



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

---

**STINSON MIDDLE SCHOOL**

**2017-2018**

---

# STINSON MS

## Needs Assessment 2017-2018

### Process

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

In March 2017, the campus leadership team (administrators, coordinators, librarian, head counselor, and TSS) met to conduct our needs analysis. In focus groups we reviewed qualitative and quantitative data for the year relative to the 7 critical success factors, including STAAR and CDB results, attendance, grade distribution by cycle, student climate survey responses, and discipline data.

Each focus group shared with the campus leadership team findings from the data they reviewed. As a large group, we identified trends and patterns of needs based on the data. At the conclusion of this activity, 4 priority needs surfaced:

- 1) we do not develop or promote innovative teaching,
- 2) we do not meet the social, emotional, and academic needs of our at-risk boys,
- 3) we do not use concept based tenants as a framework for teaching and learning,
- 4) we do not have students take ownership of their learning so they can be fully engaged students,
- 5) we did not meet Safeguards for Special Education students in Reading, Math, Writing, and Science.

## 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 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	
Findings	<p>Strengths:            Experienced teachers            ELL High Yield Staff Development</p> <p>PAB Book Study            Implementation of High Yield Strategies across all grade levels            Data Driven Decisions--Planning Days for PLCs to analyze data and develop lessons and assessments            Blitzes for Advanced Students (Algebra, Social Studies &amp; Science)            Use of Windowpane for Learning/Language Objective/Essential Questions and Academic Vocabulary</p> <p>Weaknesses:            Systematic Intervention Model            Blitzes for Advanced Academics in ELA            Common Assessment/PLC Training            7th Grade Math            Need to develop pre-assessment and self-assessment strategies to improve student learning</p>

**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**Findings****Strengths**

Algebra I Scores

Spanish 4 AP

8th Grade Social Studies/Science LEP and SE

**Weaknesses**

Targeted intervention based on data

DI strategies

Collaborative Structures Implementation to improve SE STAAR scores

Collab. student accountability

Data collection processes

**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	Grade Level Bootcamp training assisted with PLC planning Open Door Policy Faculty Included in Decision making Include coordinators in master schedule building Establish a teacher interview committee to identify core competencies and interview questions to support core competencies
----------	---

**CSF 4: Increased Learning Time**

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

- Response to Intervention
- Interventions implementation and effectiveness
- Student identification for increased learning time
- Tutorials
- Other

Findings	6th Grade advisory lessons support campus needs and AVID strategies, SFA, and Quantum LEP English Class Offer morning tutoring sessions Open S.O.S. (school-wide tutoring) before school Study Skills Classes
----------	---

**CSF 5: Family/Community Engagement**

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

- Communication
- Family and community activities
- Family and community input
- Family and community services
- Second language communication
- Other

Findings	Counselor Parent Nights every six weeks Student Led Conferences and Student Learning Showcases GT Showcase Night Parent Climate and Culture Survey Student Surveys 8th Grade Awards Night Career Day Community outreach to develop business and community partnerships Fall Fest Fundraisers
----------	---

**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	8th Grade Awards 8 pd. day--opportunity for 7th and 8th grade students to have 2 electives Three lunch periods Career Day Field Days for all 3 Grade Levels--May 16, 17, 18 Counseling programs Pillars of Character 8th Grade Picnic Student Surveys Principal's Student Advisory Board Parent Climate and Culture Surveys Improved schedule procedures OHI Survey Data
----------	--

**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

<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Recognize teachers' perfect attendance every six weeks Review of CDB data and HOT SPOTS data Teacher Interview Design team and identification of Core Competencies Department Coordinators and Interview Design Team on interviews Summer Choice Study

**Priority Needs**

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

Priority Need 1

We do not develop or promote innovative teaching.

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

Priority Need 2

We do not meet the social and emotional needs of our at-risk boys.

CSF 1 Academic Performance  
CSF 5 Family and Community Engagement  
CSF 6 School Climate

Priority Need 3

We do not use concept based tenants as a framework for teaching and learning.

CSF 1 Academic Performance  
CSF 6 School Climate

Priority Need 4

We do not have students take ownership of their learning so they can be fully engaged students.

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

Priority Need 5

We did not meet Safeguards for Special Education students in Reading, Math, Writing, and Science.

