# Birdville Independent School District

# Haltom High School

# 2015-2016 Campus Improvement Plan

# Mission Statement

**The mission of the HHS Site Based Decision Making Committee is to work toward providing a safe and supportive learning environment, which fosters an increase in student achievement, mutual respect, responsibility, critical thinking and healthy lifestyles. ALL students will be offered the opportunity to become decision-makers, life-long learners and dependable, productive citizens.**

# Vision

**Haltom High School fosters an academically diverse and challenging curriculum within a secure and rigorous learning environment. Our graduates are the leaders of today and tomorrow.**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

# Demographics

**Demographics Summary**

Number of students:
Grade 9: 840
Grade 10: 714
Grade 11: 558
Grade 12: 581
Ethnic Distribution:
African American: 8.1%
Hispanic: 47.4%
White: 28.2%
American Indian: 0.7%
Asian/Pacific Islander: 7.6%
Two or More Races: 8.0%%
Economically Disadvantaged: 65.9%
English Language Learners (ELL): 13.0%
At-Risk: 59.5%
Total Staff:  217.3
Professional Staff: 199.7
Teachers 168.8
Professional Support 23.3
Campus Administration (School Leadership) 7.7
Educational Aides: 17.6
Total Minority Staff: 24.3%
Teachers by Ethnicity and Sex:
African American 5.3%
Hispanic  13.1%
White 76.7%
American Indian 1.2%
Asian 3.4%
Two or More Races 0.2%
Males 45.5%

Females 54.5%
Teachers by Years of Experience:
Beginning Teachers 7.7%
1-5 Years Experience 38.9%
6-10 Years Experience 20.1%
11-20 Years Experience 18.5%
Over 20 Years Experience 14.8%
Number of Students per Teacher 15.7
StudentEnrollment by Program:
Bilingual/ESL Education: 13.0%
Career & Technical Education:
68.0%
Gifted & Talented Education:
10.7%
Special Education: 9.9%

**Demographics Strengths**

In the last two years, the demographics of our teachers have shifted to look closer to the demographics of our students. From the 2012-13 to the 2013-14 school year, we increased the percentage of Hispanic, African American, and Asian teachers on our campus.

**Demographics Needs**

Based upon campus data analysis of the STAAR assessment, the areas listed below have been identified and listed in priority.

1. ELL, Hispanic and SPED continue to be our lowest-performing subgroups, which is why there is a need for continued focus on SIOP instruction in sheltered classes, differentiated instruction, and effective co-teaching in inclusion classes.

2.  The demographic needs assessment found that content literacy, reading and comprehension skills are lacking on campus.  Specifically, teachers find that students refuse to read long passages on assessments and do not understand the wording of questions.  It is evident that teachers need to utilize instructional time to review common vocabulary imbedded in assessment questions (i.e.-analyze, compare and contrast).

3.  The groups also found patterns and trends that existed among the student population related to poor reading skills, apathy tied to writing in the content areas, but positive attitude when actively participating in classroom instruction. Continued PD focus on infusing literacy strategies across all subjects is needed.

4.  It was identified based on the needs assessment that specific action was needed for professional development focused on literacy development and differentiated instruction for students across all subjects.

5.  It was identified that based on the need for our LEP students to meet satisfactory performance level on STAAR EOC, continued focus on professional development for SIOP implementation.

6.  It was identified that based on the need for our SPED students to meet satisfactory performance level on STAAR EOC, that co-teaching teams need to gain knowledge on how to develop positive and productive co-teaching relationships and how to share pedagogical responsibilities in designing and delivering classroom instruction.  It is apparent that professional development outside of the Professional Learning Communities time will need to be designed in order to individualize the training to address the needs of each co-teaching team.

# Student Achievement

## Student Achievement Summary

Haltom High School was 'Met' Standard for the 2013-2014 and 2014-2015 school year. Per our 2014-2015 assessment data we are seeing the following: Across all student groups tested, there is a gap between scores of the general population and our students serviced through Special Education and our ESL service. Our English II scores decreased.  Our English I, Algebra 1, Biology and US History scores saw an increase.  With the elimination of the STAAR-M test, many more students were taking the STAAR or the STAAR-A.  Scores on STAAR-A were much lower than those on STAAR, and should be a focus area this year within the inclusion and resource classes.  We have a significant amount of work to do in relation to Tier I Instruction and closing the signficant achievement gaps that
many of our students face. We also must focus on our subgroups and meeting the instructional needs for 'all' students.

## Student Achievement Strengths

The percentage of students meeting the passing standard on EOC increased in English I, Algebra 1, Biology, and US History.

The percentage of students scoring advanced on the EOC increased in English I, Algebra 1, and Biology.

The number of students taking AP exams has increased, and so has the number of students receiving a 3 or higher.

## Student Achievement Needs

The following specific sub-populations and the subject areas did not meet safeguards for 2014-2015:

- *** (See attached safe guard document)

Tier I instructional strategies and reading intervention needs to be provided with fidelity in all core subjects, especially our EOC courses.

Ongoing and intentional professional development for Sheltered Instruction to better serve our ELL students.

Performance gaps within our special programs needs to be addressed, especially for our ELL and Special Education students.

The rigor level of the PAP courses need to be raised in order to prepare students with post secondary goals.

# Family and Community Involvement

**Family and Community Involvement Summary**

Data indicated the following as it related to family and community involvement:

PTSA Open House attendance was down 12% from the prior year

- Parent attendance at STAAR related workshops represented 2% of the 9th grade class
- Parent attendance at incoming 9th grade parent night in May 2013 was less than 1% of the incoming class
- No formal parental involvement plan is in place to address participation
- TEA Rating system starting in the 2013-2014 school year will incorporate Family and Community engagement

**Family and Community Involvement Needs**

- A focused parental involvement plan will include the following for the 2013-2014 school year: Creation of Parent Involvement Committee
- Volunteers will be solicited via the following avenues: Parent Involvement Pact – buffalo round-up, Parent Volunteer Info, PTSA

II. Events and Activities

- Invite Parents to Attend Fine Arts Programs & Athletic Events
- Fall and Spring Parent Cookout
- International Night- showcase different cultures
- Technology Night- CTE Showcase – use call out
- ART Night- Art Showcase- use call out
- Fine Arts Performances- Call out
- PTSA Meetings
- Include Parent and Students in Faculty Meeting
- Buff Nation

III. Additional Parent and Community Engagement Ideas

- Parent of the Month
- Parents Pledge to Volunteer 5 hours per school year
- Booster Clubs- Invite Boosters to attend Freshman Expo

- Student Academic Performance incorporated with family oriented events

IV. Improve Parent Communication

- Improve school to home communication (phone, email, face to face)
- Send out call out reminding parents to update school information throughout the school year. (at least 3 times per year)
- Train parents on use of Skyward
- Talk a Latte- Coffee with Principal.  Guests may include counselors to talk about graduation requirements, testing coordinators to discuss testing requirements per grade level, department chairs or PLC facilitators to discuss what teachers are doing in classroom. SPED personnel to discuss the ARD process and the purpose of meetings, College advisor, AVID, NHS, PBS, etc.
- Increase the use of automated call outs
- Set a one day parent conference to allow all teacher to make face to face contact with parents.

# School Context and Organization

## School Context and Organization Summary

Questions to consider:

What school processes or programs need to be carefully reviewed for effectiveness based on demographic data?

- Buff Time has not been well organized campus-wide in the past, some teachers ended up spending time looking at students' missing work, while others did nothing. In addition, there were discipline issues, teachers often could not answer students' questions about assignments that were outside of their content area, and students did not have a way to get the answers they needed without going to other teachers.

What campus programs are in place to address the needs of each student population group?

- Buff Time, ESL, Survivor Bunch (autistic), all school read, Buff Nation, Strong Fathers, ASPIRE (At-Risk), AVID (At-Risk), ASAP (At-Risk), APTIP Grant Tutorials, EOC/TAKS remediation, Superintendents Scholars Program, SAT/PSAT Prep Program

How have programs and enrollment in those programs changed over time?

- Haltom does a good job of pushing and monitoring each of the programs. We use district, campus, and state data to help measure our success and progress.

How are special programs (ESL, CTE, SCE, Title 1, Special Education, etc.) contributing to the goal of 100% of students demonstrating proficiency?

- These programs allow for students to excel in areas of their expertise. This will allow for students to feel comfortable in Haltom and have the opportunity to succeed.

What are that data sheets used to determine interventions?

- We are using reports from AWARE, Skyward, College Board (IPR's), SEAS, and Class.

## School Context and Organization Strengths

## TAKS

- LEP scores went up 10% in science and 12 % in ELA since last year
- SPED scores went up 14% in science since last year
- Scores for Hispanic students went up in each subject.
- Science went up 4% overall since last year.
- LEP and SPED continue to be our lowest subgroups, which is why there is a need for continued focus on SIOP instruction in sheltered classes, differentiated instruction, and effective co-teaching in inclusion classes.

**EOC**

- Modified scores were between 2% and 13% higher than the state in each test
- HHS was greater than or within 1% of state average on geometry, Algebra 2, Reading 1, Biology, Chemistry, Geography and World History.

**School Context and Organization Needs**

The Haltom High School Professional Learning Communities (PLC's) were issued the 2012-2013 STAAR Performance report in order to identify needs related to academic performance. The Positive Behavior Support (PBS) team was issued the 2012-2013 campus discipline and attendance report in order to identify needs related to campus-wide environment. In addition, the Department Chairs and PLC's reviewed the 2013 Campus Performance Targets for STAAR EOC Satisfactory Performance level, TAKS Met Standard, Advanced Placement passing scores, Special Education percentage served, percentage of students on track for Graduation, Grade 9 promotion, EOC minimum performance, student attendance percentage, staff attendance percentage, discipline referrals and percent of CIP actions completed.

It was based on the needs assessment that it was found that content literacy, reading and comprehension skills are lacking on campus. Specifically, teachers find that students refuse to read long passages on assessments and do not understand the wording of questions. It is evident that teachers need to utilize instructional time to review common vocabulary imbedded in assessment questions (i.e.-analyze, compare and contrast). The groups also found patterns and trends that existed among the student population related to poor reading skills, apathy tied to writing in the content areas, but positive attitude when actively participating in classroom instruction.

It was identified based on the review that specific action was needed for professional development focused on literacy development for students across all subjects. It was identified that based on the need for our LEP students to meet satisfactory performance level on STAAR EOC, continued focus on professional development for SIOP implementation. It was identified that based on the need for our SPED students to meet satisfactory performance level on STAAR EOC, that co-teaching teams need to gain knowledge on how to develop positive and productive co-teaching relationships and how to share pedagogical responsibilities in designing and delivering classroom instruction. It is apparent that professional development outside of the Professional Learning Communities time will need to be designed in order to individualize the training to address the needs of each co-teaching team.

In a review of the discipline data, it was recognized that a continued focus on the implementation of CHAMPs is needed in order to maintain the overall improvement in discipline the school experienced last year. In a review of the attendance and discipline data, it was recognized that the campus needed to continue to implement the campus wide PBS initiatives.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** During the 2015-2016 school year, student performance on STAAR will meet or exceed campus targets set by the district (see addendum). The percentage of students performing at Level II and Level III on STAAR will increase by 5% points in each area.

**Summative Evaluation:** a) In 2016, 48% of students will meet the STAAR Level II (final) standard in ELA I and II. b) In 2016, 9% of students will meet the STAAR Level III standard in Algebra I and 12% will meet the standard in ELA I and II. c) In the 2015-16 school year, 65% of the assessed students in the following subjects and subgroups will meet safeguard standards: SPED Reading, SPED Math, ELL Reading.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement and embed Literacy training through Professional Learning Communities and Campus Professional Development days. | Jennifer Klaerner, Department Chairs, PLC Facilitators | Improved implementation of literacy strategies as evidenced by documentation in lesson plans in Forethought, data collected in PDAS daily walkthroughs, and analysis of common formative assessment data to determine if safeguard standards will be met by key student subgroups. | | | | |
| 2) Implement effective, collaborative, and smart goal focused Professional Learning Communities throughout the campus, including the inclusion ELA teachers in PLCs. | Jennifer Klaerner, PLC facilitators | Increased evidence of AVID and SIOP strategies being used in the classroom as determined by analysis of Forethought lesson plans.<br><br>Increased usage of strategies to improve question complexity and raise or lower the level of concern of students of being asked as evidenced by PDAS walkthrough documentation by the administrative team and reading interventionists.<br><br>Increased use of small group cooperative interaction during each lesson as evidenced by walkthrough documentation by the administrative team. | | | | |

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| 3) Campus Co-Teaching training for Co-Teaching teams on the campus in order to build the efficacy for each team and to differentiate instruction. | Liz Pena and Shannan Fears | Improved implementation of literacy strategies as evidenced by documentation in lesson plans in Forethought, data collected in PDAS daily walkthroughs, and analysis of common formative assessment data to determine if safeguard standards will be met by special education students<br><br>Increased usage of strategies to improve question complexity and raise or lower the level of concern of students of being asked as evidenced by PDAS walkthrough documentation by the administrative team and reading interventionists. | | | |
| 4) Differentiate RtI services for students on the campus. | Liz Pena, Jennifer Klaerner, Department Chairs | Increased levels of implementation of literacy strategies as evidenced by a decrease in numbers of Tier 2 and 3 students as identified by fluency assessment.<br><br>Noted improved performance on common formative assessments and curriculum based assessments by the following subgroups that did not meet safeguard standards: Reading: ELL; Writing: Hispanic, Eco D, Special Ed, ELL; Social Studies: ELL | | | |
| 5) Vertical team meetings on campus professional development days to analyze structure and strategies to increase student achievement. | David Hamilton, Jennifer Klaerner, Assistant Principals | Surveys, monitoring through walkthroughs of suggested strategies, assessment data. | | | |
| 6) Each core subject will be required to design and assess students with a Common Formative Assessment (CFA) twice each six week grading period. | Jennifer Klaerner, PLC Facilitators | CFA results in AWARE, alignment of teacher instruction to the standards and between teachers, and to generate data for PLC discussions around student mastery of the SEs, | | | |
| 7) Within a week of the CFA being administered, the PLC will meet with the campus principal, Dean of Instruction and supervising Assistant Principal for the department to discuss the revise and reteach plan. | David Hamilton, Jennifer Klaerner and PLC Facilitators | CFA results in AWARE and revise and reteach plans submitted in Eduphoria Forethought | | | |
| 8) Provide SIOP training for all Sheltered teachers and support implementation of strategies through monthly meetings with sheltered teachers to discuss data and pedagogical strategies for ELL students. | Jennifer Young | Increased implementation of SIOP strategies in sheltered classrooms as evidenced by analysis of lesson plans in Forethought and improvement of performance of ELL students on common assessments. | | | |
| 9) Monday administrative team meetings during periods 6 and 7 to discuss pedagogical walks and refine the instructional focus on campus. | David Hamilton and Jennifer Klaerner | Improved administrative monitoring of implementation of instructional strategies as evidenced by PDAS walk through data in that identifies whether or not professional development strategies are being implemented in the areas of literacy, questioning strategies, differentiated instruction and cooperative learning. | | | |
| 10) Implement an instructional strategy focus within the Buff Time period on a daily basis. | Jennifer Klaerner, CORE Value Team | Forethought Lesson Plan, Buff Time walk-through data | | | |

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|---|---|---|---|
| 11) Algebra 1 teachers will utilize Star Math Screener and Compass Learning in order to enhance their instruction with Tier 2 and Tier 3 students. | Jennifer Klaerner, Michell Edwardson, Ronda Connelly | Improved instruction for students struggling in math as evidenced by decreased numbers of students on tiers and increased numbers meeting the Level II standard on STAAR Algebra I. | |
| 12) EOC tested courses will utilize USA Test Prep, Compass Learning, Renaissance Learning, and other activities designated by content coordinators to remediate students who have not met state standards. | Jennifer Klaerner | Noted improvement on common formative assessments and curriculum based assessments in mathematics. | |
| 13) Math teachers will attend Bea Luchin training and implement strategies in the classroom on a regular basis. | Michell Edwardson, Jennifer Klaerner | Improved instruction for students struggling in math as evidenced by decreased numbers of students on tiers and increased numbers meeting the Level II standard on STAAR Algebra I. | |
| 14) Continued focus on cooperative learning in every classroom on a daily basis, and increase the amount of student work time by using the Workshop Model to plan lessons. Provide training and support to help teachers develop cooperative learning activities. | David Hamilton, Jennifer Klaerner, all Assistant Principals | Increased implementation of cooperative learning strategies in all classrooms as evidenced by analysis of lesson plans in Forethought and walkthrough data. | |
| 15) ELA teachers will attend ABYDOS writing training and implement the writing strategies within their classes. | David Hamilton | Evaluations of lesson plans in Forethought and walkthrough data. | |
| 16) As a part of being an AVID demonstration school, each department has committed to the implementation of 1-4 AVID strategies, in addition to 2 campus wide AVID strategies that are being implemented, Quick Writes and the use of Buff Binders as an organizational tool. | AVID Site Team, Administrators | Walkthrough data and lesson plans in Forethought. | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** In 2016 the number of students scoring at 3 or above on Advanced Placement tests will increase by 20%, the average SAT and ACT scores will exceed the national average, and 2% of graduating seniors will earn some type of National Merit recognition.

**Summative Evaluation:** At the conclusion of the 2016 school year, 55% of our Advanced Placement (AP) students will score a 3, 4 or 5 on the AP exam. SAT and ACT scores will exceed the national average. 2% of graduating seniors will earn some type of National Merit recognition.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Continued meetings of specific Advanced Academics Professional Learning Community which focuses on horizontal teaming and strategies (APTIP - math, science, and ELA) to increase performance on AP tests. | Diane Vick, David Smith, Advanced Academic Teachers | Improved communication and alignment between subject-area AP teachers as evidenced by increased usage of common strategies and development of common assessments. | | | | |
| 2) Meet with advanced academic teachers to discuss adjustments to delivery of instruction and assessments based on the IPR to increase student achievement. | Assistant Principals | Walkthrough data reflecting changes made to lesson plans based on IPR data as well as individual student data. | | | | |
| 3) Implement and embed Literacy training through Professional Learning Communities and Campus Professional Development days. | Jennifer Klaerner | Improved implementation of literacy strategies as evidenced by documentation in lesson plans in Forethought, data collected in PDAS daily walkthroughs, and analysis of common formative assessment data. Increased usage of strategies to improve question complexity and raise or lower the level of concern of students of being asked as evidenced by PDAS walkthrough documentation by the administrative team and reading interventionists. | | | | |
| 4) Vertical team meetings on campus professional development days with 6-12th PAP and AP teachers to analyze structure and strategies to increase student achievement. | Jennifer Klaerner, Assistant Principals | Improved vertical communication between the high school and feeder middle schools regarding effective structures and strategies as determined by teacher surveys, walkthrough monitoring of suggested strategies, and assessment data. | | | | |
| 5) SAT Boot Camp for identified students | Diane Vick and David Smith | Improvement of PSAT and SAT scores | | | | |
| 6) Implementation and monitoring of AVID best practices campus wide, and other elements necessary to maintain AVID demonstration school status. | David Hamilton, Jennifer Klaerner, Assistant Principals, AVID site team | Improved implementation of AVID best practices as evidenced by documentation in lesson plans in Forethought, data collected in PDAS daily walkthroughs, and analysis of common formative assessment data. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By 2016 the number of students being promoted to the next grade level will increase by 1%.

**Summative Evaluation:** At the conclusion of 2016, 90% of students will be promoted to the next grade level by a show of credits.

