEP 63%)</p> <p>Benchmark scores are falling at or a little below the district. And, the gap between all students and the special education and LEP students is too big.</p> <p>Students are also not scoring well on common assessments.</p> <p>There have been two book study staff development sessions--October 16 and November 13. Faculty was asked to commit to a student and a strategy to incorporate in class and be prepared to share at 12/11 faculty meeting.</p> <p>Teachers are pre-assessing students and putting them in ability groups based on their performance. The math department has been the most consistent in this endeavor followed by the science department. History has tried it one time and ELA has not.</p> <p>We have implemented the "Pineapple Chart" on our campus. It has been a slow start, but department coordinators are helping teachers get more comfortable having visitors and providing opportunities for teachers to visit other classes.</p>
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<p>March Progress Check</p>	<p>During the 3rd six weeks, we saw a 1.6% decrease in our failures as we went from 21.4% (281 students) to 19.8% (261 students) failing. However, we saw a 4.2% increase the 4th six weeks as we went from a 19.8% (261 students) failure rate to a 24.35% (555 studs.) failure rate. There are some teachers who continue to have a 18-21% failure rate each six weeks. Another concerning point is the number of students who are at 70%: 8% the 1st six weeks, 12% the second, 11% the third, and 12% the fourth.</p> <p>Benchmark scores:  Algebra I, 67% (SE 0%, LEP 0%)  Math 6, 42% (SE 30%, LEP 42%) [Below district in all but LEP]  Math 6 #2, 41% [decrease from 1st] (SE 30%, LEP 46%) [SE remained the same, LEP increase]  Math 8, 56% (SE 43%, LEP 34%) [Below district in all]  Math 8 #2, 54% [decrease from 1st] (SE 38%, LEP 39%) [decr in SE, incr in LEP]  Math 7, 69% (SE 67%, LEP 90%) [Below district on all but LEP which was significantly higher]  Math 7 #2, 41% [decrease from 1st] (SE 28%, LEP 41%) [decrease in both from 1st]  Social Studies 6, 69% (SE 55%, LEP 57%) [Above district in all but LEP]  Social Studies 7, 58% (SE 46%, LEP 52%) [Below district in all but LEP]  Social Studies 8, 64% (SE 51%, LEP 47%) [Below district in all but SE]  Science 6, 66% (SE 47%, LEP 46%) [Below district in all]  Science 8, 66% (SE 45%, LEP 48%) [Below district in all]  ELA 6 #2 reading objective, 70% [increase from 1st one] (SE 52%, LEP 60%) [increase in both]  ELA 7 #2 reading objective, 63% [decrease from 1st one] (SE 45%, LEP 49%) [decr. SE, incr. LEP]  ELA 7 revising &amp; editing, 62% (SE 49%, LEP 49%) [All above district]  ELA 8 #2 reading objective, 73% [increase from 1st one](SE 47%, LEP 41)[LEP incr. from 1st one]</p> <p>Overall benchmark scores are falling at or a little below the district.</p> <p>There have been two more book study staff development sessions--Dec. 11 and Jan. 8.</p> <p>The Pineapple Chart continues. The elective teachers, coordinators, and level leads have conducted visits and provided feedback.</p>
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June Progress Check	<p>We continue to have high failure rates and had 64 students have to attend summer school. We have not come close to achieving this goals as far as failure rates are concerned.</p> <p>Benchmark scores:  Social Studies 8 #2, 67% [increase from first (SE 49%, LEP 40%)] [Below district in all except LEP]  Math 7 #2, 40% [decrease from 1st] (SE 40%, LEP 32%) [Below district in all except SE]  Math 6 #2, 41% [slight decrease from 1st] (SE 30%, LEP 46%) [Below district in all except LEP]  Algebra I #2, 68% [slight increase from 1st] (SE 0%, LEP 0%) [Below district in all]  Social Studies 7 #2, 60% [decrease from 1st] (SE 45, LEP 49) [Below district in all except LEP]  Science 7 #2, 68% [decrease from 1st] (SE 58%, LEP 61%) [Above district in all except ALL]  Science 6 #2, 61% [decrease from 1st] (SE 46%, LEP 52%) [Below district in all]  Social Studies 6 #2, 68% [slight decrease from 1st] (SE 49%, LEP 54%) [Above, all; same as, SE; below, ESL]</p> <p>Our benchmark scores continue to be below the district for the most part. All benchmark 2, except for one, are below the first benchmark round of benchmarks.</p> <p>Teachers are reluctant to visit each others' classroom with the exception of the above average teachers. So, the Pineapple Chart concept needs to be revisited.</p>
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Activity 1

