



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

VALE MIDDLE SCHOOL

2017-2018

OUR MISSION

Beliefs

Vale students have value and greatness in them.

At Vale, our students will be supported, loved, respected, and believed in.

Vale staff members choose to model the behaviors we expect our students to emulate in order to become better learners and citizens.

Vale staff members teach real world connections that support curriculum and encourage success.

Vale staff members engage and empower students to reach their full potential.

Vale staff members encourage students to think, problem solve, and develop grit through perseverance and mental toughness.

Our community, families, and Vale staff share the responsibility of educating our students to become global citizens.

When given clear expectations, Vale students will have the opportunity and safe environment to reach their full potential.

Vale students will be provided with guidance beyond the curriculum.

Vision

Vale students will rise to the challenge of recognizing and developing their educational

VALE MS

Needs Assessment 2017-2018

Process

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

Feb. 13 LEADERSHIP TEAM (Admin, Head Counselor, Department Coordinators, CIS)-(SWOT) Discussed Continuous Improvement Model and current SIP progress; analyzed data (academic, student & staff attendance, discipline, student survey data, demographics, special pops, failure rates, campus/district/state assessment data, student achievement/progress, etc). Conducted Needs Assessment.

Feb. 20 STAFF DEVELOPMENT - Assessed our School Culture. FOCUS: "Are we what we want to be?" Reviewed SIP goals, activities and progress. Presented on Critical Success Factors and discussed the types of data that is analyzed for each CSF. Teachers were assigned to a group. Each group was assigned to a CSF and provided specific data to analyze. Groups charted and shared their findings whole group. Based on their findings, needs were identified and root cause(s) were explored.

Mar. 3 STAFF DEVELOPMENT - Revisited current SIP progress. Beforehand, the Leadership SWOT assessment results and the Teacher identified needs from the Feb. 20 Staff Development were combined and posters made for each CSF area. Teachers conducted group Gallery Walk and were given the opportunity to discuss, provide confirmation and/or add information to the combined SWOT. After discussion, teachers were given 3 stickers and asked to conduct a second Gallery Walk. Individually, teachers were given the opportunity to "STAR" the three identified needs that they personally felt needed to be addressed in our SIP for next school year. Teachers returned to their original CSF groups from February Staff Development and worked on brainstorming ideas to address the most significant needs identified.

Apr. 24 SIP TEAM - Revisited our current SIP progress, School Culture, Critical Success Factors, and staff identified campus needs. SIP TEAM worked in groups to collaboratively develop proposed goals and activities to address our needs.

May 5 - STAFF DEVELOPMENT - Proposed goals and activities were reviewed.

May 25 SIP TEAM - Reviewed, revised, and approved the 2017/2018 SIP goals and activities.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input 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>>Total Enrollment: 1299 (Asian 1.5%, Black 8.1%, Hispanic 73.9%, American Indian 0.2%, Multi-Racial 3.6%, Native Hawaiian or Pacific Islander 0.4%, White 12.3%)</p> <p>>Special Populations Enrollment(LEP 4.1%,SE 10.6%,504 16.3%,DSY 5.4%,EcoDis 53.4%, At-Risk 52.9%,GT 5.7%)</p> <p>Safeguards</p> <p>>2017 READING STAAR 8th grade: Gains were made in every category, however, there continues to be a significant gap between our SE/ELL and ALL students on State Assessments. ALL: 2016 VALE(80); 2017-MAR VALE(80); 2017-MAR NISD(79); Diff(+1); 2017-MAY VALE CUM(89) LEP: 2016 VALE(44); 2017-MAR VALE(33); 2017-MAR NISD(37); Diff(-4); 2017-MAY VALE CUM(67) SE: 2016 VALE(35); 2017-MAR VALE(29); 2017-MAR NISD(35); Diff(-6); 2017-MAY VALE(47) ALL MASTERS: 2016 VALE(18); 2017 VALE(24); 2017 NISD(23); Diff(+1);</p> <p>>2017 MATH STAAR 8th grade: Gains were made in every category, however, there continues to be a significant gap between our SE/ELL and ALL students on State Assessments. ALL: 2016 VALE(72); 2017-MAR VALE(72); 2017-MAR NISD(72); Diff(0); 2017-MAY VALE CUM(86) LEP: 2016 VALE(50); 2017-MAR VALE(40); 2017-MAR NISD(52); Diff(-12); 2017-MAY VALE CUM(67) SE: 2016 VALE(39); 2017-MAR VALE(18); 2017-MAR NISD(36); Diff(-18); 2017-MAY VALE CUM(42) ALL MASTERS: 2016 VALE(03); 2017 VALE(05); 2017 NISD(05); Diff(0)</p> <p>2017 READING STAAR 6/7: Pending 2017 MATH STAAR 6/7: Pending 2017 SCIENCE STAAR 8: Pending 2017 SOCIAL STUDIES STAAR 8: Pending</p> <p>>Counselors review student failure rates each grading period. >Academic Dean reviews failures by teacher and parent contact each grading period. >Campus Intervention Specialist reviews RTI information. Intervention periods were incorporated in the master schedule for 2016-2017 and will be continued for 2017-2018.</p> <p>July 28 DATA DAY REFLECTIONS: SUCSESSES IN 2016-17 - 1. The history scores went up from last year while other campus' went down. 2. Some of our PLC's are working and more conversations about kids were happening. 3. More cross-curricular activities happened. 4. Science Fair was a success. 5. More opportunities for students to show off the students' work. 6. Career Day EVIDENCE - 1. History scores elevated from last year in comparison to other NISD middle schools. 2. ELA PLC's are working together. 2 of the 3 PLCs are working in science. 3.English had history common writing assignments. PE did math assignments with weight and measures. 4. We had a student that went to State with Science Fair. 5. Science Fair, awards nigh, GT EXPO. 6. We had more presenters and student input.3 ACTIVITIES IN 2016-17 THAT GAINED GREATEST RESULTS -1.Friday Night Content Blitzes;2. Stingray Academy;3. CareerDay EVIDENCE - 1. Presenters were praising of our students and asked to return 2. Over a 200 students attended multiple Friday Blitz. 3. The amount of students who had access to additional instruction and support. INEFFECTIVE ACTIVITIES or NOT IMPLEMENTED w/FIDELITY - Developing Camus protocols/procedures to create campus wide expectation without fidelity. 2. Walk-throughs were not done with fidelity. EVIDENCE - 1. Multiple referrals with a lack of teacher follow through and consistency from admin. 2. Student behavior increased and less walk-through were done from previous year.</p>
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CSF 2: Use of Quality Data to Drive Instruction