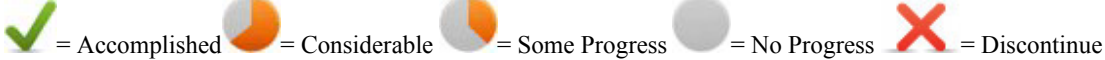| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement an instructional strategy focus within the Buff Time period on a weekly basis. | Jennifer Klaerner, CORE Value Team | Forethought Lesson Plan, Buff Time walk-through data | | | | |
| 2) Continue to utilize and hone the Leaver Team in order to assist with dropout prevention through activities such as graduation walks. | Crespin Cortez, Kelli Stewart, Liz Pena, Leaver Team | Decrease in dropout rate, increase in promotion rate, increase in graduation rate, increase in completion rate | | | | |
| 3) Continue to offer mentoring programs such as Link Crew (9th Grade), PALs, Strong Fathers, CORE Value Team, StuCo, along with other groups and organizations. | Reese Pierce, Matt Walsh, Mike Wilson, Crespin Cortez, John DeLeon, Elena Villanueva, Jennifer Klaerner, Emily Hill, Cong Trinh | Decrease in dropout rate, increase in promotion rate, increase in graduation rate, increase in completion rate | | | | |
| 4) Differentiate RtI services for students on the campus. | Liz Pena, Jennifer Klaerner, Department Chairs | Forethought lesson plans, walk-through data, assessment data (i.e. state, CBAs, CFAs, etc.) | | | | |
| 5) Monthly meetings with Sheltered Teachers in order to discuss data and pedagogical strategies for ELL students. | Jennifer Young and Clara Campbell | Evaluation of lesson plans and walkthrough data. | | | | |
| 6) Haltom HS Co-Teaching training for Co-Teach teams on the campus. | Liz Pena and Shannan Fears | Forethought lesson plans, walk-through data, assessment data (i.e. state, CBAs, CFAs, etc.) | | | | |
| 7) Utilize BISD Graduation Coach to conduct bi-monthly meetings with all students who are members of the Class of 2015-2016 cohorts who are credit deficient. | Crespin Cortez, Kelli Stewart | Final graduation rate for Class of 2015 cohort | | | | |
| 8) Graduation walks conducted by HHS Leaver Team to recover or account for Class of 2015-2016 cohort that are coded as 98. | Crespin Cortez, Kelli Stewart, Leaver Team | Final graduation rate for Class of 2015 cohort | | | | |
| 9) Teachers and administrators have chosen students in need of behavioral RtI to mentor throughout the school year. | Liz Pena, all faculty mentors | Increase in student attendance and grades, and a decrease in discipline referrals. | | | | |
| 10) Use of Why Try curriculum in the ISS room (in school suspension), an increased focus on academics in ISS, and an increase of behavioral intervention components such as lessons being taught by counselors and the school resource officer. | Crespin Cortez, Ronnie Whisenhunt, William Stephenson | Increase in student attendance and grades, and a decrease in discipline referrals. | | | | |

| 11) Parent involvement committee was established to promote parent involvement and increase parental awareness of programs and opportunities available. Activities include: Talk a Latte- monthly meetings in which parents receive information on a variety of topics, Parent Conferences- first semester | Liz Pena and David Hamilton | Increase parental involvement as seen by attendance at events. | | | | |
|---|---|---|---|---|---|---|
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By 2016, the student graduation rate will increase by 1%.

**Summative Evaluation:** At the conclusion of 2016, 80% of students will graduate on the recommended or DAP plan, and 88% of all students will graduate.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize BISD Graduation Coach to conduct bi-monthly meetings with all students who are members of the Class of 2015-2016 cohorts who are credit deficient. | Crespin Cortez, Kelli Stewart | Final graduation rate for Class of 2015-2016 cohorts. | | | | |
| 2) Graduation walks conducted by HHS Leaver Team to recover or account for Class of 2015-2016 cohort that are coded as 98. | Crespin Cortez, Kelli Stewart, Liz Pena | Final graduation rate for Class of 2015-2016 cohorts. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Expanding CORE value team to include student members. | Jennifer Klaerner Mike Wilson | Student involvement in CORE value activities | | | | |
| 2) A weekly activity will be done in Buff Time focusing on the CORE value for that six weeks. Including: videos, discussions, writing assignments, etc. | Jennifer Klaerner | Implementation of activities as evident in walkthroughs, and projects completed by the students in Buff Time. | | | | |
| ✔ = Accomplished       = Considerable       = Some Progress       = No Progress   ✗ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, we will establish goals for student participation in community service projects.

**Summative Evaluation:** At least 20% of students will participate in community service projects.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Students will be encouraged to join student council, National Honor Society, and ROTC, which have regular community service events. | Counselors | | | | | |
| 2) All clubs, organizations, and athletic groups participate in Buffs Give Back. | CORE Value Team. | | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** 80% of students will participate in school-based co-curricular or extra-curricular activities that extend beyond the academic core classes.

**Summative Evaluation:** Analyze data on student activity involvement.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Counselors meet with every student each year and encourage them to join different organizations. | Counselors | Students registering for extra curricular activities. | | | | |
| 2) Events are planned to tell students about activities, such as: tables for each club and sport at registration, Freshman Expo, New Student orientation. | David Hamilton | Student registering for extra curricular activities. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress  ✗ = Discontinue | | | | | | |

# Goal 3: All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

**Performance Objective 1:** Smart Goal #2b: Increase student ADA by 1.1% from the previous school year by May 2016.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement incentive-based strategies to improve student attendance, including an incentive points program, and drawings for prizes such as movie tickets, restaurant gift certificates, etc. | David Smith and David Hamilton | Improved six weeks attendance rates over the prior year. | | | | |
| ✔ = Accomplished | 🟠 = Considerable | 🟠 = Some Progress | ⚪ = No Progress | ❌ = Discontinue | | | |

**Goal 3:** All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

**Performance Objective 2:** Smart Goal #2c: Increase staff attendance by 1.3% from the previous school year by May 2016.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement incentive-based strategies to improve staff attendance, including drawings for prizes such as movie tickets, restaurant gift certificates, etc. | David Hamilton and David Smith | Improved six weeks attendance rates over the prior year. | | | | |
| ✔ = Accomplished 🕐 = Considerable 🕐 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** 90% of all methods/actions delineated in the campus plans will be completed.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Monthly meetings with SBDMT in order to discuss data related to accomplishing CIP goals. | David Hamilton | SBDMT minutes | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# State Compensatory

**Personnel for Haltom High School:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Alejandra Gonzalez | Newcomers teacher | ESL | 1 |
| Amber Cofield | ELA- ESL teacher | ESL | 1 |
| Daniel Vance | Newcomers teacher | ESL | 1 |
| David Munoz | Newcomers teacher | ESL | .5 |
| Leah Nitcher | Reading Teacher | ELAR | 1 |
| Micah Tomlin | Reading Teacher | ELAR | 1 |

# Addendums

## 001 - Haltom High School

| Objective / Indicator | 2015 actual | 2016 target | actual | Objective / Indicator | 2015 actual | 2016 target | actual |
|---|---|---|---|---|---|---|---|
| **1.1. STAAR Satisfactory Performance (% at Level II final)** | | | | **1.9. National Merit Recognition** | | | |
| Math | 26 | 31 | - | Graduates (%) | 0.2 | 2.0 | - |
| Reading/ELA | 43 | 48 | - | | | | |
| Science | 62 | 67 | - | **1.10. SAT/ACT Performance** | | | |
| Social Studies | 66 | 71 | - | SAT (avg scale score) | na | 1497 | - |
| | | | | ACT (avg scale score) | 0 | 21 | - |
| **1.1. STAAR Level III Performance (%)** | | | | | | | |
| Math | 7 | 12 | - | **1.11. Reading Screener** | | | |
| Reading/ELA | 4 | 9 | - | 40th Percentile at EOY (%) | na | 70 | - |
| Science | 19 | 24 | - | | | | |
| Social Studies | 28 | 33 | - | **1.12. Math Screener** | | | |
| | | | | 40th Percentile at EOY (%) | 72 | 76 | - |
| **1.2. STAAR Special Ed Performance (% at Level II phase 2)** | | | | | | | |
| Math | 15 | 30 | - | **1.14. Classroom Academic Goals** | | | |
| Reading/ELA | 16 | 31 | - | Classrooms with Goals (%) | na | 50 | - |
| Science | 38 | 45 | - | | | | |
| Social Studies | 48 | 52 | - | | | | |
| | | | | **2.1. CORE Values Goals** | | | |
| **1.3. STAAR ELL Performance (% at Level II phase 2)** | | | | Classrooms with Goals (%) | na | 100 | - |
| Math | 48 | 57 | - | | | | |
| Reading/ELA | 19 | 33 | - | **2.3. Co-curricular and Extracurricular Activities (7-12)** | | | |
| Science | 62 | 67 | - | Students Participating (%) | na | 80 | - |
| Social Studies | 63 | 68 | - | | | | |
| | | | | | | | |
| **1.4. Dual and Advanced Technology Credit** | | | | **3.2. Science Laboratory Safety Standards** | | | |
| Percentage of graduates | 23 | 26 | - | Classrooms Meeting (%) | na | 100 | - |
| | | | | | | | |
| **1.5. Advanced Placement Performance** | | | | **3.3. Perception of Campus Safety** | | | |
| Exams at 3, 4, or 5 (%) | 39 | 55 | - | Students/Staff Reporting (%) | na | 90 | - |
| | | | | | | | |
| **1.7. Graduation Plans** | | | | **3.5. Student Learning Needs Met** | | | |
| Recommended / DAP (%) | 74 | 80 | - | Students Reporting (%) | na | 90 | - |
| | | | | | | | |
| **1.8. On-track for Graduation - Grades 9-12** | | | | | | | |
| Promotion (%) | 89 | 90 | - | | | | |
| Passed All EOC (%) | 78 | 86 | - | | | | |
| Promotion and EOC (%) | 74 | 87 | - | | | | |

# Birdville Independent School District

# Richland High School

# 2015-2016 Campus Improvement Plan

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at Richland High School has changed significantly over the last seven years both ethnically and socio-economically. Our white population has decreased from 69.3% to 56.1% during that time span, and our Hispanic population has shown the greatest increase, now representing 26.8% of our student body. During that time all ethnic minority groups have increased. Even more significant is the growth in the percentage of economically disadvantaged students. At the beginning of the 2015-2016 school year, 35.03% of our students are classified as economically disadvantaged in comparison to 26.6% seven years ago. However, this is a decrease from last year when 39.8% of our students were economically disadvantaged. (Tyler District Pulse – Data Warehouse – current enrollment)

### Demographics Strengths

1. The percentage of Gifted and Talented students is 14.45%.

### Demographics Needs

1. The percentage of students considered as at-risk for not graduating increased from 27.6% last year to 33.2% this year. (Tyler District Pulse – Data Warehouse – current enrollment)
2. The percentage of SPED students is 7.89%; 504 is 6.61%.(Tyler District Pulse – Data Warehouse – current enrollment)
3. The percentage of ELL students is 3.77%.(Tyler District Pulse – Data Warehouse – current enrollment)
4. RHS did not meet System Safeguards for Reading for African American, Special Ed, or ELL students. (2015 Systems Safeguards report)
5. RHS did not meet System Safeguards for Math for Special Ed students. (2015 Systems Safeguards report)

# Student Achievement

## Student Achievement Summary

- Richland High School earned the highest accountability rating under 2015 TEA Accountability System.
- Richland High School earned Distinction Designations for Academic Achievement in Mathematics and Social Studies, for top 25% in Student Progress, and for Postsecondary Readiness.
- Richland did not satisfy System Safeguards in reading for Special Ed, and ELL subpops, and did not meet the Safeguard in Math for Special Ed.
- 67% of all Richland High School students taking AP exams in 2015 scored a 3 or higher on at least one exam; 56% of all AP scores were a 3 or higher. Our students took 200 more tests than were taken in 2014.
- ACT and SAT scores of Richland High School students in 2014-15 exceeded state and national scores in all areas. RHS was in the top quartile for percent at STAAR Postsecondary Readiness Standard and SAT/ACT performance. Birdville ISD scores were, however, below those of all area districts in our area for the SAT and below all except Richardson on the ACT.

## Student Achievement Strengths

- Richland High School earned the highest accountability rating under 2015 TEA Accountability System.
- Richland High School earned Distinction Designations for Academic Achievement in Mathematics and Social Studies, for top 25% in Student Progress, and for Postsecondary Readiness.
- 67% of all Richland High School students taking AP exams in 2015 scored a 3 or higher on at least one exam; 56% of all AP scores were a 3 or higher. In 2015, Richland had 51 students with AP Scholar with Honor or AP Scholar with Distinction; 31 of those students were seniors
- ACT and SAT scores of Richland High School students in 2014-15 exceeded state and national scores in all areas. RHS was in the top quartile for percent at STAAR Postsecondary Readiness Standard and SAT/ACT performance. Birdville ISD scores were, however, below those of all area districts in our area for the SAT and below all except Richardson on the ACT.

## Student Achievement Needs

- Richland did not satisfy System Safeguards in Reading Special Ed, and ELL subpops, and did not meet the Safeguard in Math for Special Ed.
- Although the campus earned a Distinction Designation for Postsecondary Readiness, Richland only had 68% of all students who achieved

postsecondary readiness based on STAAR results.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing: d) In the 2015-2016 school year, 60% of the assessed students in the following subjects and subgroups will meet safeguard standards: ELL Reading and SPED Reading and Math

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Improve effective, collaborative, and smart goal focused Professional Learning Communities throughout the campus | Campus Administration, Academic Dean, PLC facilitators | Increased usage of strategies to improve question complexity and raise or lower the level of concern of students of being asked as evidenced by PDAS walkthrough documentation. Increased evidence of SIOP strategies being used in the classroom as determined by analysis of Forethought lesson plans and walkthroughs. Increased use of student small group cooperative interaction during each lesson as evidenced by walkthroughs. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) 3) BISD Co-Teaching training for Co-Teaching teams on the campus in order to build the efficacy for each team and to differentiate instruction. | Campus and District Administration, Carol Adcock, Margaret Sanders, Academic Dean | Improved implementation of vocabulary strategies with interactive word walls within the classroom and as evidenced by documentation in lesson plans in Forethought and walkthrough data and analysis of common formative assessment data to determine if safeguard standards will be met by special education students Increased usage of SIOP strategies to improve student performance on EOC Reading. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7<br><br>3) Differentiate RTI services for students on the campus. | Campus Administration, Mike Gerard, Academic Dean, PLC Facilitators | Increased levels of implementation of literacy strategies as evidenced by a decrease in numbers of Tier 2 and 3 students as identified by the Reading and Math screener, and eight grade STAAR scores.<br><br>Noted improved performance on common formative assessments and curriculum based assessments by the following subgroups that did not meet safeguard standards: Reading: Special Ed, ELL; Math: Special Ed: Math Participation: Special Ed | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>4) Each core subject will design and assess students with a Common Formative Assessment (CFA) twice each six week grading period. | Campus Administration, PLC Facilitators | CFA results in AWARE, alignment of teacher instruction to the standards and between teachers, and to generate data for PLC discussions around student mastery of the SEs. | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7<br><br>5) Within a week of the CFA being administered, the PLC will meet with the Campus Principal, Academic Dean and Assistant Principal for the department to discuss the revise and reteach plan. | Campus Administration, Academic Dean, PLC Facilitators, District Content Coordinators. | CFA results in AWARE and revise and reteach plans submitted in Eduphoria Forethought. | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>6) Provide SIOP training for all Sheltered teachers and support implementation of strategies through monthly meetings with sheltered teachers to discuss data and pedagogical strategies for ELL students. | Carol Adcock, April May, Jennifer Young | Increased implementation of SIOP strategies in sheltered classrooms as evidenced by analysis of lesson plans in Forethought and improvement of performance of ELL students on common assessments. | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 4<br><br>7) Algebra I teachers will utilize Renaissance Learning/Compass in order to enhance their instruction with Tier 2 and Tier 3 students. | Campus Administration, Academic Dean | Improved instruction for students struggling in math as evidenced by decreased numbers of students on tiers and increased numbers meeting the Level II standard on STAAR Algebra I. | | | |
| **Critical Success Factors**<br>CSF 1 CSF 6 CSF 7<br><br>8) New math teachers will attend Bea Luchin training and implement strategies in the classroom on a regular basis. For those who have attended, they will continue to implement strategies. | District Math Content Coordinator, Mike Gerard, Academic Dean | Improved instruction for students struggling in math as evidenced by decreased numbers of students on tiers and increased numbers meeting the Level II standard on STAAR Algebra I. | | | |

| Critical Success Factors<br>CSF 1 CSF 4 CSF 6 CSF 7<br><br>9) Continued focus on Workshop strategies in every classroom on a daily basis. Provide training and support to help teachers develop workshop model and differentiation strategies that are more student centered. | Campus Administration, District Content Coordinators | Increased implementation of Workshop and differentiation strategies in all classrooms as evidenced by analysis of<br>lesson plans in Forethought and improvement of performance of students on common assessments. | | | | |
|---|---|---|---|---|---|---|
| Critical Success Factors<br>CSF 1 CSF 6 CSF 7<br><br>10) ELA teachers will attend ABYDOS writing training and implement the writing strategies within their classes | Carol Adcock, District ELA Content Coordinator | Increase in scores on writing section of the ELA EOC. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2016, the number of students scoring at 3 or above on Advanced Placement tests will increase by 5%.

**Summative Evaluation:** At the conclusion of the 2016 school year, 70% of our Advanced Placement (AP) students will score a 3, 4 or 5 on the AP exam.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>1) All AP and Pre-AP teachers attend APSI and complete online GT updates. | Carla Rix, Mike Gerard, Advanced Academic Specialist, Advanced Academic Teachers. | Teacher certificate of attendance to APSI. | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>2) Vertical and horizontal team meetings on campus professional development days with 9-12th PAP and AP teachers to analyze structure and strategies to increase student achievement. | Julie Hyman, Mike Gerard, Patricia Baumann, Campus AA teacher Liasion-Lauri Krumm | Improved vertical communication between the high school and feeder middle schools regarding effective structures and strategies as determined by teacher surveys, walkthrough monitoring of suggested strategies, and assessment data | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>3) PSAT and SAT Boot Camp for identified students. | Academic Dean | Review of PSAT and SAT scores of 2015-2016 scores. | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>4) Word within a Word (three minute strategy used in ELA cl;asses) to promote SAT vocabulary. | Carol Adcock, Content Coordinator | Improvement of student vocabulary as evident by SAT and PSAT scores | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 <br><br> 1) Create a House system for staff members that represent the C.O.R.E. values. | All teachers and staff, Campus Administration. | Teacher and staff attendance, student discipline, student and teacher survey. House points. | | | | |
| **Critical Success Factors** CSF 1 CSF 6 CSF 7 <br><br> 2) Post faculty pictures with positive quotes directed towards students to promote a welcoming and positive learning environment for students. | All teachers and staff, Campus Administration. | Teacher and staff attendance, student discipline, student and teacher survey. | | | | |
| **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 <br><br> 3) PALS and Johnny REBS mentor ninth and tenth grade REBTIME's on the C.O.R.E. values twice weekly. | Campus Administration, PALS and Johnny Reb Sponsors. | Fewer discipline referrals, increase in attendance. | | | | |
| **Critical Success Factors** CSF 1 CSF 6 CSF 7 <br><br> 4) Continued professional development for teachers at the Ron Clark Academy and Novus Academy. | Campus Administration | Walkthroughs, classroom transformations throughout the building. | | | | |
| **Critical Success Factors** CSF 1 CSF 6 CSF 7 <br><br> 5) Teachers observe SIOP strategies, Differentiation strategies in transformed learning environments through the Fast Five walkthroughs each semester. | Campus Administration, Department Chairs. | Reflections of Fast Five, SIOP Observation reports. | | | | |
| **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 <br><br> 6) Shark Tank opportunities implemented for our Omega students to ensure relevancy for learning life skills. | Diagnostician, Omega teacher | Goals met on IEP | | | | |
| ✔ = Accomplished 🕐 = Considerable 🕐 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Ninety-five percent of staff and students will report that classrooms and schools are safe, secure, and nurturing places for increased learning and productivity.

