



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

ZACHRY MIDDLE SCHOOL

2017-2018

OUR MISSION

Our Mission is to provide positive and diverse learning experiences for all students while empowering them with the responsibility of choices and the development of becoming life-long learners.

ZACHRY MS

Needs Assessment 2017-2018

Process

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

H.B. Zachry Middle School conducted a Needs Assessment for the 2017-2018 school year using the following methods. On May 5, 2017, the campus met during early release to review data and discuss the Critical Success Factors. Staff then reviewed previous and current years STAAR information, discipline, attendance, and incoming 6th grade data from feeder campuses to help determine areas of strength and growth. A gallery walk was conducted to allow staff to annotate their thoughts about the Critical Success Factors. The four focus areas were School Climate, Increased Learning Time, Teacher Quality, and Academic Performance. The staff were informed that the Instructional Leadership Team (ILT) and Faculty Advisory Council (FAC) would meet on May 16, 2017 to discuss the areas further and develop the goals for the 2016-2017 school year.

On May 16, 2017, the ILT and FAC met with the Principal, Vice Principal, and Academic Dean to conduct an in depth analysis of the information obtained from the staff. The four areas of concern were School Climate, Increased Learning Time, Teacher Quality, and Academic Performance. A needs assessment using the 10-5-5 method helped determine the root cause and areas to address. A discussion of each area demonstrated what the campus could control or influence and goals was developed for each of the four areas. A survey to the staff was sent out to assist with the development of activities. Teams of three were designated to share out the information to the staff on May 22, 2017. On May 22, 2017, the School Improvement Plan, campus and Title I budgets for the 2016-2017 school year were shared with the campus and the School Advisory Team (SAT).

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 type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input type="checkbox"/> Completion and graduation rates (High School)
<input type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>8th Grade STAAR Math: Math STAAR assessments totaled 73% overall after the first administration. That was 4% down from the 2016 first administration assessment. There was significant improvement with the special education population from 36% to 46%.</p> <p>The LEP students increased from 54% to 83% and 23 students were tested this year.</p> <p>White students dropped from 91% passing to 75%.</p> <p>There was an increase of 3% on students who mastered the assessment in math. They reached their targeted goal of increasing by 3% which was up from 1% the previous year.</p> <p>At-risk students decreased their score by 1% to 64% from the previous year of 65%.</p> <p>8th grade STAAR Reading: Reading STAAR assessment resulted in 79% of students passing after the first administration. This is down 5% from last year. There was a significant increase in the special education population from 28% to 42%.</p> <p>The LEP students increased from 38% to 46%.</p> <p>White students dropped from 93% passing to 86%.</p> <p>At-risk students decreased their score by 6% to 63% from the previous year of 69%.</p> <p>The yearly progress on TELPAS Composite Rating for students assessed in the 2016 and 2017 school years showed an increase in the 7th grade but decrease in 6th and 8th grade.</p> <p>There are 100 students coming from 5th grade reading that did not pass the reading STAAR on the first administration and 49 for math.</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.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<p>Attendance continues to be an issue on campus. We historically have been under 96%. The accountability by families to get students to school changed this past year and many students missed well over 10 days. Attendance warning notices have been issued but if not signed by parents/guardians is more difficult to enforce.</p> <p>The VPO and PBIS teams provided information to analyze and found that there has been a decrease in off task behaviors in the hall but additional support is needed in the classroom to address behavior.</p> <p>Grades were reviewed by the Dean and shared with administration and ILT at the end of each 6 week grading period to identify students with 2 or more failing grades in need of remediation.</p> <p>Departments and grade levels analyze common assessments, tests, and CDB's to note weaknesses in TEKS. Staff would still like more training on what data to pull and how to analyze it.</p>
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CSF 3: Leadership Effectiveness

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	<p>The Instructional Leadership Team is comprised of the Principal, Academic Dean, and department coordinators to facilitate the instruction on campus.</p> <p>The Faculty Advisory Council is comprised of the Principal, Vice Principal, and representatives from each department to address issues and concerns on campus.</p> <p>Communication is done via face-to-face meetings, emails, phone calls, the Wolverine Weekly, and Wolverine Wire. The communication is to support the "whys" of decision making.</p> <p>The master schedule is designed to benefit the student need on campus. Teacher allocations and sections are determined by the number of students in each grade level and results of their state assessments in math and reading the previous year.</p>
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CSF 4: Increased Learning Time