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

Student attendance

- Discipline
- Grades
- CDBs
- Common Assessments
- Other

Findings

>2016-2017 Student Attendance Rate increased = 96.46% up from LY(96.13%)

>Student Referrals and Suspensions decreases student instructional time. Average Discipline Incidents per day: 10.1

>2016-2017 YTD:

ISS 247 (up 12 from LY=233)

ISS SPED 43 (up 6 from LY=37)

OSS 114 (up 12 from LY=102)

OSS SPED 20 (up 3 from LY=17)

>2016-2017 YTD Discipline Referrals(at least 1 referral/student):

Grade 6 = 52% (up 13% from LY=39%)

Grade 7 = 54% (up 14% from LY=40%)

Grade 8 = 52% (up 06% from LY=46%)

>2016-2017 Discipline Year-To-Date

Tardies	448	
Excessive absences	318	
Disturbing class or other students		163
Mischief/horseplay	136	
Extreme/flagrant insubordination	131	
Total	1196	

Grade Analysis

	S1C1	S1C2	S1C3	S2C1	S2C2	S2C3
A	56.3%	51.5%	50.4%	49.4%	47.2%	
B	26.1%	28.7%	25.7%	27.3%	29.1%	
C	7.4%	7.2%	8.6%	8.8%	8.8%	
D	8.0%	9.1%	11.1%	11.1%	10.7%	
F	1.8% (163)	3.1% (281)	3.8% (335)	3.2% (277)	4.2% (357)	

>2016-2017 CDB data: scores were disaggregated by grade level & sub pops and used to drive Instruction and Interventions. There is a significant gap between our SE/ELL and ALL students meeting standard on District Benchmarks in all content areas.

>2016/2017 8TH GRADE STAAR Data: There is a significant gap between our SE/ELL and ALL students meeting standard on State Assessments in READING and MATH.

>Master Schedule for 2017-2018 school year is currently being developed and will provide grade level planning time for teachers to collaborate about data, instruction, and interventions.

CSF 3: Leadership Effectiveness

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	<p>>VALE has a Collaborative Leadership Team (Administrators, Department Coordinators, Head Counselor, Action Teams, CIS) that worked together to identify campus needs and solutions to those needs. Teachers had the opportunity to provide input and propose solutions for making campus wide decisions through Action Teams.</p> <p>>Teachers completed an end of year survey to help the Leadership Team make decisions for the 2017-2018 school year. Leadership effectiveness, communication & protocols were evaluated.</p> <p>>Students completed end of year survey to help identify areas of concern regarding campus climate and safety.</p> <p>>Our Admin Team, Leadership Team, Intervention Specialist, and SCE teachers reviewed and analyzed the effectiveness of our 7th & 8th grade intervention programs and have identified concerns regarding implementation and consistency.</p> <p>>Currently working to develop our Master Schedule for the 2017-2018 school year. The MS will allow for common grade level PLC time for teachers to analyze student data; and planning time (which is driven by the data) to build rigorous & engaging instructional lessons, embed accommodations/modifications to meet individual student needs; and to provide interventions for struggling students. Academic support and interventions will be provided during the instructional day (6th grade Student Success Program & 7/8 grade Reading & Math Intervention classes, and 6/7/8 Reading & Math SCE).</p> <p>>Academic Dean, CIS, and SCE teachers analyzed incoming 6th grade Reading and Math STAAR assessment and program data to identify students requiring SCE support. Incoming 6th/7th Reading and Math STAAR assessment data is pending. Intervention classes will support our "Bubble" students and STAAR failures.</p>
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CSF 4: Increased Learning Time

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

Response to Intervention

<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>>Leadership Team, CIS, and SCE teachers will identify students for intervention programs based on STAAR & CDB scores, failure rates, common assessments, and RTI data.</p> <p>>Master Schedule for 2017-2018 school year will provide more opportunities for targeted interventions to build skills in instructional gaps for students that fail STAAR through Advisories, Intervention classes, SCE Reading, and SCE Math.</p> <p>>There will be increased Tutoring opportunities before and/or after school.</p> <p>>Increased Enrichment opportunities will be provided through GT and P-AP classes.</p> <p>>Professional Development on High Yield Strategies and Differentiated Instruction will be provided to all certified teachers to meet the learning needs of ALL students and will focus on SpEd, ELL, and AAP to increase rigor and accessibility to grade level TEKS.</p>

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.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>2016-2017 Campus staff identified the following needs:</p> <p>>Continue work to improve & monitor participation for school activities & events</p> <p>>Improve parent/community communication & promotion of school activities & events</p> <p>>Host additional family/community events - including health & recreation</p> <p>>Increase effectiveness of our Community Involvement Action Team</p> <p>>Conduct family surveys for community input/needs</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.	
<input checked="" type="checkbox"/> Teacher surveys	

<input type="checkbox"/> Parent surveys
<input checked="" type="checkbox"/> Student surveys or panels
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other