**Summative Evaluation:** a) By 2016 the average student daily attendance will be 96%. b) By 2016 the average staff attendance will be 97%. c) Each year there will be a 5% reduction in the number of discipline referrals over the previous year.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Create and implement a House system for all teachers to foster a welcoming family environment, provide mentoring and personal academic discussions to improve student academic performance and an increases feeling of belonging to a community of learners. | Principal, Campus Administration and House Leaders. | Improved attendance by teachers as reported on the daily attendance report. Survey which will report improved feeling of community and support from teachers and students. | | | | |
| 2) Teachers will choose a positive quote which will be on their personal photograph and displayed for all students and staff to observe. | Principal | Completed photos with quotes. | | | | |
| 3) Continue leadership program for student leaders who will: mentor freshman students and others through their REB TIME, exemplify character traits reinforcing our C.O.R.E. beliefs, demonstrate growth mindset and implement mentor format in learning lab | Principal | Evidence of Underwood Leadership Journey agendas, REB TIME lessons, community service documentation; reports of freshman passing rates at grade reporting periods (grades and attendance) | | | | |
| 4) Continue to clarify and communicate expectations to teachers on proper attendance reporting procedures. Teachers will be responsible for contacting their assistant principal if an absence is required. | Principal and Campus Administration team. | Reduce number of teachers on the daily attendance report. | | | | |
| 5) Implement truancy plan for students showing three, six and ten unexcused absences. Assistant principals will meet with all students who have exceeded the allowable number of unexcused absences and contact the parent. If the absences continue the assistant principal will notify truancy officer. | Campus Administration, truancy officer | Daily attendance reports, Truancy Prevention Measure reports. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✘ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students will report that their learning needs were met and a positive school culture.

**Summative Evaluation:** Student learning survey for students in grades 9, 10, 11 and 12:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Administer the Gallup Student Poll to provide data examining students' perceptions of their experience at Richland High School and use that data to improve school culture and instruction. | Carla Rix, Carol Adcock, Angi Magana | Results from Gallup Student Poll | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 2 | 3) BISD Co-Teaching training for Co-Teaching teams on the campus in order to build the efficacy for each team and to differentiate instruction. |
| 1 | 1 | 3 | Differentiate RTI services for students on the campus. |
| 1 | 1 | 4 | Each core subject will design and assess students with a Common Formative Assessment (CFA) twice each six week grading period. |
| 1 | 1 | 5 | Within a week of the CFA being administered, the PLC will meet with the Campus Principal, Academic Dean and Assistant Principal for the department to discuss the revise and reteach plan. |
| 1 | 1 | 6 | Provide SIOP training for all Sheltered teachers and support implementation of strategies through monthly meetings with sheltered teachers to discuss data and pedagogical strategies for ELL students. |
| 1 | 1 | 7 | Algebra I teachers will utilize Renaissance Learning/Compass in order to enhance their instruction with Tier 2 and Tier 3 students. |

# 2015-2016 Campus Improvement Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Carla Rix | Principal |
| Administrator | Carol Adcock | Assistant Principal |
| Administrator | Michael Gerard | Assistant Principal |
| Classroom Teacher | Patricia Baumann | Academic Dean |
| Classroom Teacher | Melanie Carr | LOL Member |
| Classroom Teacher | Jennifer Cruze | LOL Memeber |
| Classroom Teacher | Amy Deweese | Teacher |
| Classroom Teacher | Tracie Hagar | LOL Member |
| Classroom Teacher | Jocelyn Harty | LOL Member |
| Classroom Teacher | April May | LOL Member |
| Classroom Teacher | Virginia Spiglemeyer | LOL Member |
| Classroom Teacher | Greg Waldrip | LOL Member |

# Addendums

**Campus:** Richland High school

**Safeguard(s) Missed:** **Reading: ELL Performance**

**Problem 1 Statement:** ELL Students had 25% passing rate on STAAR Reading in 2015.

**Annual SMART Goal:** ELL students will have a 40% passing rate on STAAR Reading in 2016.

**Root Cause:** Lack of Sheltered Instruction strategies used in classrooms.

**Targeted Strategy to Address Root Cause:** Form Shelter Team with a Sheltered liasion on each PLC team. The liasion will receive training and strategies twice a six weeks and will in train teachers within the PLC in SIOP strategies.

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction ☐ 4 - Increase learning time ☑ 7 - Ensure effective teachers

☑ 2 - Use data to inform instruction ☐ 5 - Improve family/community engagement

☐ 3 - Provide strong leadership ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the first six weeks, Sheltered Teams will be established and 100% of teachers will be trained and implementing two strategies specific in lesson preparation. These will include Content and Language Objectives, and relate to the standard being taught.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Form Sheltered Teams | Student Schedules, Class Lists | | | |
| 2) ELL district staff deliver training to teachers/admin. Expectations are set for language and content objective to be included in lesson plans. | Jennifer Young coaching visits | | | |
| 3) Sheltered liasion train PLC on strategies learned from coaching visits | Weekly Jennifer Young visits, Forethought | | | |
| 4) Design Walkthrough Protocol | SIOP Observation Form, feedback from Jennifer Young | | | |
| 5) Admin team conduct walkthroughs with district support to provide feedback for effectiveness | Feedback from J. Young, Clarence Simmons, content coordinators | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of Administrators will be trained on six SIOP Strategies and focus on recognition of effective lesson plans which contain Content and Language Objectives in lesson plans.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Continue Training on SIOP Strategies | Jennifer Young | | | |
| 2) Provide feedback to teachers | Walk Thrus, PLC data, SIOP Observation form | | | |

**Campus:** Richland High school
**Safeguard(s) Missed:** **Reading: ELL Performance**
**Problem 1 Statement:** ELL Students had 25% passing rate on STAAR Reading in 2015.
**Annual SMART Goal:** ELL students will have a 40% passing rate on STAAR Reading in 2016.
**Root Cause:** Lack of Sheltered Instruction strategies used in classrooms.
**Targeted Strategy to Address Root Cause:** Form Shelter Team with a Sheltered liasion on each PLC team. The liasion will receive training and strategies twice a six weeks and will in train teachers within the PLC in SIOP strategies.

| | | | | |
|---|---|---|---|---|
| 3) Admin conduct walkthroughs to determine implementation and effectiveness of strategies learned; feedback provided to teachers | SIOP Observation feedback form, weekly coaching meetings with J. Young, PLC agendas | | | |
| 4) PLC common assessments include Content and Language objectives detailed in Forethought | Results from common assessments and data meetings with campus leadership | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of March, 80% of teachers are incorporating SIOP and vocabulary strategies to improve student academic vocabulary and performance.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Teachers plan and implement strategies learned | Forethought, walk thrus, PLC meeting minutes, student data folders | | | |
| 2) Reinforce use of word walls and vocabulary strategies | Content coordinators, Tricia Baumann, PLCs minutes | | | |
| 3)Monitor vocabulary learned using PLC assessments which include relevant vocabulary | CFAs, CA's and Unit tests | | | |
| 4)Monitor increase/loss in Reading level | Reading Screener, Tricia Baumann | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** By June, campus administrators will review multiple data sources to determine strategy effectiveness and identify weaknesses to address through 2016-2017 planning.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Campus leadership team will review TELPAS data to determine student growth in reading proficiency | TELPAS reading and composite scores | | | |

**Campus:** Richland High school
**Safeguard(s) Missed:** **Reading: ELL Performance**
**Problem 1 Statement:** ELL Students had 25% passing rate on STAAR Reading in 2015.
**Annual SMART Goal:** ELL students will have a 40% passing rate on STAAR Reading in 2016.
**Root Cause:** Lack of Sheltered Instruction strategies used in classrooms.
**Targeted Strategy** Form Shelter Team with a Sheltered liasion on each PLC team. The liasion will receive training and strategies twice a six weeks and will in train teachers
**to Address Root Cause:** within the PLC in SIOP strategies.

| | | | | |
|---|---|---|---|---|
| 2) Create and administer staff survey on implementation of Sheltered Instruction to determine staff needs and implementation and determine effectiveness of six strategies used during the 2015-2015 school year. | Staff surveys and results | | | |
| 3) Campus leadership reviews EOC data to determine effectiveness of SIOP strategies on ELL performance | Assessment disaggregated by ELL student group and grade level. | | | |
| 4) Design intervention group or placement for ELLs based on results of final Reading Screener | Reading Screener +/- scores. | | | |

| | |
|---|---|
| **Campus:** | Richland High school |
| **Safeguard(s) Missed:** | **Reading: Special Education Performance** |
| **Problem 2 Statement:** | Special Education Students had 11% passing rate on STAAR Reading in 2015. |
| **Annual SMART Goal:** | Special Education students will have a 30% passing rate on STAAR Reading in 2016. |
| **Root Cause:** | Lack of effective Co Teaching Strategies used within classrooms. |
| **Targeted Strategy to Address Root Cause:** | General and Special Education teachers will be trainined on Effective CoTeaching Strategies by District. |

**Turnaround Principles Addressed by Strategy:**

☐ 1 - Strengthen instruction          ☐ 4 - Increase learning time          ☑ 7 - Ensure effective teachers
☑ 2 - Use data to inform instruction   ☐ 5 - Improve family/community engagement
☐ 3 - Provide strong leadership        ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** 100% of Co-Teaching teams on the campus will be trained in Co Teaching strategies in order to build the efficacy for each team and to differentiate instruction.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Form Co Teaching Teams of students and teachers. | Student Schedules, Class Lists | | | |
| 2) Special Education district staff will deliver training to general education/special education teachers/admin. | BISD Special Education Department, registration forms | | | |
| 3) Design rigorous learning experiences tailored to meet the needs of all students. | Forethought, results of formative assessments, IEP progress reports, Parent responses | | | |
| 4) Design Walkthrough Protocol. | Co Teaching Training, Laura Holt | | | |
| 5) Improve effectiveness of Case Management of students by Case Managers. | Weekly meetings with administrator of Special Education and case manager. | | | |
| 6) Implement STAR Reading Screener . | Reading Levels determined by screener, student data folders. | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of CoTeaching teams will focus on recognition of effective lesson plans which contain rigorous learning based on the Teaming concept.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) CoTeachers will plan together during PLC utilizing student modifications. | Forethought, Adminsitrator walkthroughs | | | |
| 2) Improved implementation of reading strategies based on reading screener results. | Reading Screener, Administrator walkthroughs, | | | |

|  |  |
|---|---|
| **Campus:** | Richland High school |
| **Safeguard(s) Missed:** | **Reading: Special Education Performance** |
| **Problem 2 Statement:** | Special Education Students had 11% passing rate on STAAR Reading in 2015. |
| **Annual SMART Goal:** | Special Education students will have a 30% passing rate on STAAR Reading in 2016. |
| **Root Cause:** | Lack of effective Co Teaching Strategies used within classrooms. |
| **Targeted Strategy to Address Root Cause:** | General and Special Education teachers will be trainined on Effective CoTeaching Strategies by District. |

| | | | | |
|---|---|---|---|---|
| 3) Design and assess students with a Common Formative Assessment (CFA) twice each six week grading period. | AWARE, PLC minutes, Forethought | | | |
| 4) Within a week of the CFA being administered, the PLC will meet with the supervising Assistant Principal for the department, Academic Dean, to discuss the revise and reteach plan. | CFA results in AWARE and revise and reteach plans | | | |
| 5) Use of the screener to plan lessons targeting areas in need of improvement. | Submitted in Eduphoria Forethought | | | |

**Quarter 3 (Jan - Mar)**

**Q3 Goal:** By the end of March, all Co Teachers will be implementing successful Co Teaching strategies to improve student academic performance.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Teachers plan and implement strategies learned | Forethought, walkthroughs, PLC meeting minutes, student data folders | | | |
| 2)Monitor fidelity of implementation | Administrative walkthroughs | | | |
| 3)Continue with reading screener to assess reading levels using screener to plan specific to student weakenesses | Patricia Baumann, PLC, Screener | | | |
| 4)Continue CFA and data meetings | Assistant Principall, Patricia Baumann, PLC | | | |

**Quarter 4 (Apr - Jun)**

**Q4 Goal:** By June, campus administrators will review multiple data sources to determine strategy effectiveness and identify weaknesses to address

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
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**Campus:** Richland High school
**Safeguard(s) Missed:** **Reading: Special Education Performance**
**Problem 2 Statement:** Special Education Students had 11% passing rate on STAAR Reading in 2015.
**Annual SMART Goal:** Special Education students will have a 30% passing rate on STAAR Reading in 2016.
**Root Cause:** Lack of effective Co Teaching Strategies used within classrooms.
**Targeted Strategy** General and Special Education teachers will be trainined on Effective CoTeaching Strategies by District.
**to Address Root Cause:**

| | | | | |
|---|---|---|---|---|
| 1) Campus leadership team will review reading screener data to determine student growth in reading proficiency. | Reading Screener reports | | | |
| 2) Create and administer staff survey on implementation of Co Teaching model to determine staff needs and implementation and determine effectiveness of six strategies used during the 2015-2015 school year. | Staff Survey and Results | | | |
| 3) Campus leadership reviews EOC data to determine effectiveness of Co Teaching strategies on SPED performance in Reading. | Assessment disaggregated by Special Education student group and grade level. | | | |
| 4) Design intervention group or placement for SPED based on results of final Reading Screener. | Reading Screener +/- scores. | | | |

**Campus:** Richland High school

**Safeguard(s) Missed:** **Math: Special Education Performance**

**Problem 3 Statement:** Special Education Students had 29% passing rate on STAAR Math in 2015.

**Annual SMART Goal:** Special Education students will have a 40% passing rate on STAAR Math in 2016.

**Root Cause:** Lack of effective Co Teaching Strategies used in classrooms.

**Targeted Strategy** General and Special Education teachers will be trained on Effective CoTeaching Strategies by District.

**to Address Root Cause:**

**Turnaround Principles Addressed** ☑ 1 - Strengthen instruction ☐ 4 - Increase learning time ☑ 7 - Ensure effective teachers

**by Strategy:** ☑ 2 - Use data to inform instruction ☐ 5 - Improve family/community engagement

☐ 3 - Provide strong leadership ☐ 6 - Improve school environment

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**Quarter 1 (Sep - Oct)**

**Q1 Goal:** 100% of Co-Teaching teams on the campus will be trained in Co Teaching strategies in order to build the efficacy for each team and to differentiate instruction.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Form Co Teaching Teams of students and teachers. | Student Schedules, Class Lists | | | |
| 2) Special Education district staff will deliver training to general education/special education teachers/admin. | BISD Special Education Department, registration forms | | | |
| 3) Design rigorous learning experiences tailored to meet the needs of all students. | Forethought, results of formative assessments, IEP progress reports, Parent responses | | | |
| 4) Design Walkthrough Protocol. | Co Teaching Training, Laura Holt | | | |
| 5) Improve effectiveness of Case Management of students by Case Managers. | Weekly meetings with administrator of Special Education and case manager. | | | |
| 6) Implement Scholastic STAR Screener . | Levels determined by screener, student data folders. | | | |

**Q2 Goal:** 100% of CoTeaching teams will focus on recognition of effective lesson plans which contain rigorous learning based on the Teaming concept.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
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| 1) CoTeachers will plan together during PLC utilizing student modifications. | Forethought, Adminsitrator walkthroughs | | | |

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**Root Cause:** Lack of effective Co Teaching Strategies used in classrooms.
**Targeted Strategy** General and Special Education teachers will be trainined on Effective CoTeaching Strategies by District.
**to Address Root Cause:**

| | | | | |
|---|---|---|---|---|
| 2) Improved implementation of strategies based on reading screener results. | Math Screener, Administrator walkthroughs, | | | |
| 3) Design and assess students with a Common Formative Assessment (CFA) twice each six week grading period. | AWARE, PLC minutes, Forethought | | | |
| 4) Within a week of the CFA being administered, the PLC will meet with the supervising Assistant Principal for the department, Academic Dean, to discuss the revise and reteach plan. | CFA results in AWARE and revise and reteach plans | | | |
| 5) Use of the STAR Math screener to plan lessons targeting areas in need of improvement. | Submitted in Eduphoria Forethought | | | |

**Quarter 3 (Jan - Mar)**

**Q3 Goal:** By the end of March, all Co Teachers will be implementing successful Co Teaching strategies to improve student academic

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
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| 1) Teachers plan and implement strategies learned | Forethought, walkthroughs, PLC meeting minutes, student data folders | | | |
| 2)Monitor fidelity of implementation | Administrative walkthroughs | | | |
| 3)Continue with math screener to assess levels using screener to plan specific to student weakenesses | Patricia Baumann, PLC, Screener | | | |
| 4)Continue CFA and data meetings | Assistant Principall, Patricia Baumann, PLC | | | |

**Quarter 4 (Apr - Jun)**

**Campus:** Richland High school

**Safeguard(s) Missed:** **Math: Special Education Performance**

**Problem 3 Statement:** Special Education Students had 29% passing rate on STAAR Math in 2015.

**Annual SMART Goal:** Special Education students will have a 40% passing rate on STAAR Math in 2016.

**Root Cause:** Lack of effective Co Teaching Strategies used in classrooms.

**Targeted Strategy** General and Special Education teachers will be trainined on Effective CoTeaching Strategies by District.