Activity	Campus-wide book study, "Causes and Cures."
Person Responsible	Principal Dean Coordinators Faculty
Monitoring Measures	Book study activities Implementation which will be observed via walk-throughs and observations Coordinator walk-throughs/observations Failure rates (progress report/report card times)
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Continue to coach teachers on what an engaging lesson looks like and how to plan them. Additionally, identify teachers who have engaging lesson and have them present for the staff.
Person Responsible	Admin staff Department coordinators/level leaders Teachers
Monitoring Measures	Check lesson plans Walk-throughs/TTESS goals Monitor the number of students not turning in assignments/not passing CDBs/STAAR
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teachers will participate in peer observations on and off-campus by using the "Pineapple Method."
Person Responsible	Admin team Department coordinators/level leaders Teachers
Monitoring Measures	Reflections/conferences Walk-throughs/observations Department coordinator observations
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	Conduct student, teacher, and parent surveys at the beginning of the year as a pre-assessment on engagement, the middle of the year as a progress check, and then the end of the year to measure results
Person Responsible	Dean Students Teachers Staff
Monitoring Measures	Results of surveys Walk-throughs PLC visits/conversations
Title 1 Fund	
Title 1 Campuses	
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	
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 need to incorporate meaningful technology.

Goal : During the 2017-18 school year, increase the seamless integration of technology that matches the task/lesson, supports curricular goals, helps students to effectively reach their goals, and builds a deeper understanding of that content into classroom instruction.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	All year

November Progress Check	<p>The TSS has helped teacher incorporate technology into lesson. As administrators do walk-throughs and observations, they are seeing teachers use the mirroring feature on their iPads, Recap, Kahoot, and many teachers have started to use Google Classroom. One teacher used I movies for her poetry assessment.</p> <p>Our district technology coach has planned with several teachers to incorporate technology into their lesson plans.</p> <p>Every staff development offered, there is a new technology piece modeled.</p> <p>Our librarian has also shared many technology features with teachers and students alike.</p>
March Progress Check	<p>Our district technology coach has been on our campus a total of 24 hours offering her support in December and January. This is an increase from October and November where she was only here 18 hours. 24% of her time was spent co-teaching, 12% was spent offering her technology skills, and 65% of her time was spent lesson building. Teachers are inviting her into their classroom more often which means the number of hours she spends on our campus will continue to increase. Compared to other campuses, she is only spending 1/2 the amount of time with us and that is a reflection on how teachers are utilizing her expertise.</p> <p>At our January faculty meeting, FlipGrid was shared and as a result three of our teachers have used it in their classroom for formative assessments (6th-8th grade ELA GT, 6th grade ELA, and 8th grade history).</p> <p>A Wisdom Wednesday on February 7, Lizzy presented All Things Tech where teachers learned about iPad apps that they could use in class.</p> <p>Mr. Flores, our Career Portals Tech teacher, is planning for the Tech Expo which will take place in May. His students have participated in two competitions the last two months.</p>
June Progress Check	<p>Our district technology coach continues to be on our campus and working with teachers to incorporate technology into their lessons. More teachers are using Google classroom and on-line tools to assess students. There needs to be some work around getting teachers to use technology in a meaningful way in class and not just as an "add on."</p> <p>Our TSS sets up times when he is available to assist teachers with technology as well.</p> <p>Our students participated in the Tech and Career Expo which happened on May 2.</p>

#### Activity 1

Activity	Provide staff development throughout the year on how to effectively incorporate technology into classroom instruction.
Person Responsible	<p>Dean</p> <p>Department coordinators</p> <p>TSS/Campus Technology coach</p> <p>Campus "experts"</p>



Monitoring Measures	Lesson plans Walk-throughs/observations Department coordinator walk-throughs Peer observations
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Participate in Technology Expo at the district level.
Person Responsible	Dean Department coordinators TSS/Campus Technology coach Mr. Flores
Monitoring Measures	Progress checks on students participating in the Tech Expo over the course of the year Participation in the Tech Expo
Title 1 Fund	
Title 1 Campuses	
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	