Findings	<p>>2016-2017 Student Attendance Rate increased = 96.46% up from LY(96.13%)</p> <p>>2016-2017 Student Referrals and Suspensions decreases student instructional time. Average Discipline Incidents per day: 10.1</p> <p>>High number of referrals from small set of teachers due to ineffective classroom management.</p> <p>>2016-2017 YTD:</p> <p>ISS 247 (up 12 from LY=233)</p> <p>ISS SPED 43 (up 6 from LY=37)</p> <p>OSS 114 (up 12 from LY=102)</p> <p>OSS SPED 20 (up 3 from LY=17)</p> <p>>2016-2017 YTD Discipline Referrals(at least 1 referral/student):</p> <p>Grade 6 = 52% (up 13% from LY=39%)</p> <p>Grade 7 = 54% (up 14% from LY=40%)</p> <p>Grade 8 = 52% (up 06% from LY=46%)</p> <p>>2016-2017 Discipline Year-To-Date</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Tardies</td> <td style="text-align: right;">448</td> </tr> <tr> <td>Excessive absences</td> <td style="text-align: right;">318</td> </tr> <tr> <td>Disturbing class or other students</td> <td style="text-align: right;">163</td> </tr> <tr> <td>Mischief/horseplay</td> <td style="text-align: right;">136</td> </tr> <tr> <td>Extreme/flagrant insubordination</td> <td style="text-align: right;">131</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">1196</td> </tr> </table> <p>>Students completed a "Conflict, Kindness & Safety" survey.</p> <p>>Vale staff approved the implementation of PBIS to begin with the 2017-2018 school year to address the discipline concerns identified during our SIP process.</p>	Tardies	448	Excessive absences	318	Disturbing class or other students	163	Mischief/horseplay	136	Extreme/flagrant insubordination	131	Total	1196
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Total	1196												

CSF 7: Teacher Quality
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.
<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input checked="" type="checkbox"/> Staff retention rates

<input 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	<p>>2016-2017 High Teacher Absentee rate (by count) 9 or more absences = 31 (down 4 from LY=35) 6-8.5 absences = 39 (up 8 from LY=31) 5.5 or less = 38 (down 1 from LY=39)</p> <p>>Staff Retention: 2 teachers retired; 2 teachers resigned; 2 teachers transferred; 1 counselor transferred; 2 teacher positions removed; 2 SE instructional assistants positions removed; 5 teachers displaced to Vale; 3 teachers hired to fill open positions.</p> <p>>Red Wagon Program supports new teachers. >Will continue to support new teachers during their 2-3 years (Vale Purple Wagon). >Department Coordinators are included in the interview process when applicable. >Professional Development provided/recommended to build content area skills; classroom management, and student, parent, & staff relationships.</p>

Priority Needs

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

Priority Need 1

<p>Continue shaping a PLC protocol that:</p> <ul style="list-style-type: none"> > uses student data to drive instruction > plans for the individual needs of all students > focuses on missed safeguards & sub-populations <p>2017 STAAR Missed Safeguards: (# of Students @ Approaches/% @ Approaches/# Needed to Meet 60%) 2017 SpecEd Reading:(53/40%/25 more) 2017 SpecEd Math:(60/46%/18 more) 2017 SpecEd Writing:(16/36%/11 more) 2017 SpecEd Science:(11/28%/13 more) 2017 SpecEd Social Studies:(10/26%/13 more) 2017 ALL Social Studies:(221/55%/17 more) 2017 African Amer Social Studies:(16/47%/5 more) 2017 Hispanic Social Studies:(151/51%/24 more) 2017 EcoDis Social Studies:(90/48%/21 more)</p> <p>JULY 2017 DATA DAY REFLECTIONS There were a number of students that were not fully supported (academically). EVIDENCE - 1. DID NOT MEET THE NEEDS OF ECO DIS STUDENTS, low grades, and low test scores of students. 2. Test scores showed that across the board showed that ELL, SPED, At Risk, and Eco Dis students were not successful on STAAR.</p> <p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 6 School Climate</p>

Priority Need 2

Continue our goal to increase staff, parent and community involvement.

CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 3

Lack of consistent school-wide, grade level, and classroom policies & procedures - with a focus on behavior concerns.

JULY 2017 DATA DAY REFLECTION:

There were a number of students that were not fully supported (behaviorally and emotionally).

EVIDENCE - 1. Multiple persistent misbehavior packets FOR POSSIBLE ALTERNATIVE SCHOOL written, INCREASE REFERRALS, and TEACHER FRUSTRATION.

CSF 6 School Climate

Campus: VALE MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/25/2017

SAT Member	Name	Signature
Principal	Dana Gilbert-Perry	
Parent Community Representative	Shannon Foster	
Staff Representative	Jennifer Myers	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Nathesha Jarrett	Parent
Richard McEvoy	Staff Member
Sara Schlough	Staff Member
Trinity Bankhead	Staff Member
Andrea Collins	Staff Member
Pam Zablocki	Staff Member
Allison Trevino	Staff Member
Elsa Cardenas	Staff Member
Pam Zablocki	Staff Member

CAMPUS: VALE MS

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Welcome to Vale presentation; Campus Data Review	Assessment	All Staff	All students	Local	3.0
08/22/2017	08/24/2017	T-TESS Refresher; PLC Foundations	Instruction	All Teachers	ALL students	Local	4.0
08/23/2017	08/25/2017	PBIS; Safety & First Week Procedures; Electronic Grade Book Training	Instruction	ALL Staff	ALL Students	Local	7.0
10/09/2017		PLC Foundations; DI & High Yield Instructional Strategies; Rigor in the curriculum	Instruction	ALL Teachers	ALL Students	Local	7.0
11/20/2017		Monthly Staff Meetings & Targeted Professional Development to address PLC, Instruction (missed safeguards & special populations); PBIS; and/or Technology	Instruction, Assessment, Collab, Class Mgt, Technology	ALL Staff	ALL Students	Local	1.0 each
11/21/2017		Teachers will attend Professional Develop in order to satisfy the 12 Teacher Choice Hours District requirement	Instruction	ALL Teachers	ALL Students	Other	12.0