**to Address Root Cause:**

**Q4 Goal:** By June, campus administrators will review multiple data sources to determine strategy effectiveness and identify

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Campus leadership team will review reading screener data to determine student growth in reading proficiency. | Reading Screener reports | | | |
| 2) Create and administer staff survey on implementation of Co Teaching model to determine staff needs and implementation and determine effectiveness of six strategies used during the 2015-2015 school year. | Staff Survey and Results | | | |
| 3) Campus leadership reviews EOC data to determine effectiveness of Co Teaching strategies on SPED performance in Reading. | Assessment disaggregated by Special Education student group and grade level. | | | |
| 4) Design intervention group or placement for SPED based on results of final STAR Math Screener. | Reading Screener +/- scores. | | | |

**Problem: ELL Students had a 25% passing rate on STAAR Reading in 2015.**

**Goal:** ELL Students will have a 40% passing rate on STAAR Reading in 2016.

**Root Cause** Lack of Sheltered Instruction strategies used in classrooms.

**Strategy:** Form Shletered Teams with a Sheltered liasion on each PLC team. The liasion will receive training on strategies twice each six weeks and will train teachers within their PLC in SIOP strategies.

| | Person/Group Responsible | | | | |
|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | District BL/ESL Dept. |
| **Quarter 1** Aug Sep Oct | Develop action plans and calendar; place students in sheltered teams;Design Walkthrough Protocol | Attend training SIOP strategies and implement | Plan with PLCs to design learning and CFA's that align with SIOP strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. | Provide SIOP strategy training; observe, monitor, and give feedback (Young) |
| **Quarter 2** Nov Dec Jan | Continue Training; monitor lesson plans and implementation through walk thru protocol; PLC CFA | Attend training of SIOP strategies and implement. Administer reading screening implement student data folders | Plan with PLCs to design learning and CFA's that align with SIOP strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Provide SIOP strategy training; observe, monitor and give feedback |
| **Quarter 3** Jan Feb Mar | Monitor lesson plans and implementation through walk thru protocol; monitor reading levels; Use of Word Walls | Attend training SIOP strategies and implement | Plan with PLCs to design learning and CFA's that align with SIOP strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Jennifer Young provides SIOP strategy training and observe, monitor, and give feedback |
| **Quarter 4** Apr May Jun | Admin will review TELPAS data and STAAR data | Review and assess the effectiveness of SIOP strategies implemented during school year | Plan with PLCs to design learning and CFA's that align with SIOP strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Review TELPAS and STAAR results; analyze data for implementation effectiveness of SIOP strategy |

**Problem: Speical Education students had an 11% passing rate on STAAR Math in 2015.**

**Goal:** Special Education students will have a 30% passing rate on STAAR Math in 2016.

**ot Cause** Lack of effective Co Teaching Strategies used within classrooms.

**Strategy:** General and Special Eduction teachers will be trained on Effective CoTeaching Strategies by District.

| | Person/Group Responsible | | | | |
|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | District BL/ESL/SPED Dept. |
| **Quarter 1** Aug Sep Oct | Develop action plans and calendar; Design Walkthrough Protocol;Implement STAAR Screener | Attend CoTeaching training and implement | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. | Provide CoTeaching strategy training; observe, monitor, and give feedback (Margaret Sanders) |
| **Quarter 2** Nov Dec Jan | CoTeachers will plan together; design and assess CFA;revise and reteach plan | Continue reading screening implement student data folders. Attend CoTeaching training and implement | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Provide CoTeaching strategy training; observe, monitor and give feedback |
| **Quarter 3** Jan Feb Mar | Monitor fidelity of implementation; CoTeachers will plan together; design and assess CFA; revise and reteach | Continue reading screening implement student data folders. Attend CoTeaching training and implement | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Margaret Sanders provides CoTeaching strategy training and observe, monitor, and give feedback |

| Quarter 4 Apr May Jun | Admin will review CFA, CBA and STAAR data | Review and assess the effectiveness of CoTeaching strategies implemented during school year | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Review STAAR results; analyze data for implementation  effectiveness of CoTeaching strategies |
|---|---|---|---|---|---|

**Problem: Speical Education students had an 29% passing rate on STAAR Math in 2015.**

**Goal:** Special Education students will have a 40% passing rate on STAAR Math in 2016.

**Root Cause** Lack of effective Co Teaching Strategies used within classrooms.

**Strategy:** General and Special Eduction teachers will be trained on Effective CoTeaching Strategies by District.

| | Person/Group Responsible | | | | |
|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | District BL/ESL Dept. |
| **Quarter 1** Aug Sep Oct | Develop action plans and calendar; place students in CoTeach classes;Design Walkthrough Protocol;Implement STAAR Screener | Attend CoTeaching training and implement | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. | Provide CoTeaching strategy training; observe, monitor, and give feedback (Margaret Sanders) |
| **Quarter 2** Nov Dec Jan | CoTeachers will plan together; design and assess CFA;revise and reteach plan | Continue reading screening implement student data folders. Attend CoTeaching training and implement | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Provide CoTeaching strategy training; observe, monitor and give feedback |
| **Quarter 3** Jan Feb Mar | Monitor fidelity of implementation; CoTeachers will plan together; design and assess CFA; revise and reteach | Continue reading screening implement student data folders. Attend CoTeaching training and implement | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Margaret Sanders provides CoTeaching strategy training and observe, monitor, and give feedback |

| | | | | |
|---|---|---|---|---|
| **Quarter 4**<br>Apr<br>May<br>Jun | Admin will review CFA, CBA and STAAR data | Review and assess the effectiveness of CoTeaching strategies implemented during school year | Plan with PLCs to design learning and CFA's that align with CoTeaching strategies and emphasize key voacabulary and verbs. Monitor, in collaboration with PLC and Administrators students' progressand revising when necessary. | Understand, articulate, and demonstrate their understanding of leading standards and key vocabulary. Set, montitor and re-evaluate Learn at high levels of content, context, and rigor. | Review STAAR results; analyze data for implementation effectiveness of CoTeaching strategies |

# Birdville Independent School District

# Birdville High School

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Closing Performance Gaps

# Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Suburban High School in northeast Tarrant County
- Student Population = 2,083
    - 55.3% White
    - 28.5% Hispanic
    - 8.7% African American
    - 3.5% Asian
    - 0.7% American Indian
    - 0.7% Pacific Islander
    - 2.5% Two or more races
    - 34.7% of students economically disadvantaged
    - 7.0% of students English language learners
    - 8.1% of students served in special education
    - 2.1% of students served disciplinary placements off campus
    - 100% staff meets federal highly qualified requirements

### Demographics Strengths

Stable population in terms of overall school size (student enrollment)

### Demographics Needs

Our % of economically disadvantaged students, English language learners, and Hispanic subgroups continue to grow in size each year.

# Student Achievement

**Student Achievement Summary**

- BHS earned highest accountability rating under 2015 TEA Accountability System
- BHS did not meet system safeguards in the area of Reading with our English Language Learners & Special Education
- BHS test scores exceeded the state average in every area of the STAAR End-of-Course (EOC) exams
- SAT scores for BHS were higher than the state and national average
- ACT scores for BHS were higher than the state and national average
- AP scores showed improvements in various areas, but our higher achieving students (top 10% graduates) were not at 100% passing (3 or higher) on all of their AP exams

**Student Achievement Strengths**

BHS test scores exceeded the state average in every area of the STAAR End-of-Course (EOC) exams:

- 84% of students at Phase-in Satisfactory Standard in Mathematics
- 95% of students at Phase-in Satisfactory Standard in Science
- 94% of students at Phase-in Satisfactory Standard in Social Studies

Distinction Designation under TEA's 2015 Accountabilty System in the areas of Academic Achievement in Science, Social Studies and Top 25% Closing Performance Gaps

SAT score summary:  BHS's composite score of 1021 for critical reading and, mathematics is higher than the state average of 974 & national average of 1010

ACT score summary: BHS's average score of 22.4 was higher than the state average of 20.9 and national average of 21.0

**Student Achievement Needs**

Based upon campus data analysis and information on the STAAR exam, these needs are listed in priority order:

- 35% = Algebra 1, 56% = Reading/ELA, 71% = Biology, and 74% = US History at STAAR Satisfactory Performance (% at Level 2 final)
- Writing performance, specifically within the area English Language Learners (49% passing rate) & Special Education (37% passing rate) and we missed safeguards in both of these areas.
- AP performance… the number of students scoring 3 or higher is inadequate
- We only achieved 3 out of a possible 7 Distinction Designations within TEA's 2015 Accountability System

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR/
EOC will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR/EOC performance in EOC English 1 & 2, EOC Algebra 1, EOC Biology, and EOC US History:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Continued collaboration through campus Professional Learning Communities in EOC tested subject areas. | Campus Administration | Strategic lesson planning within the PLC; Improvement of imbedding standards in lesson planning as evidenced by reviewing weekly lesson plans, walk-throughs and observation of PLC's by administration | | | | |
| 2) Utilizing PLC planning time to continue to create higher-level student warm-ups for EOC tested subjects | Campus Administration | Evidenced by reviewing lesson plans and conducting formal and informal walk-thoughs | | | | |
| 3) Providing opportunites for math students to review and complete any missing assignments during the 300 Club | Campus Administration | Participation evidenced by student sign-in sheets; Participation will result in improved student performance documented by improved student grades | | | | |
| 4) Assistant Principals will continue to serve as instructional leaders to each department in order to facilitate both cooperation and collaboration, as well as serve as an intermediary for the needs of each department | Campus Administration | PLC reports submitted each week through Eduphoria; PLC visits by campus administration; administrative attendance at department meetings | | | | |
| 5) Continue to develop meaningful common assessments within the EOC tested areas | Campus Administration | Evidenced by reviewing lesson plans, reviewing common assessments created in PLC's; Creating common assessments will assist in focusing on student learning, collaboration and improved results | | | | |
| 6) Regular lesson plan evaluation to determine alignment, standards and rigor | Campus Administration and Department Chairs | Evidenced by administrative review of weekly lesson plans by department; each administrator reviews and evaluates his/her appraisal group | | | | |
| 7) Providing instructional technology training sessions (Lunch and Learn sessions) focused on technology systems that will assist in enriched lesson planning, powerful instructional strategies, and student engagement | Campus Administration | Schedule training, providing handouts from sessions, documenting staff attendance, observing attendees utilizing strategies in classroom environment | | | | |
| 8) Continue to provide Sheltered Instruction Training to teachers with sessions available during their PLC and after school | Campus Administration and Secondary ELL Coach | Evidence of strategies in weekly lesson plans and admin walk-throughs; Utilize Secondary ELL Coach's reports to enhance instruction for ELL students | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9) Develop and implement study/review sessions for specific students prior to all EOC exams (particpation based on data gathered from multiple sources); Parents will be notified regarding the necessity of their students' participation | Campus Administration and Department Chairs | Student participation will be documented; Specific sessions will be developed based on student need as determined by the data collected; Students will show growth in specific areas | | | | |
| 10) Provide systematic and sustained professional development through instructional coaching | Campus Administration and Instructional Coach | Evidenced by documented PLC support log by the campus Instructional Coach to include data gathering and interpretation, teaching strategies, and collaborative planning for rigorous and relevant instruction | | | | |
| 11) Campus and district administrators will utilize walk-through procedures to gather data and monitor the effectiveness of classroom instruction. Collected data will be analyzed for areas of teacher need and strategic plan will be created to address those needs | Campus Administration | Walk-through data as documented in Appraise | | | | |
| 12) Utilize District Content Area Coordinators to assist in planning, curriculum/assessment alignment and instructional strategies coaching with core content area teachers | Campus Administration | Evidenced by professional learning documentation in Eduphoria; increased alignment of curriculum; increased teacher pedagogy as evidenced by T-TESS | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR/EOC Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR/EOC performance in EOC English 1 & 2, EOC Algebra 1, EOC Biology, and EOC US History:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide extra academic support for SPED students in core classes by providing hands-on activities, models, appropriate modifications, and accommodations | Campus Administration | Increase in test scores, benchmarks; Administrative walk-through data; Lesson plans | | | | |
| 2) Special education teachers and general education teachers (co-teachers) will participate in common professional learning communities and collaboration teams to analyze student data, align instructional practices, collaborate resources and increase teacher pedagogy | Campus Administration | PLC documentation; Increased student achievement as evidenced by performance on state and local assessments | | | | |
| 3) Increase support for students with disabilities by increasing inclusion teacher support in the general education setting | Campus Administration | Professional learning as documented in Eduphoria; Support provided during PLC planning time by District and campus personnel will provide an increase in student grades and assessment | | | | |
| 4) Utilizing special education student caseworkers to track student progress and individual needs | Campus Administration and Special Education Department Chair | Documenting needs assessments for all special education students using case files containing IEP's, grades, attendance, teaching strategies, specific student classroom needs, teacher intervention documentation, failure intervention strategies, and graduation plan. Caseworker will track all data to show evidence that the student is meeting/exceeding IEP goals, as well as state and local assessments. Caseworker will work closely with co-teachers to track the needs and successes of students | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR/EOC Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR/EOC performance in EOC English 1 & 2, EOC Algebra 1, EOC Biology, and EOC US History:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Teachers will be trained in the use of English Language Proficiency Standards (ELPS) during District professional learning | Campus Administration and Secondary ELL Coach | Documentation of attendance in Eduphoria; Campus walk-throughs; Lesson plans | | | | |
| 2) Improve ELL writing skills with the use of scaffolding, ELPS, and instructional strategies (ie. graphic organizers and linguistic supports) | Campus Administration and Secondary ELL Coach | Increase in student writing ability as evidenced in classroom grades, as well as local and state assessments; Lesson plans; Campus walk-throughs | | | | |
| 3) Utilization of sheltered instructional strategies and English language proficiency standards to scaffold instruction | Campus Administration and Secondary ELL Coach | Documentation of Sheltered Instruction Training for all teachers with clustered ELL students; Weekly training in PLC's provided by the ELL Coach; Evidenced by lesson plans, walk-throughs, and increase in ELL student achievement in classroom, local and state assessments | | | | |
| 4) Provide necessary resources and materials for identified ELL students | Campus Administration and Secondary ELL Coach | Expenditure reports; Walk-throughs; lesson plans; increased scores on local and state assessments | | | | |
| 5) Utilize technology programs for designated ELL students to assist in language acquisition | Campus Administration and Secondary ELL Coach | Program student usage logs; lesson plans | | | | |
| 6) Continue to increase use of English Language Proficiency Standards in daily lesson plans and daily instructional delivery | Campus Administration and Secondary ELL Coach | Evidenced by lesson plans and increased student achievement on TELPAS | | | | |
| 7) Sustain or increase the number of teachers at each grade level with ESL endorsements to meet the needs of the ELL population | Campus Administration | ESL Endorsement documentation; Increase in ELL student achievement in local and state assessements | | | | |
| 8) Ongoing SIOP training for all ELL co-teach classroom teachers | Campus Administration and Secondary ELL Coach | Documentation provided by ELL coach; Lesson plans; Walk-throughs | | | | |

| 9) ELL students will be hand scheduled into clustered classes taught by SIOP, ESL, and/or ELPS trained instructors | Campus Administration | Master schedule; Increase passing rates for ELL students in class, local and state assessment | | | | |
|---|---|---|---|---|---|---|
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** The percentage of graduates earning college credit or advanced technical credit will increase by three percentage points each year.
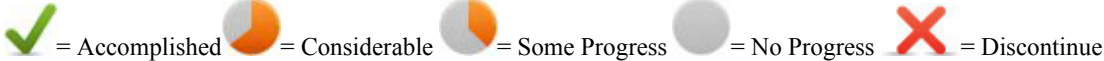
**Summative Evaluation:** College and advanced technical credit earned by graduating classes of 2015 and 2016:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Increase enrollment of PAP, AP and concurrent courses by disseminating information about course availability to both students and parents/guardians | Campus Administration; Counseling Staff | Evidenced by increase enrollment numbers in advanced academic courses | | | | |
| 2) Providie an Advanced Academic Informational Evening for students and parents/guardians to provide information regarding the opportunities available for college credit and technical credit; Utilize College Board representative as well as current teachers and students in these courses to provide information and motivation | Campus Administration, Counseling Staff and Advanced Academic Coordinator | Parent night sign-in sheet | | | | |
| 3) Provide training opportunities to all AP/PAP teachers throughout the school year | Campus Administration and Advanced Academic Coordinator | Professional learning documented in Eduphoria; Ongoing training in PLC's evidenced by PLC weekly documentation | | | | |
| 4) Provide opportunities for students (9th through 11th grade) to take the PSAT | Campus Administration, Counseling Staff and Advanced Academics Coordinator | Evidenced by the increase in number of students participating in the PSAT (data provided by the counseling staff) | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** Students will score 3, 4, or 5 on 55% of all AP exams taken.

**Summative Evaluation:** 2016 Advanced Placement performance:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Continue to facilitate alignment of rigorous PAP and AP curriculum | Campus Administration and Advanced Academic Coordinator | Evidenced by lesson plans, walk-throughs, and increase in advanced level student work in class and on AP exams | | | | |
| 2) Utilize differentiated instructional strategies that are rigorous and relevant to strengthen the quality of instruction in PAP, AP and dual credit courses | Campus Administration | Evidenced by professional learning (Eduphoria), lesson plans, walk-throughs, and increase in class grades and AP exams | | | | |
| 3) PAP and AP instructors will be required to attend Advanced Placement Institutes every three years to develop new and relevant instructional strategies | Campus Administration and Advanced Academic Coordinator | Documentation of AP Institute attendance | | | | |
| 4) All students will be exposed to rigorous curriculum in PAP and AP classes | Campus Administration | Lesson plans; walk-throughs; increase scores in class assessments as well as AP exams | | | | |
| ✔ = Accomplished　◑ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** The number of industry-recognized licensures and certifications will increase by 10% each year.

**Summative Evaluation:** Number of certifications/licensures earned in 2014-15 and 2015-16:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide avenues for CTE recruitment through open houses and meeting both at the home campus and at the BCTAL (during the school day and in the evening) | Campus Administration, Counseling Staff | Evidenced by sign in sheets at recruitment events; Increase in enrollment in CTE courses; Increase in the number of student who successfully take licensure tests in CTE classes | | | | |
| 2) Providing information to students regarding CTE licensure opportunities during graduation plan meetings with all students | Campus Administration and Counseling Staff | As documented on graduation plan form for each student | | | | |
| 3) Utilizing the Career Cruising college readiness software to provide information regarding CTE courses and certification and licensure opportunities. Continue to bring in college representatives for sessions to prepare our students for college | Campus Administration and Counseling Staff | Documentation from the Career Cruiser program showing the number of students accessing the software; Providing more opportunities to access the software by utilizing the library computers for student access (as documented by sign in sheets) | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** Eighty percent of graduates will meet requirements for the Recommended or Distinguished Achievement plans.

**Summative Evaluation:** Class of 2016 graduation plans:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Counseling staff will meet with every student to develop a detailed graduation plan (4X4). As appropriate, this plan will include a 4th year of both math and science and an endorsement; Parent contact will be made, as well | Campus Administration and Counseling Staff | Evidenced by the graduation plan documentation outlining the appropriate graduation plan for each student | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** At least 90% of all students will be on track to graduate within four years of entering high school as measured by credits earned and meeting standards on STAAR EOCs.

**Summative Evaluation:** Credits earned and STAAR EOC performance:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) All no-show students who attended BHS last year will receive some form of contact from the campus administrative team (phone call, home visit) | Campus Administration and Truancy Officer | Identifying no-show students and complete the required documentation to show an accurate account of all students through the PEIMS program | | | | |
| 2) Over age and under credited students will be identified and directed toward a program for accelerated learning or credit recovery | Campus Administration and Counseling Staff | Student graduation plans; parent meetings with admin. and counseling staff documenting Success Plans; Possible enrollment in the Shannon Learning Center when applicable; Documenting re-engagement strategies to encourage students to retune | | | | |
| 3) Students not present 90% of the time but who do not meet the 75% minimum will have a principal's plan for credit recovery developed | Campus Administration | Review of attendance records by asst. principals | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 9:** Each year, 2% of graduating seniors will attain some type of National Merit recognition.

**Summative Evaluation:** Class of 2016 National Merit recognitions:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilization of the College Board AP Potential Report based on PSAT scores to identify potential success in an AP class and identify National Merit Scholars | Campus Administration and Counseling Staff | Increase in National Merit recognition | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 10:** Each year, the average SAT and ACT scores of graduating seniors will exceed the national averages.