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

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

Findings	<p>RTI meetings were set up after each 6 weeks and teachers put information into both Tier I and Tier II for students. This also provided time to determine the need for Tier III meetings facilitated by the counseling staff.</p> <p>Intervention classes were set in Reading and Math. Students were responsible for charting their progress and weekly meetings were held with the teacher to see how they could improve. SuccessMaker and a consumable book was used in reading to assist students with gaining more knowledge of missed TEKS.</p> <p>A discipline flowchart was created and used in the classroom for off task behavior. Each class also completed and hung CLAWS posters of expected behavior.</p>
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CSF 5: Family/Community Engagement

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

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

Findings	<p>Families have responded well to campus events such as Student Led Conferences, Platicas, College Night, and the Fine Arts Electives Fair. Staff and families participated in the events and built relationships to assist students throughout the year. LEP and ESL students and families participated in a Family Night with representation from district to explain STAAR, TELPAS and the benefits of reading/completing homework at home.</p>
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CSF 6: School Climate

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

<input type="checkbox"/> Teacher surveys		
<input checked="" type="checkbox"/> Parent surveys		
<input type="checkbox"/> Student surveys or panels		
<input type="checkbox"/> Discipline		
<input checked="" type="checkbox"/> Student attendance		
<input checked="" type="checkbox"/> Extra-curricular activities and clubs		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <p>Campus sponsored events are well represented by families, such as Student Led Conferences, Open Houses, Athletic events, Academic Nights, etc. Clubs are sponsored by teachers for students before and after school. PBIS was implemented in the classroom and teachers attended Capturing Kids Hearts to build relationships with students.</p> <p>Student decrease in attendance continues to be prevalent more on Mondays and Fridays. There are significant behavior concerns in the classroom versus common areas. The discipline flowchart needs to be reviewed for a more efficient system to deal with student behavior in the classroom.</p> <p>There is a need for increased school pride with students and faculty.</p> </td> </tr> </table>	Findings	<p>Campus sponsored events are well represented by families, such as Student Led Conferences, Open Houses, Athletic events, Academic Nights, etc. Clubs are sponsored by teachers for students before and after school. PBIS was implemented in the classroom and teachers attended Capturing Kids Hearts to build relationships with students.</p> <p>Student decrease in attendance continues to be prevalent more on Mondays and Fridays. There are significant behavior concerns in the classroom versus common areas. The discipline flowchart needs to be reviewed for a more efficient system to deal with student behavior in the classroom.</p> <p>There is a need for increased school pride with students and faculty.</p>
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CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input type="checkbox"/> Teacher attendance	
<input type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input 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 checked="" type="checkbox"/> Other	Staff survey of campus support

Findings	<p>Teachers would like professional development on working with how to motivate the unmotivated student. Staff would like to observe in other subjects to gain new ideas or techniques. Professional development needs to be meaningful for the teachers level of expertise and needs of the campus. There needs to be thoughtful consideration when making the master schedule when it comes to pairings of students or groups.</p> <p>Teachers want to feel supported in decisions, discipline, and professional development needs throughout the year.</p> <p>Collaborative pairs were provided 1 day each 6 weeks to work on structures and plan out lessons. Each PLC was also provided 1 day every 6 weeks to meet and plan out their lessons.</p>
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Priority Needs

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

Priority Need 1

The percentage of students not attending school is above 4% (94.8%)
CSF 6 School Climate

Priority Need 2

There is an increase in student discipline concerns in the classroom.
CSF 4 Increased Learning Time

Priority Need 3

There is a feeling of lack of support to retain quality teachers.
CSF 7 Teacher Quality

Priority Need 4

There are few opportunities to work collaboratively with other contents to improve STAAR and TELPAS scores.
CSF 1 Academic Performance