Activity 3

Activity	Have teachers plan lessons where students explore technology and then integrate technology into projects/products.
Person Responsible	Dean TSS/Campus Technology coach Librarian Teachers
Monitoring Measures	Lesson plans PLC conversations Student/Teacher feedback Surveys
Title 1 Fund	
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 4

Activity	Video lessons and post to website for students and parents to refer to for assistance in homework.
Person Responsible	Dean Teachers
Monitoring Measures	Lesson plans PLC conversations Conferences with students
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
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 3**

**Need :** The need to increase communication between the administrative team, the staff, and the students, and the community.

**Goal :** To improve communication between the administrative team, the staff, the students, and the community in order to have an increased focus on learning and to facilitate more effective instruction and accountability.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Year-long
November Progress Check	<p>100% of our teachers have websites where they post their lesson plans, handouts/videos, and tutoring information. Teachers were provided time and assistance during the October 9 staff development day. Teachers were required to put their lesson plans and their tutoring schedule in the same place so parents could easily assess them. And, it would be less confusing since every teacher did it the same way.</p> <p>Most teachers use Remind, their webpages, email, and phone calls to communicate with parents. It is our expectations that teachers return correspondence with parents within 24 hours.</p> <p>We do frequent call outs for inform parents about what is going on at the campus. The counseling department sends out a newsletter each six weeks with report cards. And, our webpage and Facebook page is updated on a daily basis.</p> <p>Our Facebook page has grown to 300 and it is still growing. Our next goal is to start an Instagram account since kids tend to use this more.</p>
March Progress Check	<p>While 100% of our teachers have websites, not all teachers are updating them. There are 19 teachers who have not updated their websites. 14 of them have not been updated since December. A reminder email was sent to those teachers who need to update their websites.</p> <p>Most teachers continue to use Remind, their webpages, and email to communicate with parents. The administration has been encouraging teachers to reach out via phone since having an actual verbal conversation with parents tends to alleviate confusion.</p> <p>We continue to use call-outs to inform parents about what is happening on the campus as well as the counselors' newsletter. Our Facebook page is updated on a daily basis and there has been an increase in our Facebook friends (only slight, 300-308) and likes.</p> <p>A "Wildcat Forum" has been started to invite conversation with the faculty. It is conducted in an "unconference format." We had one on December 6 and one on January 10. Our next one is scheduled for April 25.</p>
June Progress Check	<p>Because we can't use the webpages like we have in the past, we need to come up with a different way for teachers to communicate.</p> <p>We continue to depend on call-outs to inform parents about what is happening on the campus as well as the counselors' newsletter. Our Facebook page continues to be updated on a daily basis and our "friends" and "likes" are increasing. Parents even use this as a venue to ask questions.</p>

Activity 1

Activity	100% of the faculty will develop websites to post disclosure and/or subject specific content including, but not limited to lesson plans.
Person Responsible	Admin team Counselors Teachers
Monitoring Measures	Parent Input Surveys
Title 1 Fund	
Title 1 Campuses	
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 2

Activity	Frequent communication with parents about, but not limited to, activities happening at school, changes made regarding the school day, safety procedures, discipline procedures, and campus expectations. Possibly incorporate a campus electronic newsletter.
Person Responsible	Admin team Counselors Teachers
Monitoring Measures	Parent Input Surveys
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

### Activity 3

Activity	Use social media including, but not limited to, Facebook, Twitter, and Instagram to relay crucial information and positive things happening on campus.
Person Responsible	Dean Teachers TSS/Campus Technology Coach
Monitoring Measures	Parent/students feedback Surveys Teachers feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

### Activity 4

Activity	Conduct grade-level meetings to give teachers a venue to express concerns about issues on campus and/or student concerns. Grade-level meetings to be conducted by grade-level leader and the dean with the agenda set by the teachers.
Person Responsible	Admin team Department Coordinators Level Leaders Teachers

Monitoring Measures	Sign-in sheets Teacher feedback Student feedback Surveys
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

#### Activity 5

Activity	Facilitate interfaculty communication including, but not limited to, discipline, attendance, and student issues (i.e. illness, deaths, family situations).
Person Responsible	Admin team Counselors Teachers Hospitality committee
Monitoring Measures	Teacher input
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

**Goal 4**

Need : The need to foster a more positive work environment.