**Summative Evaluation:** Class of 2015 SAT/ACT performance:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) The District will provide a SAT boot camp for students that will be held during the school day at the high schools; This will occur once each semester | Campus Administration and Advanced Academics Coordinator | Sign in sheets; Letters home to parents regarding the importance of the strategies presented at the boot camp | | | | |
| 2) Incorporating SAT/ACT vocabulary and testing strategies in English, Math, Science and Social Studies coursework as applicable | Campus Administration | Lesson plans; walk-throughs; word walls | | | | |
| 3) Incorporating SAT/ACT vocabulary and testing strategies in English, Math, Science and Social Studies coursework as applicable | Campus Administration | Lesson plans; walk-throughs; word walls | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 11:** By the end of the school year, 70% of students in grade 9 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Teachers will use screener report to identify the skill deficiencies for each student; Teacher will group students and provide lab time to build individual learning path (monitor weekly targeted instructional strategies on identified skills | Campus Administration and Curriculum Dean | Evidenced through documentation in PLC; Lesson plans; Review of Student Use Report which shows student completion of targeted lessons; Data is used for RTI for initial tier placement | | | | |
| ✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 12:** By the end of the school year, 80% of students in grade 9 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Teachers will use screener report to identify the skill deficiencies for each student; Teacher will group students and provide lab time to build individual learning path (monitor weekly targeted instructional strategies on identified skills | Campus Administration and Curriculum Dean | Evidenced through documentation in PLC; Lesson plans; Review of Student Use Report which shows student completion of targeted lessons; Data is used for RTI for initial tier placement | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 13:** The overall district student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Students not present 90% of the time but who do not meet the 75% minimum will have a principal's plan for credit recovery developed | | | | | | |
| 2) Assistant principals will monitor student attendance 2X each week using attendance reports by grade level. Utilize truancy prevention measures for every student who has reached 3 unexcused absences. Contact all students who have excessive absenteeism based on weekly attendance reports | Campus Administration | As evidenced by improved attendance rates in all grade levels | | | | |
| 3) A parent/guardian letter will be sent to each student who has accrued three unexcused absences, 6 unexcused absences and 10 unexcused absences. Additional letters will be sent as needed and appropriate. The truancy officer will assist in Level II attendance meetings | Campus Administration and Truancy Officer | Improved attendance to target 96% | | | | |
| ✔ = Accomplished 　 = Considerable 　 = Some Progress 　 = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 14:** The overall campus staff attendance rate will be 96%.

**Summative Evaluation:** Munis records by six weeks

## Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Recognizing students exhibiting CORE values at the Outstanding Students of the 6 Weeks ceremonies. | All campus staff | Condcuting the small assemblies where students are being recognized by our staff that are exhibiting the CORE values identified by BISD. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✗ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Continuing the Principal Advisory Council (PAC) with sponsorship from the Chick-fil-A Leader Academy | Campus administration | Attend the Chick-fil-A Leader Academy at Byron Nelson High School in September 2015; adopt a spot road trash pick up through the city of NRH; create a PAC Community Service project by April 2016. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** Eighty percent of students in grades 9-12 will participate in school-based co-curricular or extra-curricular activities that extend beyond the academic core classes.

**Summative Evaluation:** District annual review of student participation, Spring 2016

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Create campus brochure of all campus clubs, organizations, and extracurricular programs and then promote these opportunities to students through our daily video announcements and daily e-newsletter. | Campus Administration | Increased student participation in co-curricular and extra-curricular programs. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✘ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Assistant Principal (Glenn Serviente) assigned to work with district safety audit liaison (Lori Dazey) to monitor the audit report and address identified areas of need appropriately. | Campus administration | Annual safety audit | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Science department adhering to all district science lab safety requirements & procedures | Campus administration, District science coordinator, campus science department chair | 100% of the science labs at BHS are found to be in compliance with district science lab safety requirements & procedures | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| **Strategy Description** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|
| | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Completing SafeSchools on-line training provided by the district by all of our staff members | Campus administration | 100% completion of SafeSchool training modules by all staff members | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** Achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Sending a daily Community Newsletter to inform various stakeholders of important high school news & announcements | Campus principal | Hawk Community Newsletter sent out daily through Constant Contact; informed community; feedback received through parent survey | | | | |
| ✔ = Accomplished  ◑ = Considerable  ◑ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 5:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grade 12:

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, BHS will establish a campus brand/mission statement, set campus improvement goals, and develop an annual campus improvement plan.

**Summative Evaluation:** Annual review of campus plan in plan4learning:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implementing a protocol for monitoring progress of campus plan throughout the school year. | Campus administration | Weekly administrator meetings conducted between principal, assistant principals, dean of instruction, and counselors where the campus plan and it's progress is reviewed continually throughout the school year; Formative reviews in November, January, March, and June. | | | | |
| 2) Dashboard data for BHS will be updated at the end of every six weeks grading period | Campus administration | Our Dean of Instruction will update our dashboard each six weeks that provides data to assist with monitoring student performance with academic achievement, staff attendance, and student discipline. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Jason Wells | Principal |
| Administrator | Phyllis Scott | Assistant Principal |
| Administrator | Alan Wallace | Dean of Instruction |
| Business Representative | George Rabel | AXA Advisors - Retirement Planner |
| Classroom Teacher | Luke Devlin | English Department |
| Classroom Teacher | Roger Garcia | World Languages Department |
| Classroom Teacher | Thomas Grimstad | Science Department |
| Classroom Teacher | Kelly Grossman | Social Studies Department |
| Classroom Teacher | Allison Hudak | Fine Arts Department |
| Classroom Teacher | Shelley Lofland | Special Education Department |
| Classroom Teacher | Jenny Welsh | Mathematics Department |
| Non-classroom Professional | Terri Ramsey | Guidance Counselor |
| Parent | Erin Powell | BHS PTSA President |

# Addendums

|  |  |
|---|---|
| **Campus:** | Birdville High School |
| **Safeguard(s) Missed:** | ELL Reading |
| **Problem 1 Statement:** | ELLs have a passing rate of 49% in Reading |
| **Annual SMART Goal:** | ELLs will have a passing rate of 60% in Reading |
| **Root Cause:** | Lack of systematic and targeted support to meet the linguistics needs of ELLs. |
| **Targeted Strategy to Address Root Cause:** | Implement Sheltered Instruction within STAAR/EOC tested subjects |

**Turnaround Principles Addressed by Strategy:**

- ☑ 1 - Strengthen instruction
- ☑ 2 - Use data to inform instruction
- ☐ 3 - Provide strong leadership
- ☐ 4 - Increase learning time
- ☐ 5 - Improve family/community engagement
- ☐ 6 - Improve school environment
- ☑ 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** Targeted ELL students will be scheduled into a sheltered class where they can receive targeted linguistic instruction from SIOP trained

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Provide sheltered instruction training for all EOC tested subjects | PLC/classroom visits provided weekly by district ESL coach and HS Dean of Instruction |  |  |  |
| 2) Sheltered teachers will receive training in language Domains |  |  |  |  |
| 3) Lesson plans will be monitored for inclusion of SIOP stragegies. |  |  |  |  |
| 4) ELL students will be hand scheduled into clustered classes taught by SIOP, ESL, and/or ELPS trained instructors |  |  |  |  |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** At least 75% of ELL students will score Level 2 on the November reading CBA.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Monitor students Reading benchamrks (BOY, MOY, and EOY). | Phonics, etc |  |  |  |

| | | | | |
|---|---|---|---|---|
| 2) Monitor student's Reading Screener data | Lexile scores | | | |
| 3) Utilization of sheltered instructional strategies and English language proficiency standards to scaffold instruction | | | | |
| 4) | | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** All sheltered students will receive instruction in an ESL Reading class.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Utilize technology programs for designated ELL students to assist in language acquisition | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** Teachers will be trained in the use of English Language Proficiency Standards (ELPS) during District professional learning

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Improve ELL writing skills with the use of scaffolding, ELPS, and instructional strategies (ie. graphic organizers and linguistic supports) | | | | |
| 2) SIOP Component - Formative Assessments on daily content objective | Lesson Plans | | | |
| 3) | | | | |
| 4) | | | | |

| | |
|---|---|
| **Campus:** | Birdville High School |
| **Safeguard(s) Missed:** | Special Education Students Reading |
| **Problem 2 Statement:** | Special Education Students have a passing rate of 37% in Reading |
| **Annual SMART Goal:** | Special Education Students will have a passing rate of 60% in Reading |
| **Root Cause:** | Lack of systematic and targeted support to meet the linguistics needs of Speci |
| **Targeted Strategy to Address Root Cause:** | Utilize STAR Reading Screener to identify and monitor the lexile level of all stu content area classes by providing hands-on activities, models, appropriate mc GEN-ED teachers (co-teaching partners) will participate in common PLCs to ar collaborate resources and increase teacher pedagogy. |

**Turnaround Principles Addressed by Strategy:**

- [x] 1 - Strengthen instruction
- [x] 2 - Use data to inform instruction
- [ ] 3 - Provide strong leadership
- [ ] 4 - Increase learning time
- [ ] 5 - Improve family/community enga
- [ ] 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** Assess every student's Lexile score.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? |
|---|---|---|
| 1) Every student grades 9-11 will take the reading screener. (BOY, MOY and EOY) | Lexile Score - Assign skills focused lessons based on screener data. | |
| 2) | | |
| 3) | | |
| 4) | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** Analyze student data, align instructional practices, collaborate resourc

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? |
|---|---|---|
| 1) Special education teachers and general education teachers (co-teachers) will participate in common professional learning communities and collaboration teams | PLC documentation and student achievement on local district and state assessments | |
| 2) Extra academic support for SPED students in core classes | Classroom observation of hands-on activities, models, appropriate modifications, and accommodations | |
| 3) | | |
| 4) | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** Increase support for students with disabilities.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? |
|---|---|---|

| | | |
|---|---|---|
| 1) Increase inclusion teacher support in the general education setting | Professional learning as documented in Eduphoria; Support provided during PLC planning | |
| 2) | | |
| 3) | | |
| 4) | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** Track student progress and individual needs.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? |
|---|---|---|
| 1) Utilize special education student caseworkers | Evidence of IEP implementation and student work samples. | |
| 2) | | |
| 3) | | |
| 4) | | |

ial Education Students

idents; provide extra support for SPED students in core
odifications, and acommodations.  SPED teachers adn
halyze student data, align instructional practices,

☑ 7 - Ensure effective teachers

gement
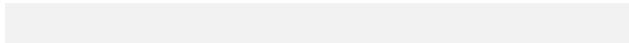
| On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|
|  |  |
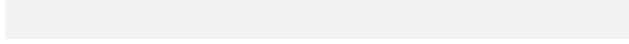
es and increase teacher pedagogy.
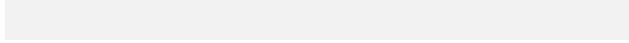
| On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|
|  |  |

| On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|

| On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|
| | |

# Birdville Independent School District

# Shannon High School

# 2015-2016 Campus Improvement Plan



Shannon High School
Campus Improvement Plan
2015 - 2016

Shannon High School * 6010 Walker Street
Haltom City 76117 * 817-547-5400

# Mission Statement

*All students will succeed in a future they create.*

# Vision

*Through meaningful work in an alternative setting we engage and encourage students to reach their full abilities academically, emotionally, socially, and physically.*

# Value Statement

- *We believe every student needs to feel safe and secure in the school environment.*
- *We believe every student should be made to feel significant to self and others in the school environment.*
- *We believe all students should be given every opportunity to build competency in their academic endeavors.*
- *We believe all students should be encouraged to develop a sense of awareness about their present situation and possibilities for their future success.*

# Table of Contents

# Comprehensive Needs Assessment

## Needs Assessment Overview

The Shannon High School is an alternative high school program in the Birdville Independent School District that focuses on meeting the needs of students at risk of dropping out. SHS accepts students in grades 9-12.  The primary criteria for enrollment is for students over -age and under-credits required to be on-track for graduation within the normal time frame. The SHS has students with a median age of 17.75 years and enroll with an average of 16 credits. Many of the students are parents, and 65% of the students work 20 hours or more a week. (9% work 40+ hours per week.)

While academics are critical to our mission, research is clear that the quality of relationships established between students and school is a significant factor in preventing and recovering dropouts.  Quality relationships between our students and staff at the Shannon High School  are built on a foundation of helping students feel secure, significant, and competent.  Meaningful relationships must be created between staff and students which are real, consistent, and demonstrate the highest standard of appropriate maturity and decision-making.  The individuals who play the most vital role in the success of this effort are our counselors and teachers.

The Shannon High School counseling staff are keenly aware of the importance of collaborating with parents to help students be successful.  However, there are two major components that make the SHS unique in regards to parent involvement.  Typically the SHS student body has a higher median age of students and many of the students are themselves parents.  As a result, the SHS counselors and administration rely on input from our adult students as well as input from their parents.  Keeping our unique population in mind, the counseling team continues to work throughout the year to update methods of communication with both students and, where appropriate, their parents.  The parent and student collaboration continues with the counseling staff using personal, print,  and, electronic methods in its communication efforts.

Individual academic and career planning with parents and students occur several times throughout the school year.  The first time is during the students' interview process for enrollment. SHS counselors have personal meetings with students and parents to discuss the students' future goals and their academic needs.  Twice a year, the SHS hosts an open house for parents and students to meet with the counselors and teachers concerning students' academic, social, and personal progress and graduation needs.  Our plan for 2015-16 are to start a PTSA.

School Climate and Safety

The Shannon High School philosophy for addressing school climate and safety is firmly entrenched in the broader concepts of providing our students with security, significance, and competence.  Shannon counselors play a vital role in guaranteeing that these concepts are implemented daily to insure the best possible school climate and safety, thereby promoting a positive environment that positively impacts student success.

The most fundamental measure of the climate of any school relates to whether students feel safe in their environment.  If a student feels unsafe at school,

then there is little chance that they can focus on graduation or academic work and all the efforts of school staff are for naught.  The primary objective of the Shannon counseling department is to use tools such as CORE, ROPES, and PIP to guarantee students feel safe in their environment.

Numerous surveys are taken during the year.
Staff, Parent & Student Surveys are included as addendum with this Plan.

Below is the survey re: staff perceptions of overall campus operations.

Staff Survey Re: Campus Operations:

Do you feel that you are aware of Mr.
Farr's expectations regarding your overall
job performance?

100% Yes

Do you have the materials, supplies, and
technology you need?

Teaching Resources     57% Always

General Supplies        83% Always

Technology              56% Always

Are you aware of the campus goals and
the areas that you are responsible for?

Yes   97%

When were you last given any feedback
on your job performance?

This week     48%

Last Week     24%

None Yet This Year     21%

If you have been given feedback
regarding your job performance, has it been
meaningful or useful?

Yes 93%

Do Mr. Farr and Mr. Darr provide you
with enough communication regarding day-to-day
events?

Yes 95%

Do you feel safe on this campus?

Yes     95%

Is your room cleaned to your
satisfaction on a regular basis?

Yes     100%

Do you feel you have a voice in the
overall operation of the school?

Yes Ofter     39%

Sometimes     47%

Rarely     8%

Never     6%

Do you feel your concerns, opinions,
and input are taken seriously by the
campus administration?

Yes Often   50%

Sometimes   39%

As the INSTRUCTIONAL LEADER of
this campus, what GRADE would you give
Mr. Farr?

A   65%

B   24:

C   11%

F    0%

# Demographics

## Demographics Summary

The Shannon High School is an alternative high school program in the Birdville Independent School District that focuses on meeting the needs of students at risk of dropping out. Starting this year Shannon High School has students with a median age of 17.75 years and enroll with an average of 16 credits. 67% of the students work 20 hours or more a week. (9% work 40+ hours per week.)

The ethnic/racial breakdown of incoming students for the first quarter of 2015-16 is

- 45% Hispanic,
- 42% White,
- 5% Asian, and
- 7% Black.

## Demographics Strengths

Although we add new students and have students graduating every nine week term, our population is very stable once a student is enrolled. There are very few students who leave because they have changed residency. This allows students to stay and complete their education once they have enrolled on this campus.

## Demographics Needs

By definition, our greatest need is the fact that Shannon students are at-risk and this campus is a Tier Two intervention. This requires a level of attention to student needs in a wide range of social, emotional, physical, and academic areas.

A comprehensive Student Satisfaction Survey is conducted twice each year. The Spring 2015 survey is attached to this survey.

# Student Achievement

**Student Achievement Summary**

For the 2014-15 School Year our Passing Rates After First TAKS Re-Test (October) were:

- ELA: 60%
- Math: 54.5%
- Science: 33.3%
- Social Studies: 75%

Passing Rates After the Retest Administration of TAKS (March/April):

- ELA: 50%
- Math: 20%
- Science: 83.3%
- Social Studies: 100%

Students new to SHS for 2015-16 School Year still needing to pass EOcs

- Eng I: 34
- Eng II: 56
- Alg I: 22
- Bio: 16
- History: 63

The completion rates for each quarter (figured by number of students on first day and last day of each quarter) were:

- First Quarter: 98%
- Second Quarter: 97%
- Third Quarter: 93%
- Fourth Quarter: 92%

**Student Achievement Strengths**

Student Survey Results from Spring 2015:

- 86% Shannon provides a positive environment in which I feel accepted and welcome.
- 86% The staff at Shannon holds high standards and demands quality work.
- 83% My teachers make their expectations very clear and I know what my final work product should be and exactly how I am being graded on all assignments.
- 83% My teachers make learning exciting and encourage me to continue my education.
- 71% My teachers post specific lesson objectives and I know exactly what I am expected to learn in every class each day.
- 82% (most of the time) I am highly involved and engaged in my lessons.

**Student Achievement Needs**

Incoming Freshmen needing to take EOCs:

- Eng I:    13 out of 21
- Eng II:   20 out of 21
- Alg I:    15 out of 21
- Bio:      12 out of 21
- History: 20 out of 21

Other than History, these goals reflect test results for courses taken at the students home campus or through the online Compass Curriculum at Shannon.  The results seem to indicate that pure independent study for our students is not effective.  We must provide a teacher to monitor and track students progress in online for full credit courses.

# School Culture and Climate

**School Culture and Climate Summary**

Student Survey Results:

- 68% of students feel Shannon provides an environment free from bullying and harassment.
- 72% of students feel Shannon provides an environment in which they do not worry about their personal safety.
- 67% of students report they are unaware of gangs or gang activities at Shannon.
- 85% of students feel the administration of Shannon is supportive and helpful.
- 58% of students feel Shannon provides a drug free environment.
- 69% of students feel the discipline at Shannon is fair and consistent

**School Culture and Climate Strengths**

92% of Shannon students state that attending Shannon helps them stay in school and work toward their diploma.

63% of Shannon students give Shannon a grade of "A"

36% of Shannon students give Shannon a grade of "B"

85% of Shannon students state they honestly try their best

**School Culture and Climate Needs**

62% of students say if they dropped out of school it would be because they need to get a job to support themselves or their family.

32% of students say if they dropped out of school it would be because they are frustrated by the work.

21% of students say if they dropped out of school it would be because they cannot pass TAKS.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All staff are Highly Qualified in their teaching assignments.

## Staff Quality, Recruitment, and Retention Strengths

Historically, Shannon has a stable staff with little turnover.

Purposeful efforts are made to address staff morale.

Last year Shannon had:

4 retirements

2 resignations

## Staff Quality, Recruitment, and Retention Needs

This year campus admin is asking teachers and EAs to consider adding certifications and Levels of Training (EAs).

Mr. Farr would particularly like to see every teacher become ESL certified.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

All staff use eduphoria software.