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



**Campus: STINSON MS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/16/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Lourdes J. Medina	
Parent Community Representative	Marisa Smithers	
Staff Representative	Jana Goldstein	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Lourdes J. Medina	Principal
Xavier Maldonado	Administrator
Rick Lane	Administrator
Alicia Paredes	Administrator
Johnny Anzaldua	Staff Member
Susan Martin	Staff Member
Jana Goldstein	Staff Member
Tamara Saathoff	Staff Member
Marisa Smithers	Parent
Amy Coggins	Staff Member
Sandra Hernandez	Staff Member
Federico Reyna	Community Member
Pedro Maldonado	Staff Member
Eric Arzola	Staff Member
Lourdes J. Medina	Principal
Xavier Maldonado	Administrator
Rick Lane	Administrator
Alicia Paredes	Administrator

Johnny Anzaldúa	Staff Member
Susan Martin	Staff Member
Jana Goldstein	Staff Member
Tamara Saathoff	Staff Member
Marisa Smithers	Parent
Amy Coggins	Staff Member
Sandra Hernandez	Staff Member
Federico Reyna	Community Member
Pedro Maldonado	Staff Member
Eric Arzola	Staff Member


**CAMPUS: STINSON 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		Vision, Mission, and Goals	Collaboration	Faculty	All Students		3
08/22/2017		SIP Focused Rotations: Student Rapport, Restorative Practices, and Innovative Teaching	Instruction	Faculty	All Students		3
08/23/2017		PLC Foundations Review	Collaboration	Faculty	All Students		3
10/09/2017		AM Content District Staff Development PM PLC: Common Assessments	Assessment	Faculty	All Students		6
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		AM Content District Staff Development PM PLC: Creating Engaging Lessons/Analyzing Data	Collaboration	Faculty	All Students		6

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	82%	52%	84%	74%	79%	80%	49%	25%	82%
African-American	65%	40%	65%	66%	74%	67%	33%	16%	70%
Hispanic	83%	48%	85%	69%	77%	80%	48%	24%	82%
White	85%	64%	83%	85%	87%	84%	55%	29%	86%
Economically Disadvantaged	72%	39%	75%	66%	71%	73%	37%	18%	75%
Special Education	42%	22%	45%	36%	43%	47%	24%	10%	50%
At-Risk	61%	23%	63%	56%	62%	64%	25%	9%	67%
Limited English Proficient	46%	16%	50%	44%	42%	52%	17%	6%	54%
Asian	77%	45%	82%	91%	81%	78%	57%	30%	80%
American Indian	100%	50%	100%	74%	77%	100%	50%	0%	100%
Hawaiian Pacific Islander	100%	20%	100%	76%	81%	100%	0%	0%	100%
Two or More	78%	66%	80%	83%	89%	87%	63%	23%	88%

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	78%	50%	80%	68%	70%	75%	44%	11%	77%
African-American	69%	56%	71%	58%	65%	67%	29%	4%	70%
Hispanic	77%	51%	80%	63%	67%	75%	43%	10%	77%
White	83%	48%	85%	79%	81%	78%	51%	14%	80%
Economically Disadvantaged	68%	38%	70%	59%	59%	67%	28%	4%	70%

Special Education	59%	35%	62%	27%	31%	26%	15%	6%	28%
At-Risk	56%	18%	58%	46%	47%	55%	22%	4%	57%
Limited English Proficient	42%	4%	45%	38%	31%	44%	12%	0%	46%
Asian	72%	56%	75%	89%	79%	73%	45%	18%	75%
American Indian	N/A	N/A	N/A	65%	57%	100%	100%	0%	100%
Hawaiian Pacific Islander	67%	0%	70%	71%	75%	N/A	N/A	N/A	75%
Two or More	80%	50%	82%	76%	82%	79%	36%	14%	81%

**MATHEMATICS (Grades 6-8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	73%	34%	75%	76%	77%	75%	39%	14%	77%
African-American	59%	23%	61%	65%	70%	59%	21%	9%	61%
Hispanic	73%	30%	75%	72%	75%	75%	35%	10%	77%
White	77%	44%	80%	85%	86%	79%	48%	18%	81%
Economically Disadvantaged	62%	23%	64%	69%	68%	66%	25%	8%	66%
Special Education	45%	21%	48%	44%	47%	48%	24%	10%	50%
At-Risk	52%	15%	55%	61%	62%	58%	17%	4%	60%
Limited English Proficient	43%	19%	45%	58%	54%	54%	23%	9%	56%
Asian	77%	50%	80%	94%	85%	82%	57%	38%	84%
American Indian	100%	50%	100%	75%	77%	100%	50%	50%	100%
Hawaiian Pacific Islander	100%	40%	100%	78%	83%	100%	50%	0%	100%
Two or More	68%	36%	70%	82%	85%	82%	50%	25%	84%