Goal : Foster a more positive work environment that develops, values, and supports staff by ensuring that staff feels valued and recognized, enhancing development opportunities for staff, supporting the overall health and wellness of the staff, and building a strong community that emphasizes teamwork and collaboration.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Year-long
November Progress Check	<p>We have done a lot of work with our coordinators and level leaders. The coordinators met with the level leaders for a 1/2 day of staff development. Coordinators also meet once a month for 1/2 day to engage in staff development.</p> <p>There are three teachers going through the administrator certification program and all three have committed time to helping in the office. Two of them are developing a mentor program for our students, and one of them is heading up the Behavior Committee.</p> <p>We recognize teachers each week with our "Wildcat of the Week" and the counseling department recognizes staff each six weeks around the Pillars of Character.</p> <p>Teachers are also recognized by students at faculty meetings--teachers who inspire them to come to school every day.</p>



March Progress Check	<p>Work is continuing with our coordinators and specifically our level leaders. The goal is to empower the level leaders so they can facilitate more effective PLCs.</p> <p>We have several PLCs that are utilizing data to inform instruction--6th, 7th and 8th grade math, 8th grade science, and 6th grade ELA.</p> <p>We started Wisdom Wednesdays which are staff development opportunities for teachers to attend during their lunch.  January 10 Relationship-Driven Classroom Management, Presenter: Arden McLean  January 24 Your Recipe for Classroom Management, Presenter: Arden McLean  February 7 All Things Tech, Presenter: Lizzy Aguilar-Cruz  February 28 Reaching the Tough to Teach, Presenter: Arden McLean</p> <p>The mentor program has been initiated and teachers are meeting with their mentees. The facilitator of this program has done a progress check to determine how often teachers are meeting with their mentees and their goals for the rest of the year.</p> <p>We continue to recognize a teacher each week with the "Wildcat of the Week" and the counseling department is recognizing staff and students each six weeks around the Pillars of Character.</p> <p>At the January faculty meeting, teachers used Flipgrid to recognize a student who inspires them to come to work every day.</p> <p>The Behavior committee, led by one of the admin candidates, attended the PBIS showcase and he presented the information to the leadership team.</p>
June Progress Check	<p>I feel most proud of the work our coordinators continue to do and I'm encouraged by the work we have done with the level leaders. The level leaders have become more confident and as a result are facilitating more effective PLC meetings.</p> <p>We conducted another Wisdom Wednesday on April 2 where our TSS went over updates and how to run reports on TAC.</p>

### Activity 1

Activity	Identify opportunities for staff to provide input and develop mechanisms for recognition on a regular basis throughout the year.
Person Responsible	Admin team Department coordinators Level leaders Teachers
Monitoring Measures	PLC meetings Surveys
Title 1 Fund	

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	

### Activity 2

Activity	Create and support opportunities for the staff to learn new skills and enhance leadership development opportunities. Focus on level leaders and potential department coordinators/level leaders.
Person Responsible	Admin team Counselors Teachers District Staff Development team
Monitoring Measures	Reflections from staff Surveys PLC meetings/input
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Continue to provide structure for PLCs that emphasizes the "what" and "how" encouraging and valuing input from all members.
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Person Responsible	Admin team Department coordinators Level leaders
Monitoring Measures	Administrator/coordinator visits to PLCs PLC notes
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

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

**Activity 5**

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

**Goal 5**

**Need :** The need to increase STAAR test performance for special education students and for ELL students because they are not at adequate levels.

**Goal :** System Safeguards: Increase the number of special education students in reading, math, science and social studies and ELL students in history who pass STAAR or meet STAAR progress measure.