Lesson plans are based on BISD Learning Platform and monitored weekly by the campus administration

Dimensions measured in TESS campus survey targets priorities for Professional Development:

| Teacher   Self-Perceived High Competence w/ Dimension | DIMENSION   FROM RUBRIC | DESCRIPTOR |
|---|---|---|
| | **#6 Priority: Campus Professional Development** | |
| 86% | Dimension 3.1 | *Classroom Environment, Routines, and Procedures The classroom is safe, accessible to all students, and organized in a manner which supports the instructional methods and   activities* |
| 82% | Dimension 3.2 | *Managing Student Behavior The   instructor anticipates and intervenes in inappropriate behaviors and   consistently encourages and reinforces appropriate behavior subtly and   swiftly* |
| | **#5 Priority: Campus Professional Development** | |

| 77% | Dimension 3.1 | *Classroom Environment, Routines, and Procedures Routines and procedure clearly in place, understood,  and followed as evidenced by efficient transitions between activities/objectives* |
|---|---|---|
| 75% | Dimension 1.1 | *Standards and Alignment Aligning goals with State content standards* |
| 75% | Dimension 1.1 | *Standards and Alignment Planning lessons that are sequenced* |
| 75% | Dimension 1.2 | *Data and Assessment Using  informal assessments to monitor student progress* |
| 74% | Dimension 2.4 | *Communication The instructor  recognizes when students become confused or disengaged and intervenes appropriately considering academic/social/emotional needs* |
| 71% | Dimension 1.1 | *Standards and Alignment Designing lessons that are relevant to students* |
| 71% | Dimension 1.3 | *Knowledge of Students Planning  lessons that connect prior student knowledge and experiences* |
| | **#4 Priority: Campus Professional Development** | |

| 68% | Dimension 3.2 | *Managing Student Behavior  Student behavior clearly demonstrates that a district, campus, or classroom  management system is in place and is understood and followed by students* |
|---|---|---|
| 68% | Dimension 3.3 | *Classroom Culture Students are  consistently engaged in relevant, meaningful learning* |
| 65% | Dimension 2.4 | *Communication There is regular  monitoring of the degree and quality of student participation during every  class* |
| 65% | Dimension 2.5 | *Monitor and Adjust Classroom  behavior of students offers evidence that the instructor has established rules/consequences, has set a standard for engagement, and students are  familiar and meet the expectations* |
| 64% | Dimension 3.1 | *Classroom Environment, Routines, and Procedures Very little teacher direction is needed for students  to participate and manage supplies and materials* |

| 62% | Dimension 1.4 | *Activities Designing lessons in which all activities, resources, and materials are aligned to the instructional objective* |
|---|---|---|
| 61% | Dimension 2.2 | *Content Knowledge and Expertise Instruction conveys accurate content knowledge in multiple contexts* |
| 61% | Dimension 2.5 | *Monitor and Adjust The teacher purposely and consistently solicits input from students in order to modify and adjust instruction* |
| | **#3 Priority: Campus Professional Development** | |
| 57% | Dimension 2.5 | *Monitor and Adjust The teacher adjusts instruction as appropriate to maintain student engagement* |
| 54% | Dimension 1.2 | *Data and Assessment Analyzing data to diagnose areas needing remediation/re-teaching* |
| 52% | Dimension 1.2 | *Data and Assessment Using best practices to communicate feedback to students, parents, and colleagues* |

| | | |
|---|---|---|
| 52% | Dimension 2.3 | *Communication Using instructional practices which provide the majority of students opportunities to communicate effectively with the teacher and peers* |
| 50% | Dimension 1.2 | *Data and Assessment Using formal assessments to monitor student progress* |
| **#2 Priority: Campus Professional Development** | | |
| 48% | Dimension 2.3 | *Communication Instructional practices encourage two-way communication in a variety of ways (written, verbal, acted, etc.)* |
| 48% | Dimension 2.1 | *Achieving Expectations Persisting with a lesson until most students demonstrate mastery* |
| 45% | Dimension 3.3 | *Classroom Culture Students own their behavior and work respectfully in groups or individually* |
| 45% | Dimension1.1 | *Standards and Alignment Designing lessons that are appropriate for diverse learners* |
| 43% | Dimension 2.3 | *Communication Using wait time, discussion starters, and questions which promote higher order responses and provokes discussion* |

| 43% | Dimension1.1 | *Standards and Alignment Designing lessons which appropriately integrate the use of technology* |
|---|---|---|
| 43% | Dimension 2.1 | *Achieving Expectations Lessons set clear academic expectations that challenge students* |
| 43% | Dimension 2.1 | *Achieving Expectations Consistently identifying student mistakes, addressing them, and following through to ensure mastery* |
| 43% | Dimension 2.2 | *Content Knowledge and Expertise Anticipating and addressing possible student misunderstandings* |
| 43% | Dimension 2.3 | Communication *Ability to recognize student misunderstandings and respond with array of techniques to clarify concepts* |
| 42% | Dimension 1.3 | *Knowledge of Students Planning lesson adjustments that identify student strengths and gaps in background knowledge and/or life experiences and skills* |
| 42% | Dimension 1.4 | *Activities Designing lessons that are high in rigor* |

| 42% | Dimension 1.4 | *Activities Designing appropriate instructional grouping arrangements based on needs of individual learners* |
|---|---|---|
| | **#1 Priority: Campus Professional Development** | |
| 39% | Dimension 2.2 | *Content Knowledge and Expertise Instruction provides opportunities to use different types of thinking (analytical, practical, creative, research-based...)* |
| 39% | Dimension 2.4 | *Communication Instruction seamlessly incorporates differentiation and adapts to the individual needs of every student* |
| 35% | Dimension 2.1 | *Achieving Expectations Providing students opportunities to take initiative of their own learning* |
| 35% | Dimension 2.2 | *Content Knowledge and Expertise Instruction integrates lesson objectives with other disciplines* |
| 33% | Dimension 1.4 | *Activities Designing and using questions that cause students to engage in complex, higher-order thinking* |

| 33% | Dimension 1.4 | *Activities Designing lessons which results in student ownership of their learning* |
|---|---|---|

**Curriculum, Instruction, and Assessment Needs**

See TEA Safeguard Plan Addendum

# Family and Community Involvement

**Family and Community Involvement Summary**

The quality of customer service I receive at Shannon is:

| Excellent | Good | Fair | Poor |
|-----------|------|------|------|
| 83% | 17% | | |

I believe Shannon is a secure school and my student is safe when attending.

| Agree | Disagree |
|-------|----------|
| 96% | 4% |

The counseling staff offers support, encouragement, beneficial and useful guidance to my student.

| Agree | Disagree |
|-------|----------|
| 100% | |

My student is treated with dignity and respect by the Shannon staff.

| Agree | Disagree |
|-------|----------|
| 100% | |

My student appears to be happy at Shannon.

| Agree | Disagree |
|-------|----------|
| 100% | |

I believe Shannon is helping to keep my student in school and to eventually earn his/her diploma.

Agree        Disagree

100%

My student appears to be informed and aware of what he/she needs to accomplish in order to graduate.

Agree        Disagree

100%

Communication between parents and staff at Shannon is effective.

Agree        Disagree

100%

I believe the teachers at Shannon have set high standards and expectations for my student.

Agree        Disagree

100%

My biggest concern for my student at Shannon is:

| Their attendance | Their grades | Their behaviors |
|---|---|---|
| 35% | 50% | 15% |

**Family and Community Involvement Strengths**

Surveys indicate high support.  But we have little involvement from parents due primarily to age and family dynamics of students.

**Family and Community Involvement Needs**

Two Open Houses are held each year.

Attendance is low at parent-centered meetings and this is a an area in need of improvement.

Goals this year include opening Access Point to parents at night, and starting a PTSA.

Parent Collaboration

The Shannon High School staff are keenly aware of the importance of collaborating with parents to help students be successful. However, there are two major components that make the SHS unique in regards to parent involvement; in the current academic year, the SLC student body had a median age of 17.75 years, and some of the students are themselves parents. As a result, the SHS staff and administration rely on input from our adult students as well as input from their parents. Keeping our unique population in mind, the staff continues to work throughout the year to update methods of communication with both students and, where appropriate, their parents. The communication and collaboration with students and parents includes using personal contact, print, electronic methods, and social media.

Our Guidance Counselor discusses guidance curricula with parents and students as they enter the SHS. The counselors meet face to face with them and discuss items that will be presented to them throughout the year in their PIP classes and during their ROPES activities. These meetings allow for open communication between parents, students, and counselors. The counseling staff also posts guidance curriculum items on the school's website to which all parents and students have access.

Given the non-traditional nature of the SHS as an alternative campus, the staff are also highly invested in the emotional well-being of the student body.

Individual academic and career planning with parents and students occur several times throughout the school year. The first time is during the students' interview process for enrollment. SHS counselors have personal meetings with students and parents to discuss the students' future goals and their academic needs. Twice a year, Shannon High School hosts an open house for parents and students to meet with the staff concerning students' academic, social, and personal progress and graduation needs.

Given the wide variety of counseling services offered to Shannon students, it is imperative that parents are fully apprised of the counseling materials employed in assisting their students. Consistent with the Texas Education Code section 33.004(b), the SHS provides numerous resources for parents to view counseling curricula and other material used with students. These include the extensive intake interview that all students and their parents must attend in order to matriculate at the SHS; online parent access through the district and SHS websites (including those maintained by each teacher at Shannon); curriculum development packets; and regular office hours.

# School Context and Organization

# Technology

**Technology Summary**

81% of Shannon students feel the campus provides opportunities to learn and apply a wide range of technology applications to their education.

42% of Shannon students have taken Compass Learning for full credit

57% of Shannon students have taken Compass Learning for credit recovery.

74% of students stated that Compass lessons were beneficial

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

- Section 504 data
- Homeless data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

## Support Systems and Other Data

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** 1.1 Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** Through the implementation of district and campus goals and practices based on current educational research, students will attain a higher level of academic achievement.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3<br><br>1) Teachers will implement VOCABULARY strategies across all subjects.<br><br>Teachers work on vocabulary objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs. | Administrators and Teachers | % of correct answers on est items heavy on vocabulary will improve in all subject areas<br><br>Targeted planning and walkthroughs with focus on reading skills being taught.<br><br>PLC agendas | | | | |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 3<br><br>2) Written individualized plans to address specific standards of students who failed and subject area EOC.<br><br>Care Team Meetings on all students failing due to academic reasons. | Administrators and Teachers<br><br>Care Team | Improvement in individual student STAAR data: reaching II or III plus VALUE ADDED point gain over past tests<br><br>Admin team and coaches conduct walkthroughs to provide feedback on implementation and ensure inter-rater reliability. | | | | |

| | | |
|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3<br><br>3) Implement Strategies from Core Subject TIER I formats:<br><br>Teachers work on core subjects objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs.<br><br>Instructional focus will be on District identified Priority Instructional Models:<br><br>Vocabulary<br>Workshop Models (Whole-Part-Whole, UPS for Problem Solving)<br>Questioning Strategies to push higher level inquiry and thinking<br>Guided Reading<br>Close Reading (Three Kinds of Training) | Administrators & Teachers | Forethought plans and walkthroughs documented, filed, discussed with teachers during coaching sessions<br>On files in teacher and student PIP folders<br>PLC minutes, agendas, sign-in sheets<br>Walk through documentation |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 4<br><br>4) We will increase the participation rate on EOCs to 95% by:<br>A) Week before tests, students will all have conferences with staff re: importance of test and attendance.<br>B) Day before each test, individual students will be personally contacted and reminded to be present.<br>C) Day of test, "problematic" students will be called at 7am.<br>D) Day of test, phone bank will call absent students and attempt to get students to school. | Admin, Attendance Clerk, Secretary, Counselors | 95% participation rate in all EOC administrations. |

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

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Campus #012
October 16, 2015 1:56 pm

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** 1.2 By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** Through the implementation of campus strategies and practices based on current educational research in the area of special education, students receiving special education services will attain a higher level of academic achievement.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 7 | PLC and Care Team Members | Progress reports and IEP Reviews will verify grades and academic growth showing value added. | | | | |
| 1) PLCs and Care Teams will identify all sped students failing any core subject class. Staff must verify IEPs are being implemented properly; calling for new ARD if current plan in inadequate. | Funding Sources: 199 - General Funds | | | | | |
| 2) Innovation of teaching strategies will be shared with staff in the newsletter. The PIES system will be used to reward teachers/classes for Progressive Innovative Educational Strategies (PIES) | Admin | Based on walk throughs and observations, when in the judgement of the campus admin a teacher is imlementing a new and innovative strategy, an award will be granted to the teacher (and possibly the class) | | | | |
| | Funding Sources: 199 - General Funds - $500.00 | | | | | |
| 3) A teacher incentive program called Continuous Academic Knowledge Expansion will encourage teachers to participate in Professional Development. Rewards are given for each 6 credits earned on personal time...value of reward increasing with each incremental level (6, 12, 18...) | Principal | eduphoria portfolio contains documented hours. Rewards are given for each 6 credits earned on personal time...value of reward increasing with each incremental level (6, 12, 18...) | | | | |
| | Funding Sources: 199 - General Funds - $500.00 | | | | | |
| 4) Teachers will be encouraged to create portfolios and create their own Personal Learning Network. (Will Richardson, Eric Sheninger models) Mr. Pekurney will provide staff training | Admin and Staff | Documentation provided by staff at summative eval showing invlovement with networking and use of a PLN | | | | |
| | Funding Sources: 199 - General Funds - $100.00 | | | | | |
| 5) A TAKE 10 initiative will be put in place which encourages teachers to arrange to visit other classrooms for a 10 minute observation. Observation follow-up is documented for new ideas teachers saw and want to copy. | Teachers | Documentation provided by teachers at summative eval showing visits made and ideas gained for use from other staff | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** 1.3 At least 60% of English language learners will meet STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** Through the implementation of district and campus goals and practices based on current educational research in the area of English language learners, students receiving ESL services will attain a higher level of academic achievement.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| **Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 7<br><br>1) Staff will identify LEP students and monitor their individual progress in each subject area.<br><br>2)Appropriate training for staff in SIOP implementation.<br><br>3)Instructional focus will be on District identified Priority Instructional Models:<br><br>Vocabulary<br>Workshop Models (Whole-Part-Whole, UPS for Problem Solving)<br>Questioning Strategies to push higher level inquiry and thinking<br>Guided Reading<br>Close Reading (Three Kinds of Training) | Admin and Staff<br><br><br><br>ESL / BL District Consultants. | Progress reports and LPAC Reviews will verify grades and academic growth showing value added.<br><br><br>Training documents, sign in sheets. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** 1.7 50 percent of SHSH graduates will meet requirements for the Recommended Plan

**Summative Evaluation:** Incoming student transcripts, age, time left to graduate, and motivation factors will be used to determine placement on Minimum or Recommended Plan,

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Through the implementation of the students' graduation plans, the percentage of SHS students meet the requirements for the Recommended or Distinguished Achievement Plans will increase from 8% to 18%. | Counselor | Student Transcripts and Individual Graduation Plans. | | | | |
| ✔ = Accomplished ◓ = Considerable ◓ = Some Progress ◯ = No Progress ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** 1.12 By the end of the school year, 80% of students in grades K-9 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Freshman at Shannon will achieve screener scores at 40th percentile.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Screener put in place. | Admin, Math Staff, Consultants | 9th graders will reach 40% on screener | | | | |
| Implement Strategies from Core Subject TIER I formats:<br><br>Teachers work on math objectives and strategies during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs.<br><br>Instructional focus will be on District identified Priority Instructional Models:<br><br>Vocabulary<br>Workshop Models (Whole-Part-Whole, UPS for Problem Solving)<br>Questioning Strategies to push higher level inquiry and thinking | | Funding Sources: 199 - General Funds - $500.00 | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** 1.14 By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Class goals will be posted and maintained.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide professional learning, time in PLCs, and resources to enable staff to implement developing class level goals for all their classes. | Principal, Consultants, PLC Chairs | Agendas and reports from PLCs | | | | |
| Funding Sources: 199 - General Funds - $1000.00 | | | | | | |
| **Critical Success Factors** CSF 1 CSF 2 CSF 4  2) Monitor Forethought online curriculum and provide feedback to staff as needed to insure 100% compliance within established expectations. Using matrix for Expectations For Learning, teachers will move from Level III to Level IV | Principal and Assistant Principal | Create check forms to help monitor and provide feedback to staff on quality of lesson plans. Walk-Throughs with periodic PD sessions to discuss observations, look at exemplars, and document improvement | | | | |
| **Critical Success Factors** CSF 1 CSF 7  3) Provide support, resources and technology tools to utilize identified structures and strategies in classroom instruction | Campus Admin, C&I, Tech Dept | 100% of teachers will document structures and strategies in Forethought and demonstrated alignment and use per periodic walk-through observations | | | | |
| | | Funding Sources: 199 - General Funds - $3000.00 | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** 1.15 By the end of the 2015-2016 school year, 100% of students in designated (pilot) classrooms will develop and monitor individual goals in the area of academics.

**Summative Evaluation:** 100% of all students will be able to demonstrate their written personal learning goals with tangible publications, work products, and portfolios

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide professional learning, time in PLCs, and resources to enable staff to implement strategies to guide students in setting goals and monitoring personal learning and progress for all their classes. | Staff | Posted goals, individual student portfolios (possibly electronic) | | | | |
| ✔ = Accomplished 　 = Considerable 　 = Some Progress 　 = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** 1.16 The overall district student attendance rate will be 96%.

**Summative Evaluation:** The average ADA of all four quarters will meet / exceed 90%

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Students with four or more unexcused absences will meet with the Assistant Principal<br>Strategies for "Green Folders" will be utilized in conjunction with Truancy Officers and Campus Admin | Attendance Clerk, Assistant Principal | As measured by Campus Continuous Improvement Benchmark data, students will have an ADA of 90% or higher for the four quarters of the 2015-2016 School Year. | | | | |
| 2) Various incentives will be offered to encourage regular daily attendance, including: gift cards each quarter, weekly coupons, and random ID card rewards. | Assistant Principal | Record of activities hitting targeted strategy #1 above | | | | |
| | Funding Sources: 199 - General Funds - $1000.00 | | | | | |
| 3) Teachers will keep Contact Logs and turn them in weekly showing contacts and attempts to contact parents of absent students. | Assistant Principal | As measured by Campus Continuous Improvement Benchmark data, students will have an ADA of 90% or higher for the four quarters of the 2014-2015 School Year. | | | | |
| 4) The campus will have a completion rate of 95% each quarter of 2015-2016. | Campus Admin and Counselors | As measured by Campus Continuous Improvement Benchmark data, students will have a Completion Rate of 95% or higher for the four quarters of the 2015-2016 School Year. | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 9:** 1.17 The overall district staff attendance rate will be 96%.

**Summative Evaluation:** Staff at SHS will be in attendance 96% of work days.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Staff attendance will average above 96% for each reporting period. The principal will run a report and monitor staff attendance every morning. Any staff member with more than 10 absences will be required to file in Aesop AND call the principal personally to report additional absences. Incentives will be offered for teachers with 100% attendance each quarter. | Principal | Staff attendance will average above 96% for each reporting period. | | | | |
| | | Funding Sources: 199 - General Funds - $1000.00 | | | | |
| ✔ = Accomplished　◕ = Considerable　◖ = Some Progress　⬤ = No Progress　✘ = Discontinue | | | | | | |

# Goal 2: All students will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** 2.1 By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Goals will be developed and posted in each classroom.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Each PIP class will discuss and set goals for CORE values. | PIP Staff | Goals posted in view | | | | |
| ✔ = Accomplished | = Considerable | = Some Progress | = No Progress | ✖ = Discontinue | | |

**Goal 2:** All students will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** 2.2 By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service.
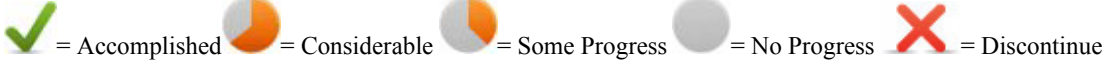
**Summative Evaluation:** SHS students will participate in a variety of community service events, such as blood drives, open houses, etc.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Program called Pay It Forward is in place and will collect information as to how students fullfill 20 hours community service requirement each year | PIP Staff | 98% of all students will meet the 20 hours requirement. | | | | |
| 2) All students will document five hours of community service each quarter. Every teacher will document CORE and DAVE lessons. | Personal Improvement Period teachers | | | | | |
| | Funding Sources: 199 - General Funds - $500.00 | | | | | |
| 3) We will expand and enhance unique learning opportunities through strategic partnerships both inside and outside the district. | Campus Admin, SpEd Teachers, DAEP staff, SHS staff | Records of guest speakers, community involvement (plan one community involvement event), document hours at local business (Big Lots, ABG), PIP classes monitor 20-hour requirement for Community Service by SHS students. | | | | |
| | Funding Sources: 199 - General Funds | | | | | |
| ✔ = Accomplished       = Considerable       = Some Progress       = No Progress   ✖ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** 3.1 All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Summative Evaluation 1: 90+% of students will report that: 1) they feel safe from bullying and harassment at Shannon; 2) Shannon provides a drug-free environment; 3) Shannon aggressively discourages use of tobacco, alcohol and all illicit drugs; 4) Discipline is fair and consistently applied; 5) the counseling staff offers meaningful help; and 6) the Shannon facility is well maintained and kept clean.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) There will be fewer than 3 discipline referrals to the office per week. | Assistant Principal | As measured by Campus Continuous Improvement Benchmark data, there will be fewer than 3 discipline referrals to the office per week. Research a Discipline plan for campus-wide use. (Boys Town, CHAMPS, etc). Provide training in order to have plan in place for 2016-17 school year. | | | | |
| 2) Through the use of ROPES activities, Why Try? discussions, PIP class activities, assemblies, and CORE activities, and 100% Support Forms, self-discipline, team-building, anti-violence, and anti-bullying strategies will be emphasized. DAVE Lessons will be implemented in classes each quarter. | PIP teachers, Counselors, Campus Administration | As measured by Campus Continuous Improvement Benchmark data, there will be fewer than 3 discipline referrals to the office per week. | | | | |
| | | Funding Sources: 199 - General Funds - $1000.00 | | | | |
| ✔ = Accomplished  ◓ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** 3.2 All science labs will meet the district's safety requirements.