Campus: ZACHRY MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/22/2017

SAT Member	Name	Signature
Principal	Susan Allain	
Parent Community Representative	Yolanda Walton	
Staff Representative	Danielle Lira	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Tara Lenten	Parent
Diana Ortiz	Parent
Christy Aldaco	Parent
Laura Cruz	Parent
Manuelita Hernandez	Parent
Olga Jackson	Parent
Yolanda Walton	Parent
Troy Solis	Staff Member
Britni Gordon	Staff Member
Liliana Cavazos	Staff Member
Samirah Garcia	Staff Member
John Fritscher	Staff Member
Lorenda Segura	Staff Member
Danieel Lira	Staff Member
Elviary Martinez-Orozco	Staff Member
Susan Allain	Principal
Diana Ortiz	Parent
Christy Aldaco	Parent

Laura Cruz	Parent
Manuelita Hernandez	Parent
Olga Jackson	Parent
Yolanda Walton	Parent
Troy Solis	Staff Member
Britni Gordon	Staff Member
Liliana Cavazos	Staff Member
Samirah Garcia	Staff Member
John Fritscher	Staff Member
Lorenda Segura	Staff Member
Danieel Lira	Staff Member
Elviary Martinez-Orozco	Staff Member
Susan Allain	Principal

CAMPUS: ZACHRY 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 back!/Team Info, Data Day information scavenger hunt, PLC Foundations, Dyslexia, Teacher Access Center(Gradespeed), and Title I/Handbook updates	Collaboration/Instruction/Assessment	All Staff	All students		6
08/22/2017		SAF, Educator's Guide to High Risk Behavior, Discipline, PBIS TTESS refresher, and 1st Day procedures/Attendance	Classroom Management	All Staff	All students		6
08/23/2017		PLAAFP Writing, Cyber-security/Multi-Hazard Emergency, Blood Borne Pathogens, District PD in the afternoon	Instruction/Safety	All Staff	All students		6
10/09/2017		District PD and Five Love Languages campus PD	Curriculum/Collaboration	All certified staff	All Students		6
11/20/2017		Teacher choice	Based on selection	All certified staff	Varies		6
11/21/2017		Teacher Choice	Based on selection	All certified staff	Varies		6
02/19/2018		District PD and Dan St. Romain	Curriculum/Classroom Management	All certified staff	All studnets		6

CAMPUS: ZACHRY MS

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	77%	38%	80%	74%	79%	77%	37%	16%	79%
African-American	73%	36%	76%	66%	74%	74%	29%	10%	77%
Hispanic	76%	36%	79%	69%	77%	76%	35%	15%	78%
White	87%	48%	89%	85%	87%	79%	50%	24%	81%
Economically Disadvantaged	73%	33%	76%	66%	71%	73%	33%	13%	76%
Special Education	35%	14%	60%	36%	43%	44%	19%	10%	50%
At-Risk	58%	16%	63%	56%	62%	60%	16%	5%	64%
Limited English Proficient	51%	19%	60%	44%	42%	51%	8%	5%	56%
Asian	75%	58%	77%	91%	81%	86%	57%	29%	87%
American Indian	N/A	N/A	N/A	74%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	76%	76%	81%	100%	0%	0%	100%
Two or More	80%	60%	82%	83%	89%	89%	53%	26%	90%

WRITING (7)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	65%	35%	69%	68%	70%	58%	27%	4%	62%
African-American	73%	40%	76%	58%	65%	66%	34%	7%	69%
Hispanic	63%	33%	67%	63%	67%	55%	23%	4%	60%

White	68%	44%	72%	79%	81%	68%	49%	8%	71%
Economically Disadvantaged	63%	31%	67%	59%	59%	53%	24%	3%	58%
Special Education	25%	15%	60%	27%	31%	24%	15%	9%	32%
At-Risk	38%	11%	60%	46%	47%	36%	10%	2%	42%
Limited English Proficient	41%	14%	60%	38%	31%	28%	6%	6%	35%
Asian	100%	60%	100%	89%	79%	100%	50%	0%	100%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	71%	75%	N/A	N/A	N/A	N/A
Two or More	71%	43%	74%	76%	82%	43%	14%	0%	49%