02/19/2018		School Improvement SWOT 2018-2019	Instruction, Assessment, Collab, Class Mgt, Technology	ALL Staff	ALL Students	Local	3.0
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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	79%	43%	81%	74%	79%	79%	43%	18%	85%
African-American	82%	39%	84%	66%	74%	76%	38%	18%	81%
Hispanic	77%	40%	79%	69%	77%	78%	42%	16%	83%
White	85%	59%	88%	85%	87%	87%	56%	29%	93%
Economically Disadvantaged	75%	36%	77%	66%	71%	73%	36%	13%	78%
Special Education	39%	18%	40%	36%	43%	42%	19%	4%	45%
At-Risk	63%	17%	65%	56%	62%	64%	19%	4%	68%
Limited English Proficient	43%	12%	44%	44%	42%	45%	7%	0%	48%
Asian	82%	53%	84%	91%	81%	86%	43%	24%	92%
American Indian	100%	100%	100%	74%	77%	50%	50%	0%	54%
Hawaiian Pacific Islander	100%	29%	100%	76%	81%	100%	20%	0%	100%
Two or More	91%	62%	94%	83%	89%	85%	49%	23%	91%

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	71%	37%	73%	68%	70%	69%	37%	8%	74%
African-American	71%	48%	72%	58%	65%	64%	50%	11%	68%
Hispanic	67%	33%	69%	63%	67%	67%	34%	7%	72%
White	86%	47%	89%	79%	81%	76%	41%	9%	81%
Economically Disadvantaged	62%	31%	64%	59%	59%	62%	32%	5%	66%

Special Education	30%	13%	31%	27%	31%	35%	17%	0%	37%
At-Risk	46%	9%	47%	46%	47%	46%	12%	1%	49%
Limited English Proficient	37%	5%	39%	38%	31%	13%	0%	0%	14%
Asian	100%	63%	100%	89%	79%	50%	17%	0%	54%
American Indian	100%	100%	100%	65%	57%	N/A	N/A	N/A	0%
Hawaiian Pacific Islander	100%	100%	100%	71%	75%	100%	0%	0%	100%
Two or More	71%	43%	73%	76%	82%	94%	65%	6%	100%

MATHEMATICS (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	77%	34%	79%	76%	77%	78%	37%	10%	83%
African-American	77%	28%	79%	65%	70%	68%	25%	8%	73%
Hispanic	75%	31%	77%	72%	75%	77%	36%	10%	82%
White	86%	49%	89%	85%	86%	85%	48%	15%	91%
Economically Disadvantaged	73%	27%	75%	69%	68%	73%	30%	7%	85%
Special Education	43%	16%	44%	44%	47%	46%	13%	6%	49%
At-Risk	60%	11%	62%	61%	62%	63%	16%	2%	67%
Limited English Proficient	61%	18%	63%	58%	54%	45%	18%	0%	48%
Asian	94%	59%	97%	94%	85%	88%	47%	18%	94%
American Indian	100%	0%	100%	75%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	83%	33%	85%	78%	83%	100%	60%	0%	100%
Two or More	79%	49%	81%	82%	85%	79%	47%	14%	85%

ALGEBRA I EOC

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

All Students	100%	100%	100%	82%	99%	100%	97%	82%	100%
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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	71%	36%	75%	74%	76%	73%	40%	12%	78%
African-American	79%	38%	83%	63%	68%	62%	38%	8%	66%
Hispanic	68%	32%	72%	69%	72%	70%	37%	9%	75%
White	81%	49%	86%	86%	88%	91%	60%	28%	97%
Economically Disadvantaged	67%	31%	70%	66%	66%	62%	33%	10%	66%
Special Education	49%	24%	51%	38%	44%	30%	20%	7%	32%
At-Risk	50%	13%	53%	56%	57%	54%	14%	2%	58%
Limited English Proficient	25%	0%	26%	44%	36%	25%	0%	0%	27%
Asian	50%	50%	53%	92%	84%	86%	43%	14%	92%
American Indian	N/A	N/A	92%	73%	86%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	75%	84%	100%	100%	0%	100%
Two or More	92%	75%	97%	83%	87%	81%	44%	19%	87%

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	52%	18%	65%	62%	63%	54%	23%	12%	58%
African-American	68%	15%	69%	50%	55%	46%	27%	11%	49%
Hispanic	47%	16%	61%	55%	58%	50%	18%	8%	54%
White	66%	25%	83%	75%	80%	68%	42%	26%	73%
Economically Disadvantaged	47%	15%	49%	51%	51%	47%	18%	8%	50%
Special Education	35%	22%	37%	30%	33%	28%	21%	9%	30%

At-Risk	30%	6%	32%	40%	40%	29%	7%	2%	31%
Limited English Proficient	0%	0%	22%	29%	22%	13%	0%	0%	14%
Asian	0%	0%	81%	87%	76%	71%	43%	14%	76%
American Indian	N/A	N/A	92%	61%	57%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	63%	84%	100%	0%	0%	100%
Two or More	83%	50%	87%	72%	80%	81%	44%	25%	87%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	96.8%
African-American	95.4%	95.8%	96.6%	96.7%
Hispanic	95.6%	95%	95.5%	95.6%
White	96%	95.8%	96%	96.1%
Economically Disadvantaged	95.4%	94.4%	95.3%	95.4%
Special Education	94.5%	93.9%	93.8%	93.9%
Limited English Proficient	96.4%	95.8%	96.1%	96.1%
Asian	97.8%	96.8%	96.9%	97%
American Indian	95.3%	95.2%	95.8%	95.9%
Hawaiian Pacific Islander	95.5%	96.1%	96.7%	96.8%
Two or More	95.9%	96%	96.8%	96.9%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0%	0%

DROP OUT RATE

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

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.1%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.2%	0%
Special Education	0.4%	0.4%	0%	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	799	810
PSAT Reading/Writing Section Mean	396	400	405
PSAT Math Section Mean	395	400	407

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need :

Continue shaping a PLC protocol that:
> uses student data to drive instruction
> plans for the individual needs of all students
> focuses on missed safeguards & sub-populations

2017 STAAR Missed Safeguards:

(# of Students @ Approaches/% @ Approaches/# Needed to Meet 60%)

2017 SpecEd Reading:(53/40%/25 more)

2017 SpecEd Math:(60/46%/18 more)

2017 SpecEd Writing:(16/36%/11 more)

2017 SpecEd Science:(11/28%/13 more)

2017 SpecEd Social Studies:(10/26%/13 more)

2017 ALL Social Studies:(221/55%/17 more)

2017 African Amer Social Studies:(16/47%/5 more)

2017 Hispanic Social Studies:(151/51%/24 more)

2017 EcoDis Social Studies:(90/48%/21 more)

JULY 2017 DATA DAY REFLECTIONS

There were a number of students that were not fully supported (academically).