**Summative Evaluation:** Science labs at SHS comply with state and district safety standards.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Inspections of Science Room will be performed by Campus Admin and District Consultant<br><br>Any safety issues will be reported to B&G the same day they are noticed<br><br>Safety signage and equipment will be kept updated. | Campus Administration, District Consultant, Science Teacher, Custodians | No safety issues, no injuries or damage during the year. Students report feeling safe on surveys. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** 3.3 At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Students and staff will complete surveys indicating they feel safe at school.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Through PIP activities, DAVE Lessons, CORE, ROPES, and Why Try sessions combined with quarterly surveys student input will be gathered to evaluate the effectiveness of anti-bullying, anti - alcohol and drug use, and anti-violence discussions and activities. | PIP teachers, counselors | 90+% of students will report that: 1) they feel safe from bullying and harassment at Shannon; 2) Shannon provides a drug-free environment; 3) Shannon aggressively discourages use of tobacco, alcohol and all illicit drugs; 4) Discipline is fair and consistently applied; 5) the counseling staff offers meaningful help; and 6) the Shannon facility is well maintained and kept clean. | | | | |
| ✔ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ❌ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** 3.4 All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** All students at SHS are encouraged to engage positively with the outside community.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Program called Pay It Forward is in place and will collect information as to how students fulfill 20 hours community service requirement each year | PIP Staff | 98% of all students meet the requirement of 20 hours community service each year | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 5:** 3.5 At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Students will report their learning needs were met by way of formal evaluation, such as completion of a survey, or informal evaluation, such as talking with staff members.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Student input will be gathered to evaluate their perception of educational success. | Teachers, Administration | Quarterly student surveys, PIP activities | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** 4.1 In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Each department and classroom will develop mission statements and goals and have them posted.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide professional learning, time in PLCs, and resources to enable staff to implement developing class level mission statements and goals for all their classes. | Admin, Classroom Teachers | Goals Evident in all classrooms | | | | |
| 2) Continue to address climate to enhance OHI data through regular communication (Newsletters, emails) and surveys | Admin | Future OHI data will remain in levels from previous years | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Teachers will implement VOCABULARY strategies across all subjects. Teachers work on vocabulary objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs. |
| 1 | 1 | 3 | Implement Strategies from Core Subject TIER I formats: Teachers work on core subjects objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs. Instructional focus will be on District identified Priority Instructional Models: Vocabulary Workshop Models (Whole-Part-Whole, UPS for Problem Solving) Questioning Strategies to push higher level inquiry and thinking Guided Reading Close Reading (Three Kinds of Training) |
| 1 | 1 | 4 | We will increase the participation rate on EOCs to 95% by: A) Week before tests, students will all have conferences with staff re: importance of test and attendance. B) Day before each test, individual students will be personally contacted and reminded to be present. C) Day of test, "problematic" students will be called at 7am. D) Day of test, phone bank will call absent students and attempt to get students to school. |

# 2015-2016 Campus Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Admin | Greg Farr | Principal |
| Admin | Richard Darr | Asst Principal |
| Classroom Teacher | Paulette Bangert | Math Dept Chair |
| Classroom Teacher | Marsha Brewster | Eng Dept Chair |
| Classroom Teacher | Stacey Edwards | DAEP REP |
| Classroom Teacher | Bindu Kunju | Sci Dept Chair |
| Classroom Teacher | Amy Parker | SpEd Teacher |
| Classroom Teacher | Theron Pollock | Soc St Dept Chair |
| Community Representative | Martha Strain | Business Owner/BEF Liaison |
| District-level Professional | Dr. Kempe | Dir Student Service |
| Librarian | Mary Huston | Media Specialist/Librarian |
| Parent | Cheryl Kaufmann | Parent Rep |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|:---:|:---:|:---:|---|---|:---:|
| 1 | 2 | 1 | 1000 | | $0.00 |
| 1 | 2 | 2 | | | $500.00 |
| 1 | 2 | 3 | | | $500.00 |
| 1 | 2 | 4 | | | $100.00 |
| 1 | 5 | 1 | | | $500.00 |
| 1 | 6 | 1 | | | $1,000.00 |
| 1 | 6 | 3 | | | $3,000.00 |
| 1 | 8 | 2 | $500.00 | | $1,000.00 |
| 1 | 9 | 1 | | | $1,000.00 |
| 2 | 2 | 2 | $500.00 | | $500.00 |
| 2 | 2 | 3 | $1,000.00 | | $0.00 |
| 3 | 1 | 2 | $1000.00 | | $1,000.00 |
| | | | | **Sub-Total** | $9,100.00 |
| | | | | **Grand Total** | $9,100.00 |

# Addendums

| Teacher Self-Perceived High Competence w/ Dimension | DIMENSION FROM RUBRIC | DESCRIPTOR |
|---|---|---|
| | **#6 Priority: Campus Professional Development** | |
| 86% | Dimension 3.1 | *Classroom Environment, Routines, and Procedures The classroom is safe, accessible to all students, and organized in a manner which supports the instructional methods and activities* |
| 82% | Dimension 3.2 | *Managing Student Behavior The instructor anticipates and intervenes in inappropriate behaviors and consistently encourages and reinforces appropriate behavior subtly and swiftly* |
| | **#5 Priority: Campus Professional Development** | |
| 77% | Dimension 3.1 | *Classroom Environment, Routines, and Procedures Routines and procedure clearly in place, understood, and followed as evidenced by efficient transitions between activities/objectives* |
| 75% | Dimension 1.1 | *Standards and Alignment Aligning goals with State content standards* |
| 75% | Dimension 1.1 | *Standards and Alignment Planning lessons that are sequenced* |
| 75% | Dimension 1.2 | *Data and Assessment Using informal assessments to monitor student progress* |
| 74% | Dimension 2.4 | *Communication The instructor recognizes when students become confused or disengaged and intervenes appropriately considering academic/social/emotional needs* |

| 71% | Dimension 1.1 | *Standards and Alignment Designing lessons that are relevant to students* |
| 71% | Dimension 1.3 | *Knowledge of Students Planning lessons that connect prior student knowledge and experiences* |
| | **#4 Priority: Campus Professional Development** | |
| 68% | Dimension 3.2 | *Managing Student Behavior Student behavior clearly demonstrates that a district, campus, or classroom management system is in place and is understood and followed by students* |
| 68% | Dimension 3.3 | *Classroom Culture Students are consistently engaged in relevant, meaningful learning* |
| 65% | Dimension 2.4 | *Communication There is regular monitoring of the degree and quality of student participation during every class* |
| 65% | Dimension 2.5 | *Monitor and Adjust Classroom behavior of students offers evidence that the instructor has established rules/consequences, has set a standard for engagement, and students are familiar and meet the expectations* |
| 64% | Dimension 3.1 | *Classroom Environment, Routines, and Procedures Very little teacher direction is needed for students to participate and manage supplies and materials* |
| 62% | Dimension 1.4 | *Activities Designing lessons in which all activities, resources, and materials are aligned to the instructional objective* |
| 61% | Dimension 2.2 | *Content Knowledge and Expertise Instruction conveys accurate content knowledge in multiple contexts* |
| 61% | Dimension 2.5 | *Monitor and Adjust The teacher purposely and consistently solicits input from students in order to modify and adjust instruction* |
| | **#3 Priority: Campus Professional Development** | |

| | | |
|---|---|---|
| 57% | Dimension 2.5 | *Monitor and Adjust The teacher adjusts instruction as appropriate to maintain student engagement* |
| 54% | Dimension 1.2 | *Data and Assessment Analyzing data to diagnose areas needing remediation/re-teaching* |
| 52% | Dimension 1.2 | *Data and Assessment Using best practices to communicate feedback to students, parents, and colleagues* |
| 52% | Dimension 2.3 | *Communication Using instructional practices which provide the majority of students opportunities to communicate effectively with the teacher and peers* |
| 50% | Dimension 1.2 | *Data and Assessment Using formal assessments to monitor student progress* |
| | **#2 Priority: Campus Professional Development** | |
| 48% | Dimension 2.3 | *Communication Instructional practices encourage two-way communication in a variety of ways (written, verbal, acted, etc.)* |
| 48% | Dimension 2.1 | *Achieving Expectations Persisting with a lesson until most students demonstrate mastery* |
| 45% | Dimension 3.3 | *Classroom Culture Students own their behavior and work respectfully in groups or individually* |
| 45% | Dimension1.1 | *Standards and Alignment Designing lessons that are appropriate for diverse learners* |
| 43% | Dimension 2.3 | *Communication Using wait time, discussion starters, and questions which promote higher order responses and provokes discussion* |
| 43% | Dimension1.1 | *Standards and Alignment Designing lessons which appropriately integrate the use of technology* |
| 43% | Dimension 2.1 | *Achieving Expectations Lessons set clear academic expectations that challenge students* |

| | | |
|---|---|---|
| 43% | Dimension 2.1 | *Achieving Expectations Consistently identifying student mistakes, addressing them, and following through to ensure mastery* |
| 43% | Dimension 2.2 | *Content Knowledge and Expertise Anticipating and addressing possible student misunderstandings* |
| 43% | Dimension 2.3 | Communication *Ability to recognize student misunderstandings and respond with array of techniques to clarify concepts* |
| 42% | Dimension 1.3 | *Knowledge of Students Planning lesson adjustments that identify student strengths and gaps in background knowledge and/or life experiences and skills* |
| 42% | Dimension 1.4 | *Activities Designing lessons that are high in rigor* |
| 42% | Dimension 1.4 | *Activities Designing appropriate instructional grouping arrangements based on needs of individual learners* |
| | **#1 Priority: Campus Professional Development** | |
| 39% | Dimension 2.2 | *Content Knowledge and Expertise Instruction provides opportunities to use different types of thinking (analytical, practical, creative, research-based...)* |
| 39% | Dimension 2.4 | *Communication Instruction seamlessly incorporates differentiation and adapts to the individual needs of every student* |
| 35% | Dimension 2.1 | *Achieving Expectations Providing students opportunities to take initiative of their own learning* |
| 35% | Dimension 2.2 | *Content Knowledge and Expertise Instruction integrates lesson objectives with other disciplines* |
| 33% | Dimension 1.4 | *Activities Designing and using questions that cause students to engage in complex, higher-order thinking* |
| 33% | Dimension 1.4 | *Activities Designing lessons which results in student ownership of their learning* |

# T'TESS STAFF TRAINING
# NEEDS SURVEY
# 2015 - 2016[Document title]

## Q1 Shannon provides a positive environment in which I feel accepted and welcome.

Answered: 115    Skipped: 0
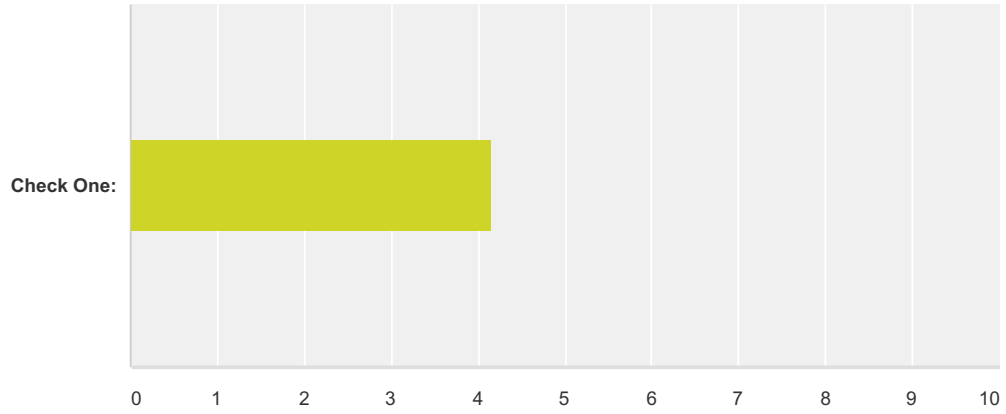


| | Strongly Agree | Agree | No Opinion | Disgree | Strongly Disgree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | **39.13%** 45 | **46.96%** 54 | **6.96%** 8 | **3.48%** 4 | **3.48%** 4 | 115 | 4.15 |

## Q2 The staff at Shannon holds high standards and demands quality work.

Answered: 114   Skipped: 1
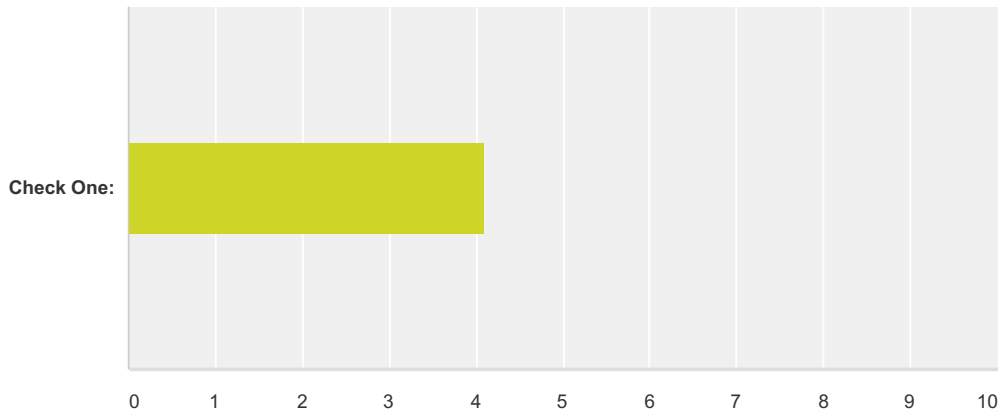


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 28.95%<br>33 | 57.02%<br>65 | 10.53%<br>12 | 1.75%<br>2 | 1.75%<br>2 | 114 | 4.10 |

## Q3 My teachers make their expectations very clear and I know what my final work product should be and exactly how I am being graded on all assignments.

**Answered: 115    Skipped: 0**
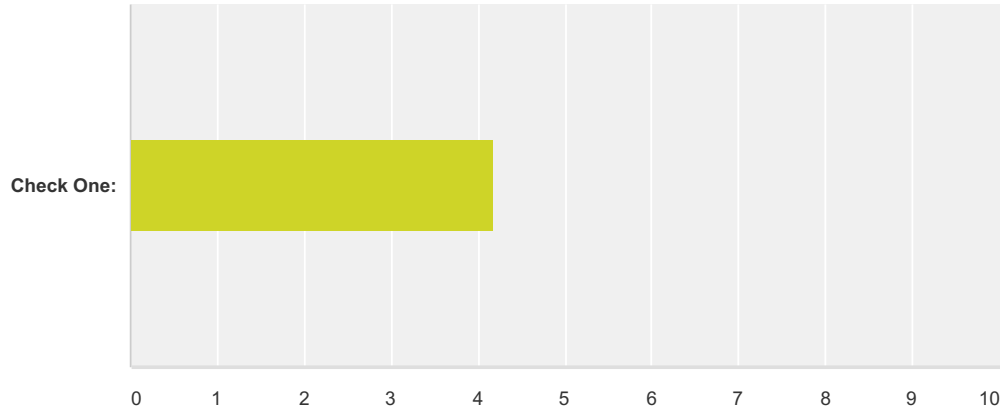


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | **44.35%** 51 | **39.13%** 45 | **8.70%** 10 | **5.22%** 6 | **2.61%** 3 | 115 | 4.17 |

## Q4 My teachers make learning exciting and encourage me to continue my education.

**Answered: 113   Skipped: 2**
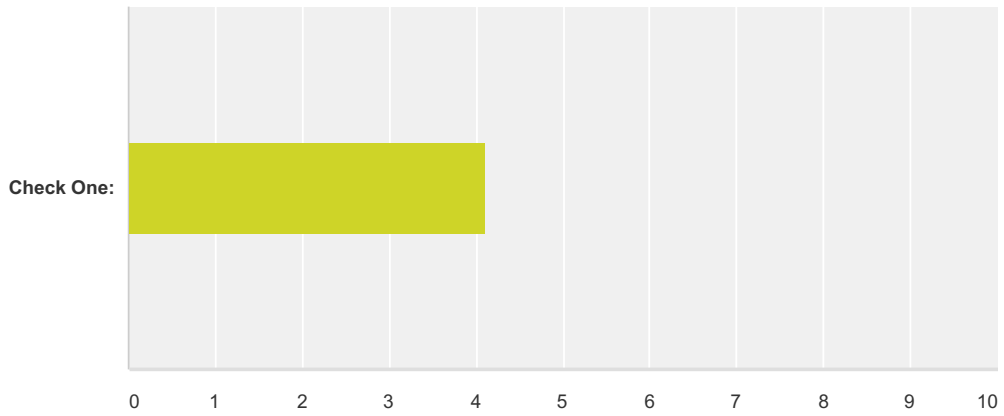


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | **40.71%** 46 | **42.48%** 48 | **7.96%** 9 | **4.42%** 5 | **4.42%** 5 | 113 | 4.11 |

## Q5 My teachers post specific lesson objectives and I know exactly what I am expected to learn in every class each day.