MATHEMATICS (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	76%	38%	79%	76%	77%	78%	40%	11%	80%
African-American	77%	39%	80%	65%	70%	78%	46%	9%	80%
Hispanic	74%	36%	77%	72%	75%	77%	38%	11%	79%
White	81%	44%	83%	85%	86%	79%	45%	12%	81%
Economically Disadvantaged	73%	35%	76%	69%	68%	77%	39%	11%	79%
Special Education	41%	17%	60%	44%	47%	41%	16%	10%	47%
At-Risk	58%	17%	63%	61%	62%	65%	21%	4%	72%
Limited English Proficient	57%	29%	62%	58%	54%	72%	20%	7%	75%
Asian	90%	60%	91%	94%	85%	100%	73%	0%	100%
American Indian	N/A	N/A	N/A	75%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	80%	78%	83%	100%	100%	0%	100%
Two or More	83%	44%	85%	82%	85%	89%	61%	33%	90%

ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	100%	86%	100%	82%	99%	99%	82%	54%	100%

SCIENCE (Grade 8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	75%	36%	78%	74%	76%	70%	38%	10%	73%
African-American	71%	35%	74%	63%	68%	40%	27%	0%	47%
Hispanic	73%	34%	76%	69%	72%	68%	35%	8%	71%
White	88%	43%	90%	86%	88%	83%	56%	22%	85%
Economically Disadvantaged	71%	28%	74%	66%	66%	66%	35%	7%	69%
Special Education	40%	17%	60%	38%	44%	37%	19%	14%	43%
At-Risk	56%	14%	61%	56%	57%	51%	18%	5%	56%
Limited English Proficient	38%	15%	60%	44%	36%	48%	17%	0%	53%
Asian	80%	60%	82%	92%	84%	86%	71%	14%	87%
American Indian	N/A	N/A	N/A	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	74%	75%	84%	N/A	N/A	N/A	N/A
Two or More	100%	80%	100%	83%	87%	100%	60%	40%	100%

SOCIAL STUDIES (Grade 8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	63%	23%	67%	62%	63%	50%	20%	7%	55%
African-American	59%	41%	64%	50%	55%	57%	21%	0%	61%
Hispanic	61%	20%	65%	55%	58%	46%	17%	7%	51%

White	67%	26%	71%	75%	80%	63%	34%	11%	67%
Economically Disadvantaged	55%	16%	60%	51%	51%	47%	16%	6%	52%
Special Education	27%	17%	60%	30%	33%	23%	16%	12%	31%
At-Risk	43%	9%	60%	40%	40%	29%	7%	3%	36%
Limited English Proficient	38%	8%	60%	29%	22%	26%	4%	4%	33%
Asian	100%	80%	100%	87%	76%	100%	29%	14%	100%
American Indian	N/A	N/A	N/A	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	64%	63%	84%	N/A	N/A	N/A	N/A
Two or More	100%	60%	100%	72%	80%	100%	80%	20%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	95.8%
African-American	95.4%	95.8%	96.8%	97.8%
Hispanic	95.6%	95%	94.4%	95.4%
White	96%	95.8%	95.4%	96.4%
Economically Disadvantaged	95.4%	94.4%	94.2%	95.2%
Special Education	94.5%	93.9%	93.1%	94.1%
Limited English Proficient	96.4%	95.8%	95.3%	96.3%
Asian	97.8%	96.8%	96.8%	97.8%
American Indian	95.3%	95.2%	92.7%	93.7%
Hawaiian Pacific Islander	95.5%	96.1%	96.9%	97.9%
Two or More	95.9%	96%	95.9%	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%	0%
African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0%	0%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

PSAT

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	781	790
PSAT Reading/Writing Section Mean	396	391	396
PSAT Math Section Mean	395	390	395

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The percentage of students not attending school is above 4% (94.8%)

Goal : Zachry will increase the student attendance rate at each grade level by 0.3% over the course of the 2017-2018 school year. This will address our missed safeguards in all content areas for Special Education students and 8th grade students in the missed safeguards for Social Studies All and Hispanic students.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	2017-2018 school year
November Progress Check	Attendance committee meets regularly to analyze attendance data, identify trends, and collaborate on ideas to improve attendance. Student Growth Goal includes a component of attendance monitoring, which happens weekly as part of the Administration PLC. Students have been rewarded with Free Dress Days, during which campus attendance has risen significantly.
March Progress Check	Attendance committee continues to meet once every six weeks to analyze attendance data, identify trends, and collaborate on ideas to improve attendance. Administration has made home visits to check on absent students, as has the Family Engagement facilitator. Our Student Growth Goal includes a component of attendance monitoring, which happens weekly as part of the Administration PLC. Our attendance for the 1st semester was higher than last year. During the first semester, we used free dress as an incentive to improve attendance. This proved so successful that we have made a permanent change to our dress code, allowing our students to follow the standard Northside dress code. Attendance continues to improve.