**ALGEBRA I EOC**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	100%	93%	100%	82%	99%	99%	90%	49%	100%
--------------	------	-----	------	-----	-----	-----	-----	-----	------

**SCIENCE (Grade 8)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	76%	47%	80%	74%	76%	78%	50%	17%	80%
African-American	73%	42%	75%	63%	68%	55%	18%	0%	57%
Hispanic	75%	43%	78%	69%	72%	79%	50%	16%	81%
White	80%	56%	83%	86%	88%	82%	57%	21%	84%
Economically Disadvantaged	62%	32%	65%	66%	66%	68%	35%	11%	70%
Special Education	36%	18%	40%	38%	44%	60%	31%	12%	62%
At-Risk	47%	15%	50%	56%	57%	61%	26%	5%	63%
Limited English Proficient	5%	0%	25%	44%	36%	36%	12%	0%	38%
Asian	76%	52%	80%	92%	84%	83%	65%	22%	85%
American Indian	100%	100%	100%	73%	86%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	50%	0%	55%	75%	84%	100%	33%	0%	100%
Two or More	88%	75%	90%	83%	87%	88%	50%	25%	90%

**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	78%	52%	80%	62%	63%	77%	45%	24%	78%
African-American	77%	50%	80%	50%	55%	59%	32%	5%	61%
Hispanic	76%	46%	80%	55%	58%	78%	44%	20%	80%
White	83%	63%	85%	75%	80%	77%	47%	33%	7%
Economically Disadvantaged	68%	37%	70%	51%	51%	64%	29%	13%	66%
Special Education	28%	23%	30%	30%	33%	52%	31%	14%	54%

At-Risk	54%	19%	56%	40%	40%	59%	25%	10%	61%
Limited English Proficient	11%	0%	25%	29%	22%	36%	8%	0%	38%
Asian	76%	62%	80%	87%	76%	74%	57%	35%	76%
American Indian	100%	0%	100%	61%	57%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	50%	100%	63%	84%	100%	33%	33%	100%
Two or More	88%	75%	90%	72%	80%	100%	71%	57%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96%	97%
African-American	95.4%	95.8%	96.8%	97%
Hispanic	95.6%	95%	95.9%	97%
White	96%	95.8%	95.7%	97%
Economically Disadvantaged	95.4%	94.4%	95.3%	97%
Special Education	94.5%	93.9%	92.5%	97%
Limited English Proficient	96.4%	95.8%	96.4%	97%
Asian	97.8%	96.8%	97.2%	98%
American Indian	95.3%	95.2%	90.6%	97%
Hawaiian Pacific Islander	95.5%	96.1%	93.7%	97%
Two or More	95.9%	96%	94.6%	97%

## 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%	0.2%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.3%	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	802	805
PSAT Reading/Writing Section Mean	396	403	405
PSAT Math Section Mean	395	399	402

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

### Goal 1

Need : We do not develop or promote innovative teaching.

Goal : By promoting innovative teaching on campus, we will increase the percentage of at-risk students achieving approaches on STAAR in all tested areas by 5%.

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	PLC Foundations training (August) Faculty Learning Sessions (Monthly)
November Progress Check	Innovative Learning Design Team formed and started meeting. (September) Department Meetings include teacher examples of innovative teaching (monthly) Some PLCs are using backwards design to develop common assessments (monthly)
March Progress Check	1. Innovative Design Team developing lessons and strategies to share at April Faculty Learning 2. Core Coordinators developing enrichment lessons during STAAR days 3. Librarian's monthly Lunch and Learn PD (PD for teachers) to learn new strategies. 13 teachers attended the last event, Lightbox Lunch and Learn. All departments were represented. 4. 7th Grade ELA PLC conducted peer observations to learn more about technology, questioning, collaborative structures. 5. Library conducted monthly writing challenges. Over 20 students participated last Monday.
June Progress Check	1. Innovative Design Team presented five lesson examples and strategies at the April Faculty Learning Time. 2. Core Coordinators developing enrichment lessons along with department members for the STAAR days when students were not testing. 3. Science and Social Studies departments created blitz lesson to prepare for the STAAR test.