**Goal Details**

Student Groups Impacted	Special Education, ELL
Funding Needed	
Timeline for Implementation	Year-long

November Progress Check	<p>There are collaborative pairs who are new, so they have not been into others' classrooms yet. They have, though, been observed by administration, coordinators, and district personnel and have received feedback.</p> <p>Teachers with ESL students have not visited other classrooms with this focus.</p> <p>Teachers have incorporated strategies from the book "Causes and Cures" with a focus on their special education and LEP students. Each teacher was asked to focus on one special education student the first six weeks and monitor his/her progress after implementing the strategies.</p> <p>There has also been a focus on monitoring benchmarks, common assessments, and grades of our SE and LEP students and determine why the gap between all students and those populations is so large.</p>
March Progress Check	<p>While collaborative pairs have not visited each other, there was a "switch" incorporated at the 8th grade ELA level. The collab teachers switched with one another for a week and then there was a debrief conducted at the PLC. The outcome determined how they become better collaborators.</p> <p>Our ESL teacher is pushing into classes and offering her expertise with our ESL students. She is working one-on-one with teachers to assist them with high-yield strategies.</p> <p>Teachers have submitted a plan based on our work with "Causes and Cures," specifically around our special education and ESL students. They are monitoring student performance via grades, formative, and summative assessments.</p> <p>There was a drop in the number of ESL students who failed by seven the fourth six weeks. The ESL teacher continues to track the ESL students' progress.</p>

June Progress Check	<p>ESL Students--District goal was for each ESL students to increase number of correct by two on the reading STAAR:          6th grade: 10/28 (one student scored one better)          7th grade: 18/30 (one student stayed the same, one scored one better)          8th grade: 11/19 (two students score one better)</p> <p>STAAR Scores:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">SE</th> <th colspan="2">ESL</th> </tr> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>6th grade</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>34%</td> <td>27%</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Math</td> <td>36%</td> <td>41%</td> <td>75%</td> <td>40%</td> </tr> <tr> <td>7th grade</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>25%</td> <td>34%</td> <td>36%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>24%</td> <td>36%</td> <td>40%</td> </tr> <tr> <td>Math</td> <td>39%</td> <td>26%</td> <td>36%</td> <td>67%</td> </tr> <tr> <td>8th grade</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>62%</td> <td>37%</td> <td>87%</td> <td>36%</td> </tr> <tr> <td>Math</td> <td>61%</td> <td>40%</td> <td>93%</td> <td>46%</td> </tr> <tr> <td>Science</td> <td>43%</td> <td>41%</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>Social Studies</td> <td>30%</td> <td>30%</td> <td>25%</td> <td>33%</td> </tr> </tbody> </table> <p>Ironically, our STAAR scores were not good at 7th grade, however, it seems like our LEP and SE students did better at that grade level.</p>		SE		ESL			2017	2018	2017	2018	6th grade					Reading	34%	27%	33%	40%	Math	36%	41%	75%	40%	7th grade					Reading	25%	34%	36%	40%	Writing	21%	24%	36%	40%	Math	39%	26%	36%	67%	8th grade					Reading	62%	37%	87%	36%	Math	61%	40%	93%	46%	Science	43%	41%	50%	42%	Social Studies	30%	30%	25%	33%
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7th grade																																																																							
Reading	25%	34%	36%	40%																																																																			
Writing	21%	24%	36%	40%																																																																			
Math	39%	26%	36%	67%																																																																			
8th grade																																																																							
Reading	62%	37%	87%	36%																																																																			
Math	61%	40%	93%	46%																																																																			
Science	43%	41%	50%	42%																																																																			
Social Studies	30%	30%	25%	33%																																																																			

Activity 1

Activity	Collaborative pairs will go visit "master" pairs on and off campus, debrief, and implement best practices into their classrooms.
Person Responsible	Special education coordinator Dean Collaborative pairs
Monitoring Measures	Walk-throughs Reflections/debriefs from visits Special education students' benchmark performance and grades Six-weeks grades Meetings with special education students and case workers
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Teachers with ESL/LEP students in their classrooms will visit other teachers on and off-campus to glean best teaching practices with a focus on how to accommodate for ELL learners.
Person Responsible	Dean Teachers with ESL/ELL students ESL teachers
Monitoring Measures	Walk-throughs LEP students benchmark performance/grades Teachers reflections Lesson plans Six-weeks grades/progress reports
Title 1 Fund	
Title 1 Campuses	
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

Promote a Safe Environment for Students and Staff	
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Activity	Incorporate strategies from the book "Causes and Cures" that target special education and ELL learners specifically. *After visiting all of the content area PLCs, activities will be created around the top five items that teachers identified as reasons special education students are working at a deficit, i.e., behavior, accommodations do not match needs, case manager support, tutoring.
Person Responsible	Dean Department Coordinators Level Leaders Teachers
Monitoring Measures	Walk-throughs Lesson plans PLC feedback Student feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	