EVIDENCE - 1. DID NOT MEET THE NEEDS OF ECO DIS STUDENTS, low grades, and low test scores of students. 2. Test scores showed that across the board showed that ELL, SPED, At Risk, and Eco Dis students were not successful on STAAR.

Goal :

VALE will collaboratively develop & implement a PLC protocol that focuses on improving student growth & performance with an emphasis on missed safeguards (SE: All content areas, Social Studies: All-African American-Hispanic-Eco Dis) and on EL Reading STAAR:

Safeguards GOAL: Increase STAAR scores in the areas of missed safeguards by 7% from 2017-2018.

EL GOAL: Increase EL STAAR 6, 7, 8 Reading scores by 2 questions from 2017 to 2018

Goal Details

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	
Timeline for Implementation	<ol style="list-style-type: none"> 1. Throughout the 2017-2018 school year 2. Evaluate every 6 weeks grading period
November Progress Check	<ol style="list-style-type: none"> 1. Created "SEA" data room - Admin meets with all PLCs each week to review student data, student progress, interventions & reteach/retest opportunities - with a focus on missed safeguards & special pops. 2. Professional Development: PLC training provided by Admin; SE Acc/Mods training provided by SE Area Coordinator 3. Developed PLC NORMS - working on consistently reviewing during all PLC meetings 4. ESL teacher attends 6th grade PLC to provide ELA EL support 5. Learning walks conducted weekly by Admin <p>>2017 STAAR READ *grade tested:(total #students by sub pop): #passed; #failed; #students in INTERVENTION class TY 2017-18</p> <p>*5th: (): ; ; 7 *6th:(460 ALL): 333 ; 127 ; 112 (26 EL): 9 ; 17 ; 13 (43 SE): 12 ; 31 ; 33 *7th:(419 ALL): 317 ; 102 ; 94 (15 EL): 6 ; 9 ; 13 (45 SE): 15 ; 30 ; 33</p> <p>>2017 STAAR MATH *grade tested:(total #students by subpop): #passed; #failed; #students in Intervention class TY 2017-18</p> <p>>2017 STAAR Math *5th (): ; ; 7 *6th:(43 SE): 18 ; 25 ; 37 *7th:(45 SE): 18 ; 27 ; 29</p> <p>>2017-18 CDBs *6th ELA CDB#1 (VALE SE 40% / NISD SE 45%); (VALE EL 44% / NISD EL 49%) *7th ELA CDB#1 (VALE SE 47% / NISD SE 46%); (VALE EL 46% / NISD EL 48%) *8th ELA CDB#1 (VALE SE 43% / NISD SE 46%); (VALE EL 44% / NISD EL 49%) *7th Math CDB#1 (VALE SE 48% / NISD SE 48%) *7th Sci CDB#1 (VALE SE 48% / NISD SE 57%)</p>

<p>March Progress Check</p>	<ol style="list-style-type: none"> 1. Admin continues to meet w/PLCs weekly to analyze student data, progress, learning objectives, & interventions. District support has been fantastic. 2. ACC/MOD of lessons & tests has been more consistent to meet the needs of our diverse learners. Additional ACC & EL PD is being planned for 2018/2019. 3. Lunch&Learn PD - ELPS & strategies for ALL 4. Grade level PLCs are consistently creating common assessments, analyzing the data, discussing individual student needs, and providing reteach/retest opportunities for all students. 5. ALL PLCs went through the "Focus on Results" activity with AD. Each department placed ALL their EL students on the "Baseball Field"-colored coded by grade level. There were meaningful discussions regarding individual student needs and comparisons made of student progress in each content area. 6. Our first afterschool STAAR BLITZ tutoring was great(120 students) We have 4 more to go and we anticipate an increase in attendance. <p>2017/2018 CDB Data</p> <p>6 ELA-CDB 3 Exp: VALE (ALL-60%,LEP-51%,SE-49%) vs. NISD (ALL-56%,LEP-46%,SE-40%) 6 ELA-CDB 2 Read: VALE (ALL-65%,LEP-49%,SE-46%) vs. NISD (ALL-67%,LEP-50%,SE-47%) 6 ELA-CDB 1 Read: VALE (ALL-62%,LEP-47%,SE-40%) vs. NISD (ALL-64%,LEP-49%,SE-45%)</p> <p>7 ELA-CDB 3 Exp: VALE (ALL-55%,LEP-44%,SE-45%) vs. NISD (ALL-54%,LEP-43%,SE-40%) 7 ELA-CDB 2 Read: VALE (ALL-62%,LEP-47%,SE-40%) vs. NISD (ALL-65%,LEP-48%,SE-44%) 7 ELA-CDB 2 R&E: VALE (ALL-60%,LEP-43%,SE-40%) vs. NISD (ALL-61%,LEP-45%,SE-43%) 7 ELA-CDB 1 Read: VALE (ALL-65%,LEP-47%,SE-47%) vs. NISD (ALL-67%,LEP-48%,SE-46%)</p> <p>8 ELA-CDB 3 Exp: VALE (ALL-55%,LEP-50%,SE-37%) vs. NISD (ALL-57%,LEP-42%,SE-40%) 8 ELA-CDB 2 Read: VALE (ALL-67%,LEP-52%,SE-47%) vs. NISD (ALL-70%,LEP-49%,SE-47%) 8 ELA-CDB 1 Read: VALE (ALL-65%,LEP-48%,SE-40%) vs. NISD (ALL-67%,LEP-46%,SE-45%)</p> <p>8 SS- CDB 1: VALE (ALL-64%,LEP-46%,SE-40%,HISP-63%,BLK-66%,ECO-60%) vs. NISD (ALL-66%,LEP-48%,SE-47%,HISP-64%,BLK-62%,ECO-60%)</p>
<p>June Progress Check</p>	<ol style="list-style-type: none"> 1. PLCs have consistently used PLC time to analyze student data, progress, learning objectives and interventions. Improvement in STAAR scores is evident, although, more work is to be done. 2. We had gains in LEP scores in 7 READ (+5); but, continue to struggle significantly with 6 & 8 READ. Overall, LEP scores in 6 MATH (+13), 7 MATH (+25), 8 MATH (+6), 7 WRITE (+25), 8 SCIENCE (+6) and 8 SOCIAL STUDIE (+6)improved compared to 2017 STAAR data. 3. Safeguards: SPEC ED-made gains in 7 READ (+5), 8 MATH (+10), 8 SCIENCE (+15) and 8 SOCIAL STUDIES (+4) compared to 2017 STAAR data. However, we saw a decline in scores for 6 READ, 6 MATH, 7 MATH, 7 WRITE; and, 8 READ scored the same as last year. 4. Safeguards: SOCIAL STUDIES made gains-ALL (+3), HISPANIC (+4), AFRICAN AMER (+17), ECO DIS (+1), and SPEC ED (+4).