Activity 1

Activity	At department meetings, teachers will share out lessons that are innovative and engaging and reflect at how those lessons increased student engagement. Teachers will have the opportunity to share out at the faculty learning sessions how the what and how of those lessons.
Person Responsible	Department Coordinator Academic Dean
Monitoring Measures	Lesson Plans Department Meetings Coordinator/AD Meetings
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	An Innovative Learning Design Team will be formed to research, identify, and promote innovative learning practices on campus. This design team will offer professional development to faculty members monthly at the faculty learning sessions. They will also be available to model strategies on campus to teachers who request support.
Person Responsible	Innovative Learning Design Team Academic Dean
Monitoring Measures	Meeting Agendas
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	We will focus on writing across the curriculum. Department coordinators will meet with their department and grade level leaders to research and develop activities. This will take place at all department meetings.
Person Responsible	Department Coordinator
Monitoring Measures	Admin will attend department meetings to support discussions. Scheduled meetings with coordinator and Academic Dean.
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	All PLCs will develop and/or use at least two common assessments each six-weeks. They will utilize backward design during PLCs to develop these common assessments.
Person Responsible	Level Leaders Academic Dean
Monitoring Measures	PLC Binder
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 2**

Need : We do not meet the social and emotional needs of our at-risk boys.

Goal : We will focus on the social and emotional needs of our at-risk boys by implementing strategies that will have a high impact on these students

Goal Details

Student Groups Impacted	At Risk
Funding Needed	
Timeline for Implementation	Establish "At-Risk Boys" Design team (August) Design Team researches best practices (fall) Model and present findings at Faculty Learning Sessions (throughout the year)
November Progress Check	At Risk Boys Design Team established: identified students, held student/staff breakfast and student/staff volleyball game. (November and December)  Share out of proven activities to reach this group's need will take place in December Faculty Learning session. (December) Counselor and DT Lead attended an at-risk boys workshop to learn strategies and activities to
March Progress Check	Hosted a Tie Dsy _____. At this event, NISD Police Officers taught the at-risk boys how to tie a tie, mentor spoke with the boys about _____  At-risk boys who was assigned to NAMS are assigned a mentor when they return from that campus.  Principal and Head Counselor attended the 3rd Annual PBIS Showcase to learn strategies that worked on other campuses that could be implemented at Stinson.
June Progress Check	At-Risk boys attended Young Gentleman's event.  Plans have been made to continue and expand the Young' Gentleman's group in the 2018-2019 school year.

#### Activity 1

Activity	Establish student/educator activities.
Person Responsible	At Risk Boys Design Team
Monitoring Measures	Attendance
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	PAB will review discipline and CDB data to develop targeted interventions for at-risk boys.
Person Responsible	PLCs Level Leaders Academic Dean
Monitoring Measures	PLC Agendas
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	We will implement strategies that have been found to have a high impact on at-risk boys engagement level. Strategies will be vetted the "At-Risk Boys Design Team." The design team will present these strategies at Faculty Learning Sessions.
Person Responsible	At-Risk Boys Design Team Academic Dean Teachers
Monitoring Measures	Agendas Lesson Plans
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 3**

Need : We do not use concept based tenants as a framework for teaching and learning.

Goal : We will develop concept based lessons to improve student learning and as a result increase the number of students scoring Masters on all STAAR tests by 5%.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Innovative Learning Planning (fall) Present to the staff (fall) Teachers incorporate into lessons (fall and spring)
November Progress Check	Innovative Learning Design Team was formed and started meeting. (September) Innovative Learning Design Team opened up their classrooms to showcase innovative learning strategies. (December)
March Progress Check	Innovative Design Team will present lesson examples and strategies at the April Faculty Learning Time.
June Progress Check	1. Innovative Design Team presented five lesson examples and strategies at the April Faculty Learning Time. 2. More work in this area will need to be done in 208-2019 as this is a struggle for our campus.

**Activity 1**

Activity	Teachers will meet weekly in PLCs to create lessons that are concept based.
Person Responsible	Level Leaders PLCs Academic Dean
Monitoring Measures	PLC Agendas Lesson Plans
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	The Innovative Learning Design Team will develop and present strategies at Faculty Learning Sessions. Teachers will incorporate these strategies and lesson ideas into their classes.
Person Responsible	Innovative Learning Design Team Academic Dean
Monitoring Measures	Lesson Plans Faculty Meeting Agendas
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 4**

Need : We do not have students take ownership of their learning so they can be fully engaged students.

Goal : We will develop lessons and activities that will encourage our students to take more ownership in their learning that will result in them increase the level of students earning Masters on all STAAR tests by 5%.