June Progress Check	Attendance committee met once every six weeks to analyze attendance data, identify trends, and collaborate on ideas to improve attendance. Administration has made home visits to check on absent students, as has the Family Engagement facilitator. Overall, attendance for this year was higher than the previous school year; as well, free dress/Northside dress code has continued to be a motivator for students.
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Activity 1

Activity	An attendance committee will work in collaboration with the Parent Facilitator to set up strategies and incentives for students to attend school, make contact with parents, and verify addresses.
Person Responsible	Zachry Attendance Team of Teachers Vice Principal Assistant Principal Administrative Intern
Monitoring Measures	Daily attendance checks for students with high absences Weekly attendance checks Tardy hallway sweeps tracking
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide attendance rewards on a varied period schedule basis. Each grade levels attendance will be checked for the 6 weeks and incentives such as free dance tickets or other freebies will be given.
Person Responsible	Attendance committee VPO
Monitoring Measures	Attendance reports
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 3

Activity	.5 Counselor funded through Title 1 funds for student emotional, home and academic needs.
Person Responsible	Counselors
Monitoring Measures	Student attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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 : There is an increase in student discipline concerns in the classroom.

Goal : Zachry will increase student learning and achievement as measured by decreasing the number of discipline incidents by 3% per grade level. This will address our missed safeguards in all content areas for Special Education students and 8th grade students in the missed safeguards for Social Studies All and Hispanic students.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, Title III, State Compensatory, HSA, Other
Timeline for Implementation	Daily in the classroom for the 2017-2018 school year
November Progress Check	PBIS team meets regularly to examine campus discipline data and identify trends in the information. Campus VP has analyzed campus data going back to 2012-2013, and has concluded that discipline incidents have decreased significantly since that time. 21 teachers have been identified as needing the Capturing Kids Hearts Training, which will happen during the spring. As well, Mr Romain will be presenting staff development to our campus in February 2018.
March Progress Check	In February, Dan St Romain presented to our staff on effective classroom practices to support student discipline through engagement. We will be having him return again in August to do a follow up session, and help teachers be prepared to begin the new school year with these meaningful strategies fresh in their minds. With our new staff members, we are doing an informal, in-house training on the Capturing Kids Hearts strategies throughout the year. Since the Flippen Group are going through some staffing changes, we will not be working with them on the formal training until the 2018-2019 school year. PBIS Tier 1 team presented at the intra-district showcase in March.
June Progress Check	We have scheduled Dan St Romain to return in August, to deliver the second part of his training on effective classroom practices to support student discipline through engagement. This session should help equip teachers with the practical tools that they need to start the year strong. We have budgeted for Capturing Kids Hearts training for the upcoming school year, to ensure that all new staff members have been trained. Next year only use additional Math Title 1 teacher due to student enrollment. Additional staff next year in Math & ELA Dept. Coordinator Coach to support teachers in classroom management and instructional skills.

Activity 1

Activity	Provide professional development in classroom management and de-escalation strategies. Presentation to staff by Dan St. Romain on February 20, 2018.
Person Responsible	Academic Dean
Monitoring Measures	Professional Development sign-in sheets Teacher Survey
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Attend and implement Capturing Kids Hearts strategies for new to Zachry Staff.
Person Responsible	Principal Academic Dean Teachers
Monitoring Measures	Capturing Kids Hearts attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	The campus will implement PBIS TIER I and Tier II interventions.
Person Responsible	PBIS team

Monitoring Measures	Classroom and hallway CLAWS PBIS report provided every six weeks professional development sign in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 4

Activity	Hire 1 Math teacher and 1 ELA teacher to reduce class sizes.
Person Responsible	Principal, Academic Dean, ELA Coordinator and Math Coordinator
Monitoring Measures	STAAR scores and classroom discipline PBIS data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

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

Goal 3

Need : There is a feeling of lack of support to retain quality teachers.