#### 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 : Establish family involvement by making families feel welcome, engaging families in meaningful ways, and sustaining family engagement by the end of the 2017-18 school year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Year-long

November Progress Check	<p>We have had several community nights, some in conjunction with PTA. On September 19, we had Sixth Grade Math Night where parents attended three sessions--Organization and Study Skills, grades, and resources. This night was to help transition our sixth graders into the middle school math curriculum. The sessions were designed to not only help student/parents in math, but all content areas.</p> <p>On October 3, we had Advanced Academics Night where parents had the opportunity to learn about AVID; GT; preAP in ELA, science, social studies, and math; and learn about the PSAT test.</p> <p>On October 17, we presented Teen Trends to help educate parents about social media trends, new (secret) aps, and other trends teens are engaging in.</p> <p>We held a Math Expo Night on November 16 where parents and students engaged in fun math games like mathematical guess who, competitive connect four, Quizlet live, board games and puzzles, number line races, grudgeball, and much more. The expo was in the cafeteria, library and the 8th grade math hallway.</p>
March Progress Check	<p>We held incoming 5th grade Elective nights on February 5 and February 12. We also hosted a 6th grade elective night on February 15.</p> <p>On March 1 we held our annual NJHS Induction ceremony at Marshall High School.</p> <p>For the first time ever, we hosted a GT STEM Night and Silent Auction on March 8. We had 250+ parents and students in attendance. There were presenters from companies like MicroSoft and fun activities like Virtual Tours offered to students. In conjunction with this night, local astronomers came out and set up telescopes on the football field.</p> <p>We have also started a Watch Dog program.</p>
June Progress Check	<p>Our campus participated in the Career and Tech Expo held on May 2. We had three groups--our 8th grade science students, our 7th grade tech class, and our 8th grade tech class.</p> <p>Our Athletics Department honored the female athletes at a ceremony on May 21 and the male athletes were honored at a ceremony on May 23.</p> <p>We also held our first ever Academic Night and had over 450 students/families attend. It was an event where each department showcased fun activities that students/families could participate in.</p> <p>Our Watch Dog program started, and while it's going rather slowly, it is gaining a little steam.</p>

Activity 1

Activity	<p>Coordinate resources, services, and community education nights for families and students in conjunction with the counseling department, the PTA, and community groups (i.e. local businesses, cultural and civic organizations, colleges and universities) to promote school and community safety.</p> <p>Survey educators and families to determine partnership needs, interests, and ideas. Some ideas include:</p> <ul style="list-style-type: none"> <li>-Social Media Awareness</li> <li>-Drug Awareness</li> <li>-How to Help Your Child Succeed Academically</li> <li>-Family Fitness</li> <li>-Content Area nights like "How to Help Your Child Be Successful in. . ."</li> </ul>
Person Responsible	<p>Dean Counselors PTA Department Coordinators Teachers Community partners</p>
Monitoring Measures	<p>Community/faculty feedback Surveys Attendance at events/sign-in sheets</p>
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	<p>Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.</p>
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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Activity	<p>Conduct content-specific informational/fun nights in order to engage families.</p> <ul style="list-style-type: none"> <li>-Advanced Academic Night</li> <li>-Math "Game" Night</li> <li>-Campus Write Night</li> <li>-Astronomy Night</li> <li>-Family Poetry Night</li> </ul> <p>Other ideas include:</p> <ul style="list-style-type: none"> <li>True Colors (family perspective)</li> <li>Homework Ideas</li> <li>40 Developmental Assets</li> <li>Dollars and Cents</li> <li>Success Starts at Home</li> </ul>
Person Responsible	<ul style="list-style-type: none"> <li>Dean</li> <li>Department coordinators</li> <li>Level leaders</li> <li>Teachers</li> <li>PTA</li> </ul>
Monitoring Measures	<ul style="list-style-type: none"> <li>Sign-in sheets</li> <li>Exit passes/reflections</li> <li>Surveys</li> </ul>
Title 1 Fund	
Title 1 Campuses	
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 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	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	