**Goal Details**

Student Groups Impacted	All Students
-------------------------	--------------

Funding Needed	
Timeline for Implementation	Innovative Learning Planning (fall) Present to the staff (fall) Teachers incorporate into lessons (fall and spring)
November Progress Check	Staff was trained on Student Led Conferences. (November) Date set for Student Led Conferences in January. (November)
March Progress Check	Over 120 6th grade students (plus their parents) participated on the January 9, 2018 event. Over 30 teachers support and/or participate in the enrichment activities.  Student Ownership Design Team will meet again in April to review feedback and plan for next year's expanded student led conferences.  Students conduct grade reflection sheet at the end of each six-weeks.  Individual teachers have developed and used self reflection assignments for the end of each major assessment.
June Progress Check	Student Led Conferences will expand to all grade levels next year (2018-2019).  Student Ownership Design Team met in April to review feedback and plan for next year's expanded student led conferences.  Students will complete grade reflection sheet at the end of each six-weeks.

#### Activity 1

Activity	Teachers will meet weekly in PLCs to create lessons that encourage students taking ownership of their learning by making the lessons more student centered.
Person Responsible	Level Leaders PLCs Academic Dean
Monitoring Measures	PLC Agendas Lesson Plans
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	Students will take part in two "student-led" conferences in the fall and spring that demonstrate student ownership of learning.
Person Responsible	Innovative Learning Design Team Academic Dean
Monitoring Measures	Student-Led Conferences Participation Lesson Plans
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 5**

**Need :** We did not meet Safeguards for Special Education students in Reading, Math, Writing, and Science.

**Goal :** We will increase the percentage of students at "Approaches Grade Level Standard" for Special Education students in Reading, Math, Writing, and Social Studies.  
 Reading 48%->53%  
 Math 49%->54%  
 Writing 25%->30%  
 Social Studies 54%->59%

**Goal Details**

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	Coordinator Walk-Throughs (monthly) Collaborative Pairs Training (monthly)
November Progress Check	SE Coordinator Walk-Throughs have been completed walk-throughs and conferences with collaborative pairs once every six-weeks.  Collaborative Structures meeting has taken place based on walk-throughs. Meetings planned in the future after the end of every six-weeks.



March Progress Check	<p>SE Coordinator Walk-Throughs have been completed walk-throughs and conferences with collaborative pairs once every six-weeks.</p> <p>Collaborative Structures meeting has taken place based on walk-throughs. Meetings planned in the future after the end of every six-weeks.</p> <p>ADD IN CDB BENCHMARK DATA FOR SE STUDNETS</p>
June Progress Check	<p>Reading 48%-&gt;53%</p> <p>Math 49%-&gt;54%</p> <p>Social Studies 54%-&gt;59%</p> <p>Writing 25%-&gt;30%</p> <p>Reading 48%-&gt;56% (gain of 8%)</p> <p>Math 49%-&gt;48% (loss of 1%)</p> <p>Social Studies 54%-&gt;46% (loss of 9%)</p> <p>Writing 25%-&gt;46% (gain of 21%)</p>

#### Activity 1

Activity	Special Education Coordinator will conduct walk-throughs using a campus created feedback form to ensure that collaborative structure models are properly being implemented. The coordinator will then meet with the teachers to coach them on strategies that work. SE Coordinator will share findings with Academic Dean
Person Responsible	Special Education Coordinator Academic Dean
Monitoring Measures	Coordinator Walk-Through Forms
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	Monthly campus collaborative pairs Professional Development conducted by the Special Education Coordinator and Academic Dean. The PD will be based on the needs of the teachers as identified by the walk-throughs.
Person Responsible	Academic Dean Special Education Coordinator
Monitoring Measures	Meeting Agendas
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 : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Continuous throughout the school year.
November Progress Check	My Plate poster placed in school to promote awareness. (August) PE and Athletics plan and provide moderate to vigorous physical activity for all classes. (On going)
March Progress Check	My Plate poster placed in school to promote awareness. (Continuous) PE and Athletics provides moderate to vigorous physical activity for all classes.
June Progress Check	My Plate poster placed in school to promote awareness. (Continuous) PE and Athletics provided moderate to vigorous physical activity for all classes.

Activity 1

Activity	Provide moderate to vigorous physical activity to PE and Athletics.
Person Responsible	All PE teachers/coaches
Monitoring Measures	Participation in PE and Athletics (enrollment and grades).
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	Post nutrition messages throughout the school specific to My Plate.
Person Responsible	Wellness Committee
Monitoring Measures	Observations
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	