Activity	VALE PLCs will accommodate, modify and/or enrich instruction to address all student needs during planning.
Person Responsible	Principal (ELA) Vice Principal (Social Studies) Assistant Principal (Science) Administrative Intern (Math) Academic Dean (ALL content areas) Department Coordinators Level Leads ESL Teacher Special Education Teachers
Monitoring Measures	1. Review lesson plans for evidence of individualized student support 2. Frequent Learning Walks in classrooms 3. Create Professional Development opportunities to support our PLCs 4. Common Formative & Summative Assessment results JULY 2017 DATA DAY REFLECTION: Collect documentation for Accommodations/ Modifications in lesson plans and work samples Training on best practices; accommodations/modifications , depth and complexity, in-house resources (Case Managers and GT teachers) and outside resources Check lesson plans and walkthroughs
Title 1 Fund	No
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	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	VALE PLCs will collaboratively develop common formative & summative assessments to inform and drive instruction.
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Person Responsible	Principal (ELA) Vice Principal (Social Studies) Assistant Principal (Science) Administrative Intern (Math) Academic Dean (ALL content areas) Department Coordinators Level Leads ESL Teacher Special Education Teachers
Monitoring Measures	1. Review lesson plans for evidence of individualized student support 2. Frequent Learning Walks in classrooms 3. Create Professional Development opportunities to support our PLCs 4. Common Formative & Summative Assessment Results
Title 1 Fund	No
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 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 2

Need : Continue our goal to increase staff, parent and community involvement.

Goal : VALE will increase parent community involvement by hosting a variety of events to strengthen campus, family, and community relationships.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	1. Throughout the 2017-2018 school year 2. Evaluate every 6 weeks grading period

November Progress Check	<p>1. Vale hosted a student vs. teachers volleyball competition after school - campus staff/teachers, students & parents were in attendance - it was standing room only.</p> <p>2. Vale hosted our Annual Veterans' Day community breakfast and program. Our Vale Choir and Orchestra students presented a medley of music to honor our past and present service men and women. Stevens High School's ROTC conducted the flag ceremony. This event was well attended (approximately 50) by parents & community members. It was a wonderful experience for us all. In addition our Vale Band put on a presentation at Murnin Elementary for their Veteran's Day community event.</p> <p>3. Vale hosted our 2nd Annual Science Fair in October. Twenty-seven people from our neighboring community (UTSA, Southwest Research Center, Palo Alto to name a few) volunteered their time to judge over 250 student projects; and attended the Fair (approx total of 70 in attendance). Our top 3 winners and 12 honorable mention student projects will be participating in John Jay's Annual district Science Fair on Saturday, December 02.</p> <p>4. Vale hosted an Advanced Academics Night to inform parents of P-AP & HS course criteria & expectations (approx 200+ in attendance)</p>
March Progress Check	<p>EVENTS:</p> <p>1. Annual Career Day. We had over 75 presenters from our community - including Dr. Woods. It was a tremendous success.</p> <p>2. A Night at the Museum: History Night. We had student displays, 7 "History Trunks" hosted by teachers and community historical presenters, and a BIG crowd!</p> <p>3. Annual Poetry Slam - our GT and PAP students presented their original work to an audience of more than 90 parents, teachers, and community members.</p> <p>4. A Morning Coffee, Endorsement Nights, Elective Fair and an Academic Achievement Night were hosted for parents of our current and future students to prepare for Course Registration.</p> <p>5. Stingray Transition camp - our incoming 6th graders and parents were invited to tour the campus and learn about Vale.</p> <p>6. Hosted a PTA Movie Night in the courtyard.</p> <p>7. Working with Northwest Vista College pre-service student volunteers (our future teachers) to complete their required 16 hours of classroom observations for their Education program.</p> <p>Coming Soon: Spring "FestiVALE" 2018</p>
June Progress Check	<p>EVENTS:</p> <p>1. Hosted our annual GT showcase</p> <p>2. Numerous concerts: orchestra, choir, band</p> <p>3. Spring Festival family event</p> <p>4. 8th grade dance</p> <p>5. EOY awards ceremony @ Stevens High School by invitation only</p> <p>6. Theatre performance</p> <p>7. Mobile vaccination clinic</p> <p>8. First Soccer season - parent, student and teacher/staff attendance was outstanding.</p> <p>For the majority of events, parent attendance was standing room only (200+). We did Remind 101 call outs, tweeted, advertised on our website and sent information home for various events.</p>

Activity 1

Activity	VALE will increase family and staff attendance at campus & community events.
Person Responsible	Principal Vice Principal Assistant Principal Academic Dean Department Coordinators Special Education Coordinator Campus Intervention Specialist Teachers
Monitoring Measures	1. Monitor staff, parent and community attendance of before/after school events
Title 1 Fund	No
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 2

Activity	VALE will increase social media promotion of campus & community event.
Person Responsible	Principal Vice Principal Assistant Principal Academic Dean Department Coordinators Special Education Coordinator Campus Intervention Specialist Teachers

Monitoring Measures	1. Document communication via Social Media 2. Create a calendar of campus & community events 3. Monitor attendance of events
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 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	
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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	

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 : Lack of consistent school-wide, grade level, and classroom policies & procedures - with a focus on behavior concerns.