Goal : Provide support to retain effective teachers as measured by teacher survey progress reports throughout the year; provide meaningful professional development to help teachers grow, realize their professional goals, and positively impact student achievement through the PLC process.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, Title III, State Compensatory, HSA, Other
Timeline for Implementation	Review every 6 weeks for the 2017-2018 school year.
November Progress Check	All teachers attended training on The Five Languages of Appreciation in the Workplace in October 2017; as well, all teachers were given a copy of the book for themselves. A five-question survey was given to all staff, students, and teachers during October-November 2017; results will be analyzed and shared with all staff. The survey focused on school culture and climate, and feedback will be used to inform future planning.

March Progress Check	A shared spreadsheet has been created for the whole staff, to share their preferred appreciation style with their colleagues, allowing us all to show appreciation for each other in the desired way. Registration has been completed for the upcoming Learning Forward and PLC conferences. All teams have now met for their fall and spring planning days, and all collaborative teams have met for their vertical planning days. In addition, the district collaborative IST support has met with some of our teams to support their classroom work.
June Progress Check	Continue with PLC planning for Science, Electives, PE, and Social Studies Teams. ELA and Math Teams will be working with Coordinator Coaches during the 2018-19 school year. Collaborative Core Content teams vertical planning was effective and should continue. Great practices shared back on campus for common assessments, analysis of data and professional learning from the PLC conference and Learning Forward. Continue to attend these important professional learning opportunities. Results being seeing in student academic performance, discipline and attendance. Teachers and staff voices being heard and validated. Moved to twice a year surveys. Recommend limit scope of questionnaires. Book Study by campus was very beneficial giving staff a common vocabulary to show appreciation. Recommend another book study campus-wide on targeted subject.

Activity 1

Activity	Provide opportunities for teachers to observe other teachers to gain strategies to use in the classroom to increase student knowledge and engagement. Set up and use a pineapple chart. In addition, every PLC team will have two planning days annually (one in the fall, one in the spring). These days will be in addition to their regular twice a week PLC team meetings. As well, the Core Content collaborative teams will meet twice annually for vertical planning. Administrators and Teachers to attend PLC conference and Learning Forward conference to support PLC process and professional learning/coaching.
Person Responsible	Academic Dean Department Coordinators Team Leaders
Monitoring Measures	Walk through forms lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5
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	Survey teachers on 5 questions of school climate - Fall 2017. End of Year survey on admin and school climate.
Person Responsible	Academic Dean Administrative Team Department Coordinators
Monitoring Measures	Survey results
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide Book Study and Training of the 5 Languages of Appreciation in the Work Place to all Professional Staff. Google survey of preferences shared among staff.
Person Responsible	Academic Dean
Monitoring Measures	Appreciation Apples submitted weekly - Words of Appreciation
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 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 : There are few opportunities to work collaboratively with other contents to improve STAAR and TELPAS scores.

Goal : Increase student academic performance with cross-curricular consistency and integration of material across contents as shown by an increase in TELPAS and STAAR scores of 3%. There is a missed Safeguard in Social Studies 8th grade ALL and sub-population of Hispanic Students. Special Education Students in all state tested areas Math, Reading, Writing, Science and Social Studies are also missed safeguards.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, Title II, Title III, State Compensatory, HSA, Other
Timeline for Implementation	2017-2018 School Year
November Progress Check	Grade level teams meet every six weeks to do cross-curricular planning and collaborate on ideas for engaging their students. All teachers are using technology meaningfully in their classrooms, and the campus TSS is supporting their work. Academic Academies will begin in December to provide supplemental interventions for struggling learners. Grades for all students are reviewed frequently, failure reports are run weekly, and part of the Student Growth Goal addresses active monitoring of testing data and grades, which is done weekly as part of the Administration PLC. PLC groups continue to be given one day in the fall semester and one day in the spring for planning, and receive ongoing support from district staff in the Curriculum and Instruction department.
March Progress Check	All four Academic Academies and the Science After School CDB night have been completed, and the feedback received has been resoundingly positive. Attendance was strong at these events, and teachers are pleased with the outcome. Supplies and materials are being used regularly, and teachers have the resources that they need. Technology funds were awarded through Title I to purchase additional Chromebook carts. Administrative team continues to meet weekly to monitor academics, attendance, and discipline.