JULY 2017 DATA DAY REFLECTION:
 There were a number of students that were not fully supported (behaviorally and emotionally).
EVIDENCE - 1. Multiple persistent misbehavior packets FOR POSSIBLE ALTERNATIVE SCHOOL written, INCREASE REFERRALS, and TEACHER FRUSTRATION.

Goal : VALE will develop, implement, and monitor school-wide, grade level and classroom procedures with consistency.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	1. Throughout the 2017-2018 school year 2. Evaluate every month

November Progress Check

1. PBIS was rolled out campus wide in August 2017. In this first phase, the following locations have been targeted: hallway, restrooms, cafeteria. Multiple forms of data are being monitored and reviewed monthly.

Discipline Referral Data (the majority of hallway referrals are for excessive tardies)

2017-2018

LOCATION	Sept	Oct	%TEACHER Referrals YTD 2017-18 / YTD 2016-17 / Diff			
Hallway	12	39	O	22%	0	UP 22%
Restroom	3	2	1-2	49%	20%	UP 29%
Cafeteria	0	6	3-9	28%	48%	DOWN 20%
			10+	1%	32%	DOWN 31%

YTD 2017-18 / YTD 2016-17 / Diff

OSS	9	55	DOWN 46
OSS SE	2	9	DOWN 7
ISS	72	45	UP 27
ISS SE	12	23	DOWN 11

Historically, we see an increase in behavior in October when the "honeymoon" transition period is over. The PBIS committee meets regularly and grade level and Admin are meeting more frequently than initially planned. Teacher concerns are being addressed quickly; there are fewer teacher, OSS & ISS SE referrals compared to last year; and overall improvement in student behavior is evident.

2. Protocols to communicate non-negotiable expectations to students & staff has been implemented to ensure understanding, compliance and consistency. These non-negotiable expectations protocols include: common expectations have been posted in all classrooms & throughout the school; campus staff/teachers using "common language;" implementation of campus wide "Ray Pay" reward system for appropriate behavior; frequent reminders of expectations during morning announcements & grade level lunches; and randomly announced appropriate student behavior incentives.

3. Watchdogs

<p>March Progress Check</p>	<p>1. PBIS has been a positive force on our campus. Overall, we are seeing a significant improvement in student behavior and lower ISS/OSS numbers. Students are working for "RAY PAY" rewards that they can use to "buy" items in our PBIS store, courtyard time during lunch, etc. This has been very effective.</p> <p>Discipline Referral Data (the majority of hallway referrals are for excessive Tardies)</p> <table border="1"> <thead> <tr> <th>LOCATION</th> <th>SEPT 2017</th> <th>OCT 2017</th> <th>NOV 2017</th> <th>DEC 2017</th> <th>JAN 2018</th> </tr> </thead> <tbody> <tr> <td>Bus</td> <td>8</td> <td>12</td> <td>7</td> <td>3</td> <td>7</td> </tr> <tr> <td>Hallway</td> <td>12</td> <td>39</td> <td>34</td> <td>27</td> <td>45</td> </tr> <tr> <td>Restroom</td> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Classroom</td> <td>15</td> <td>37</td> <td>75</td> <td>48</td> <td>101</td> </tr> <tr> <td>Cafeteria</td> <td>0</td> <td>6</td> <td>5</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="3">SEPT 2017</th> <th colspan="3">OCT 2017</th> <th colspan="3">NOV 2017</th> <th colspan="3">DEC 2017</th> <th colspan="3">JAN 2018</th> </tr> <tr> <th>INCIDENT</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>Tardies</td> <td>7</td> <td>68</td> <td>23</td> <td>19</td> <td>100</td> <td>78</td> <td>23</td> <td>122</td> <td>81</td> <td>15</td> <td>73</td> <td>67</td> <td>55</td> <td>144</td> <td>104</td> </tr> <tr> <td>Horseplay</td> <td>3</td> <td>7</td> <td>1</td> <td>4</td> <td>3</td> <td>6</td> <td>15</td> <td>10</td> <td>5</td> <td>1</td> <td>0</td> <td>3</td> <td>4</td> <td>10</td> <td>6</td> </tr> <tr> <td>Dresscode</td> <td>4</td> <td>22</td> <td>22</td> <td>7</td> <td>12</td> <td>13</td> <td>10</td> <td>20</td> <td>22</td> <td>8</td> <td>13</td> <td>8</td> <td>6</td> <td>14</td> <td>11</td> </tr> <tr> <td>Fight</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Conflict</td> <td>4</td> <td>6</td> <td>0</td> <td>6</td> <td>7</td> <td>4</td> <td>0</td> <td>0</td> <td>2</td> <td>12</td> <td>3</td> <td>3</td> <td>3</td> <td>1</td> <td>1</td> </tr> <tr> <td>Aggression</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Hit/Assault</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td>2</td> <td>5</td> <td>3</td> <td>1</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>SUSPENSIONS YTD 2017-18</th> <th>YTD 2016-17</th> <th>DIFFERENCE</th> </tr> </thead> <tbody> <tr> <td>ISS 176</td> <td>248</td> <td>DOWN 72</td> </tr> <tr> <td>ISS SPED 30</td> <td>43</td> <td>DOWN 13</td> </tr> <tr> <td>OSS 50</td> <td>114</td> <td>DOWN 64</td> </tr> <tr> <td>OSS SPED 10</td> <td>20</td> <td>DOWN 10</td> </tr> </tbody> </table>	LOCATION	SEPT 2017	OCT 2017	NOV 2017	DEC 2017	JAN 2018	Bus	8	12	7	3	7	Hallway	12	39	34	27	45	Restroom	3	2	1	1	0	Classroom	15	37	75	48	101	Cafeteria	0	6	5	0	3		SEPT 2017			OCT 2017			NOV 2017			DEC 2017			JAN 2018			INCIDENT	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	Tardies	7	68	23	19	100	78	23	122	81	15	73	67	55	144	104	Horseplay	3	7	1	4	3	6	15	10	5	1	0	3	4	10	6	Dresscode	4	22	22	7	12	13	10	20	22	8	13	8	6	14	11	Fight	2	0	0	2	0	0	2	0	0	0	0	4	1	1	1	Conflict	4	6	0	6	7	4	0	0	2	12	3	3	3	1	1	Aggression	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	Hit/Assault	0	0	0	2	2	0	1	0	2	5	3	1	2	2	0	SUSPENSIONS YTD 2017-18	YTD 2016-17	DIFFERENCE	ISS 176	248	DOWN 72	ISS SPED 30	43	DOWN 13	OSS 50	114	DOWN 64	OSS SPED 10	20	DOWN 10
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<p>June Progress Check</p>	<p>1. This year the PBIS team has created universal expectations in the hallway, restroom, and cafeteria. Teachers have used "RAYS PAYS" (Currency) to reward students for appropriate behavior. Teachers were also rewarded for using "RAYS PAYS". Students used this currency on a variety of items or rewards.</p> <p>2. PBIS held 2 fundraisers that helped build a connection between Vale and the community.</p> <p>3. Data was collected on 6 Disciplinary Incidents (Tardies, Horseplay, Dress-code, Fighting, Conflict with a student, Aggression, Hit a student/Assault). Data was also collected based on location.</p> <p>4. The most significant improvements were in the areas of Fighting, Conflicts with student, and Hit a student/Assault. Fighting decreased by 63%. Conflicts decreased by 42%. Hit a student/Assaults decreased by 55%. This is significant because the overall culture of the campus is now reflecting a more peaceful campus. Data is available upon request.</p>																																																																																																																																																																																																			

Activity	VALE will implement PBIS campus wide.
Person Responsible	Principal Vice Principal Assistant Principal Academic Dean Department Coordinators Special Education Coordinator Campus Intervention Specialist Teachers
Monitoring Measures	1. Review of Student Discipline Referral Data 2. Review of Student In-School Suspension Data (ISS) 3. Review of On-School Suspension Data (OSS) 4. Teacher documentation 5. Admin observations JULY 2017 DATA DAY REFLECTIONS Data to be collected every month by Admin and PBIS committee. There will be fewer referrals, fewer tardies, and fewer suspensions.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 2

Activity	VALE will establish a protocol to communicate non-negotiable expectations to students & staff to ensure understanding, compliance and consistency.
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Person Responsible	Principal Vice Principal Assistant Principal Academic Dean Department Coordinators Special Education Coordinator Campus Intervention Specialist Teachers
Monitoring Measures	1. Expectations will be posted in all classrooms & throughout the school 2. Grade level semester meetings will be conducted with Admin & Counseling 3. Review of Student Discipline Referral Data 4. Review of student, teacher, classroom and campus observations data JULY 2017 DATA DAY REFLECTIONS We will use the PBIS model to train teachers
Title 1 Fund	No
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 3

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Activity	
Person Responsible	

Monitoring Measures	
Title 1 Fund	
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 : Throughout the school year, Vale will promote school-wide learning opportunities and strategies for all students to be mentally and physically healthy for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	<ol style="list-style-type: none"> 1. Throughout the 2017-2018 school year 2. Evaluate every month
November Progress Check	<ol style="list-style-type: none"> 1. Our October "Spirit Week" featured a fun "Pep Rally" that included students vs. teachers games & activities - which was organized by our Student Engagement Action Team and PE teachers. 2. A "Health Fair" and "Fun Run" are being organized by our Student Engagement Action Team - Date TBD 3. A "Healthy Lifestyle" classroom presentation has been promoted by our Counseling department. 4. Health in the content activities for teachers/students are still in the planning stage.
March Progress Check	<ol style="list-style-type: none"> 1. PBIS Valentine's Day afterschool VALE Staff vs. Students Basketball Tournament was a huge success-parent, student, and staff attendance was great. All the teacher afterschool practices really paid off. 2. Our students have been learning to cook "healthy" in FCS. Each class participated in Vale's annual chili cook off with our "health" in mind. The turkey chili was a big hit. 3. Girls & Boys weekly Inter-murals have been very popular this school year. We love seeing our students enjoying both indoor & outdoors sports. <p>Looking ahead:</p> <ol style="list-style-type: none"> 1. We have a VALE team that will represent our campus in the Annual NEF 5K 2. Our athletes are very excited about playing in our first Middle School soccer team

June Progress Check	<p>1. Teachers and students both have been looking forward to and getting fit for our summer break. 2. Several teachers have joined Weight Watchers together to learn how to manage their food intake and to support each other.</p> <p>3. All students participated in the Fitness Gram</p> <p>4. We had an open invitation to teachers and staff to use NISD's body exercise equipment while on loan to our campus.</p> <p>5. We had an open invitation for teachers and staff to join students during Drum Fit.</p> <p>6. We had several teams represent VALE at the NEF 5K</p> <p>7. Our first soccer season was fantastic - our students enthusiasm and love for the sport inspired our future athletes to try out for our VALE soccer team next year</p>
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Activity 1

Activity	VALE will blend Health & Wellness topics with core academics – a minimum of one lesson / activity each grading period (all grade level content areas.)
Person Responsible	Principal Vice Principal Assistant Principal Academic Dean Department Coordinators Special Education Coordinator Campus Intervention Specialist Teachers
Monitoring Measures	1. Health reminders posted throughout the school 2. Review lesson plans for evidence of implementation 3. Conduct Learning Walks & classroom observations
Title 1 Fund	No
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	VALE will host a Fun Run (5K) and Health Fair.
Person Responsible	Principal Vice Principal Assistant Principal Academic Dean Department Coordinators Special Education Coordinator Teachers Action Teams
Monitoring Measures	1. Completion of the Events 2. Monitor Campus, Student, Parent, and Community Attendance
Title 1 Fund	No
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	
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	