June Progress Check	Conversations for Cross Curricular planning was effective in making academic connections. More targeted planning opportunities recommended for the future. Continue with integrated STEM activities and learning opportunities for students. Continue with purchasing technology tools to support students movement as 21st century learners and to provide access to our economically disadvantaged students. Continue with Academic Academies, Blitzes and Interventions to targeted students. Continue with additional supplies for student to supplement student purchased and campus purchases instructional tools. Student Learning Objective for Special Education students' academic growth continues to be a targeted area of need.
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Activity 1

Activity	Provide time each 6 wks for contents to meet to discuss integration of cross-curricular material to be implemented in classrooms. Continue Writing in all subjects (Core Content, Electives & PE) every 6 wks with samples of ELL students collected by ESL teacher for monitoring (NOTE:ELL students will have access to multilingual dictionaries & web resources). Attend Expanding Your Horizons, girls support field trip activity in February 2018, and Jay STEM Fest (for boys & girls) in May 2018.
Person Responsible	Department Coordinators
Monitoring Measures	Sign-in sheets Lesson plans Student Writing Sampls
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Integrate technology in classrooms to enhance student engagement and learning; send Math teachers to Texas Instruments training.
Person Responsible	TSS Teachers

Monitoring Measures	Technology checkout sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Four Academic Academies, a Science After School CDB Academy, Blitzes, and SSI will be held during and after school to supplement interventions for students in Math, Reading, Science and Social Studies. Specific invitations will be sent to Special Education, ELL and General Education students identified in need. As well, intervention materials and student supplies and materials will be purchased to support student success. Flocabulary campus subscription for Academic Vocabulary support. Intervention novels/instructional materials.
Person Responsible	Academic Dean Department Coordinators
Monitoring Measures	STAAR Scores TELPAS Scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 5, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Administrative Team Monitoring and Support of Special Education Students Academic Success with a targeted Student Growth Goal of 10% growth in all STAAR tested areas for the Special Education sub-population. Attendance, Discipline, Benchmarks, and Grades will be reviewed weekly. Conversations with students, families and teachers will support student success. Tutor to work with students needing additional assistance.
Person Responsible	Principal Academic Dean Vice Principal Assistant Principal Administrative Intern
Monitoring Measures	STAAR Scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Social Studies 8th grade teachers will attend District Planning days led by Instructional Specialist in Social Studies each six weeks to plan for student success. All PLCs will have one planning day in the fall and one in the spring to support student success through the 4 PLC questions. All Collaborative vertical pairs will meet as department teams to support SE student success through the 4 PLC questions, vertical alignment and collaborative structures. All PLCs will have one planning day in the fall and one in the spring to support student success through the 4 PLC questions. All Collaborative vertical pairs will meet as department teams to support SE student success through the 4 PLC questions, vertical alignment and collaborative structures.
Person Responsible	Academic Dean Social Studies Department Coordinator

Monitoring Measures	ESB Google Form Lesson Plans Student STAAR Scores in SS8 Student Benchmark Scores in SS8
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
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, we will promote school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, Title III, HSA, Other
Timeline for Implementation	2017-2018 School Year
November Progress Check	The campus effectively provides an appropriate and challenging Physical Education program, and covers nutrition and other important health information as well.
March Progress Check	PE is doing recreational-based activities throughout the weeks, and they are also incorporating the new Two Words character development program.
June Progress Check	PE continued doing recreational-based activities throughout the weeks, and they plan to continue with the Two Words character development program.

Activity 1

Activity	The campus will provide moderate to vigorous physical activity in PE, explain the importance of nutrition and integrate health topics into other academic areas.
Person Responsible	PE Teachers
Monitoring Measures	Lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 10
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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