**Answered: 115 Skipped: 0**
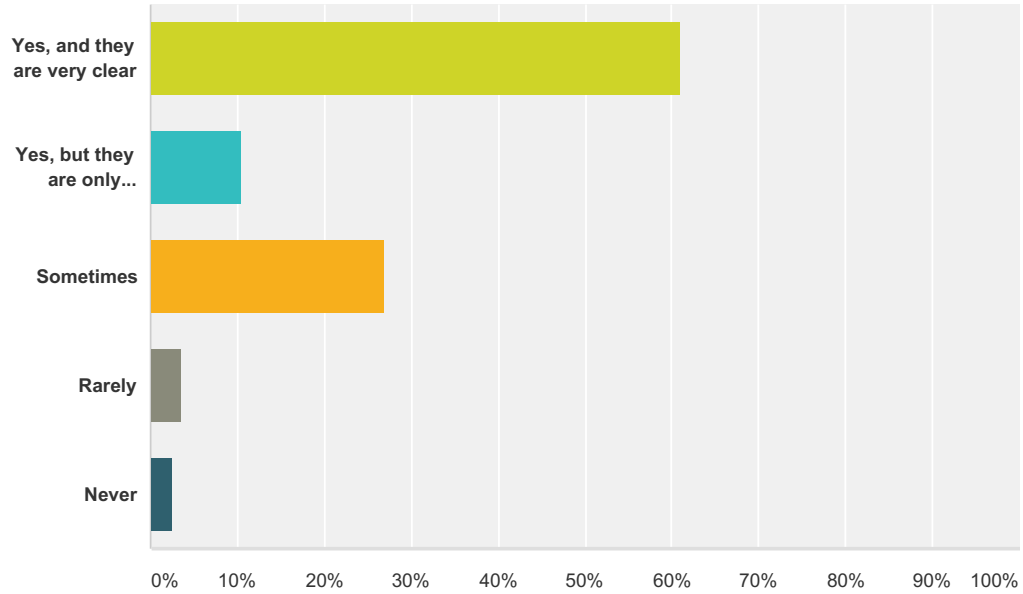


| Answer Choices | Responses | |
|---|---|---|
| Yes, and they are very clear | **60.87%** | 70 |
| Yes, but they are only listing page numbers or broad topics | **10.43%** | 12 |
| Sometimes | **26.96%** | 31 |
| Rarely | **3.48%** | 4 |
| Never | **2.61%** | 3 |
| **Total Respondents: 115** | | |

## Q6 I am highly involved and engaged in my lessons

Answered: 115    Skipped: 0
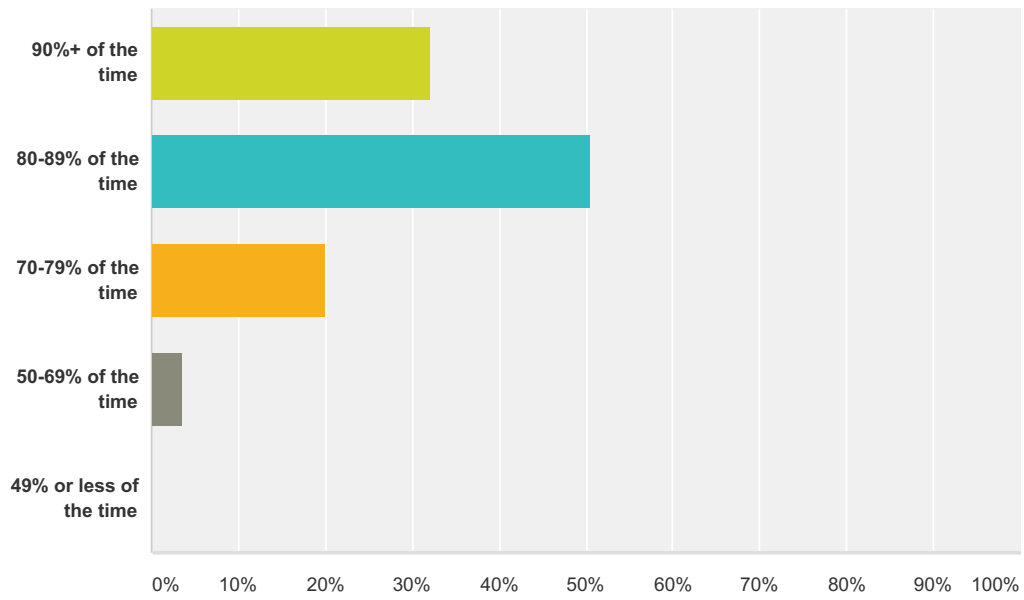


| Answer Choices | Responses | |
|---|---|---|
| 90%+ of the time | **32.17%** | 37 |
| 80-89% of the time | **50.43%** | 58 |
| 70-79% of the time | **20.00%** | 23 |
| 50-69% of the time | **3.48%** | 4 |
| 49% or less of the time | **0.00%** | 0 |
| **Total Respondents: 115** | | |

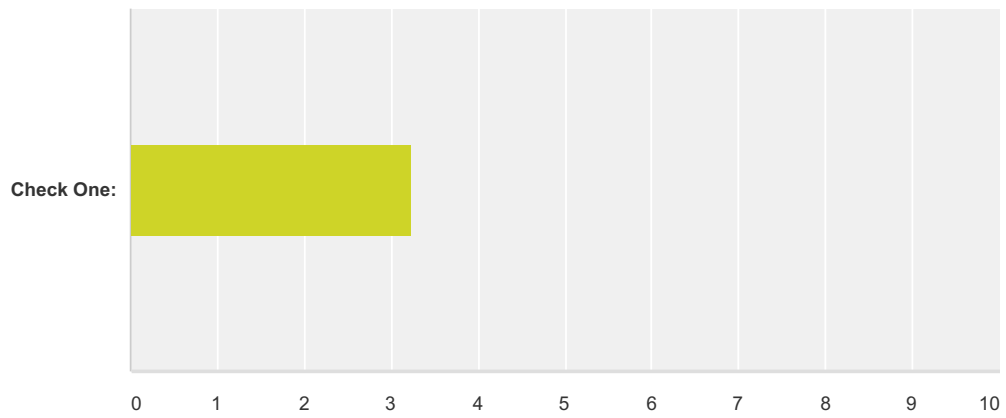## Q7 The teachers at Shannon help me feel competent and able to accomplish my goals.

Answered: 114    Skipped: 1
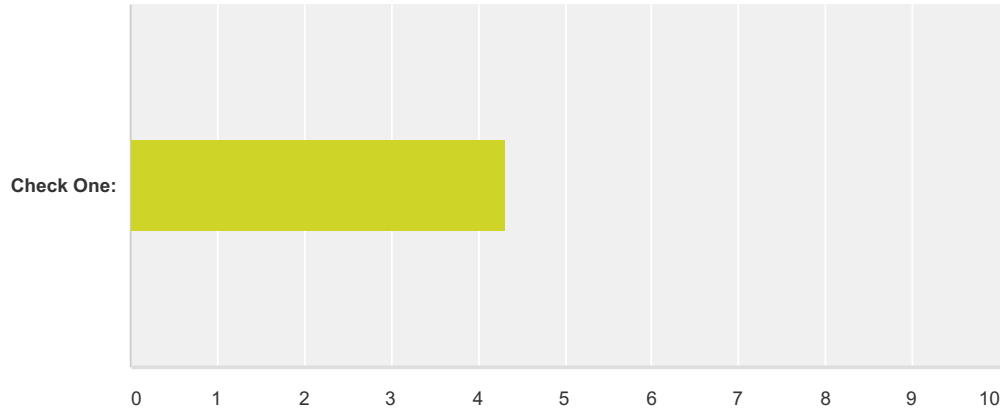


|  | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 50.88% 58 | 36.84% 42 | 8.77% 10 | 1.75% 2 | 1.75% 2 | 114 | 4.33 |

## Q8 Shannon helps me prepare for the transition to college or the work place.

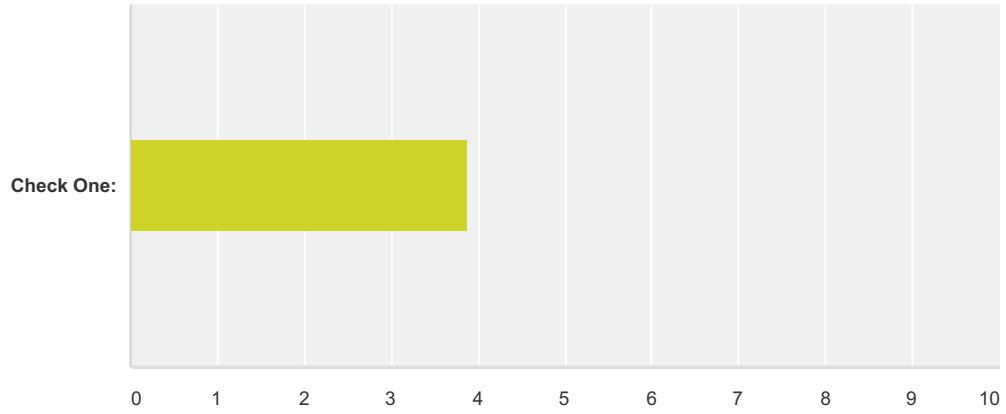Answered: 114    Skipped: 1
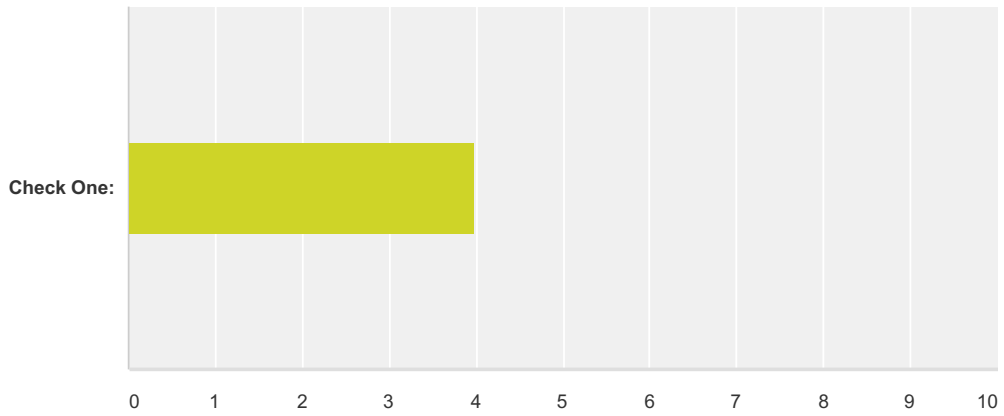


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 33.33% 38 | 42.98% 49 | 16.67% 19 | 3.51% 4 | 3.51% 4 | 114 | 3.99 |

## Q9 Shannon provides opportunities to learn and apply a wide range of technology applications to my education.
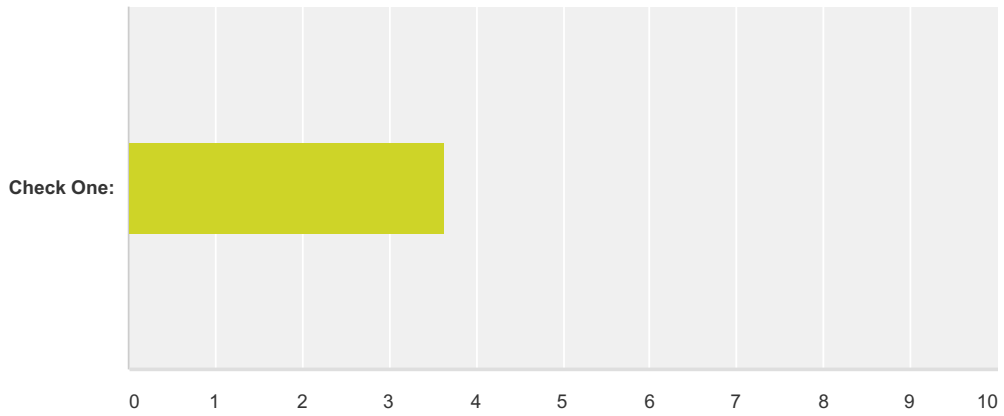
Answered: 114    Skipped: 1
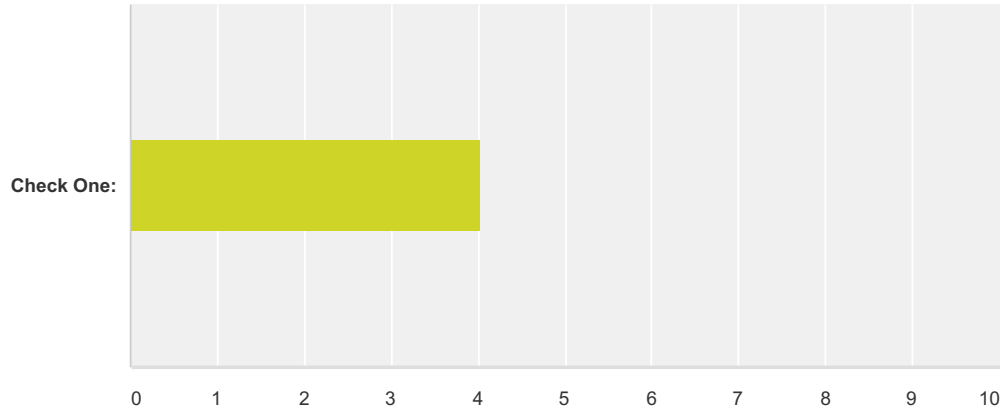


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 30.70%<br>35 | 50.00%<br>57 | 12.28%<br>14 | 4.39%<br>5 | 2.63%<br>3 | 114 | 4.02 |

## Q10 Regarding available technology, I would like more training in and/or access to:

Answered: 70    Skipped: 45

## Q11 Have you taken any classes using the Compass Learning Program? If yes, please check all that you have taken:

**Answered: 85    Skipped: 30**
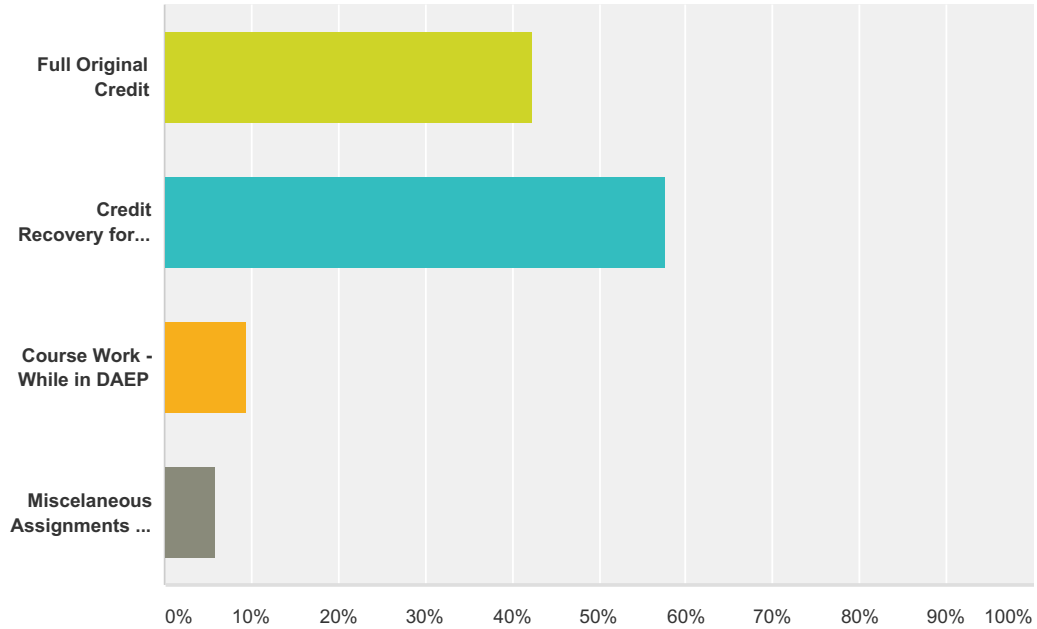


| Answer Choices | Responses | |
|---|---|---|
| Full Original Credit | **42.35%** | 36 |
| Credit Recovery for Course Previously Failed | **57.65%** | 49 |
| Course Work - While in DAEP | **9.41%** | 8 |
| Miscelaneous Assignments for Review and Extra Tutoring | **5.88%** | 5 |
| **Total Respondents: 85** | | |

## Q12 Have you had thoughts of suicide this school year?

Answered: 113   Skipped: 2
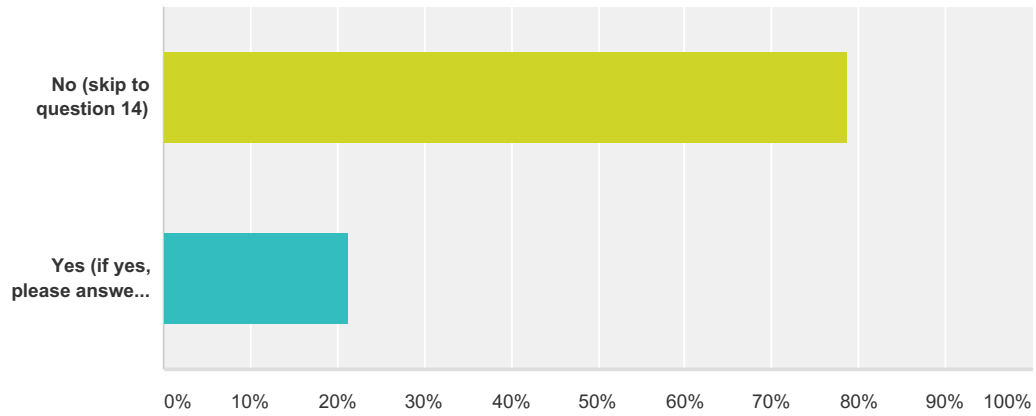


| Answer Choices | Responses | |
| --- | --- | --- |
| No (skip to question 14) | **78.76%** | 89 |
| Yes (if yes, please answer question 13) | **21.24%** | 24 |
| **Total** | | **113** |

## Q13 I had suicidal thoughts, but did not tell anyone at school because:

Answered: 24    Skipped: 91
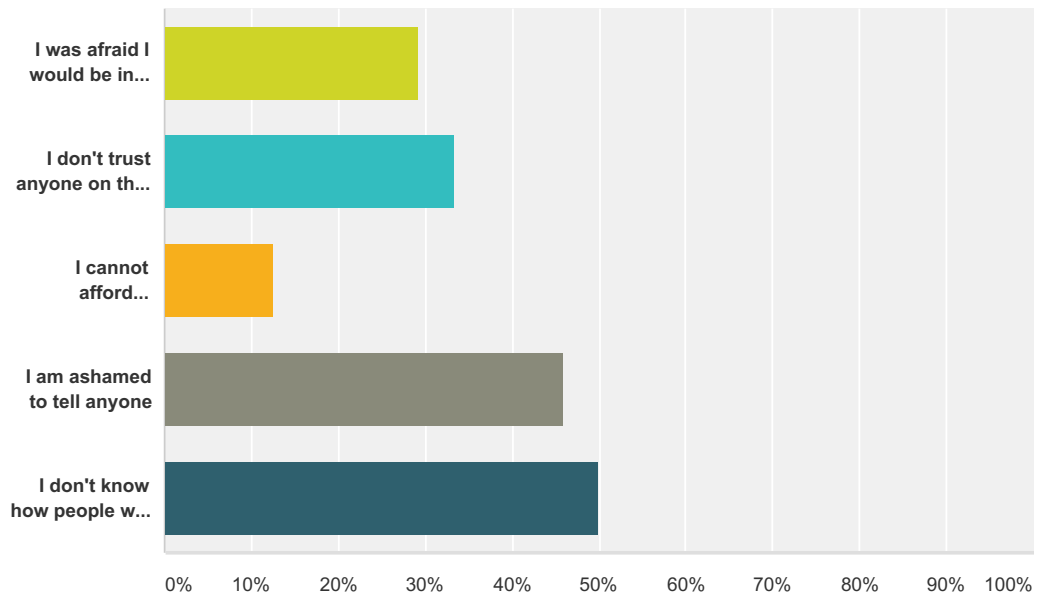


| Answer Choices | Responses | |
| --- | --- | --- |
| I was afraid I would be in trouble | **29.17%** | 7 |
| I don't trust anyone on this campus | **33.33%** | 8 |
| I cannot afford professional help | **12.50%** | 3 |
| I am ashamed to tell anyone | **45.83%** | 11 |
| I don't know how people will react | **50.00%** | 12 |
| **Total Respondents: 24** | | |

## Q14 If you took any lessons using the Compass Program, were they beneficial (did you earn the credit)?

Answered: 89    Skipped: 26
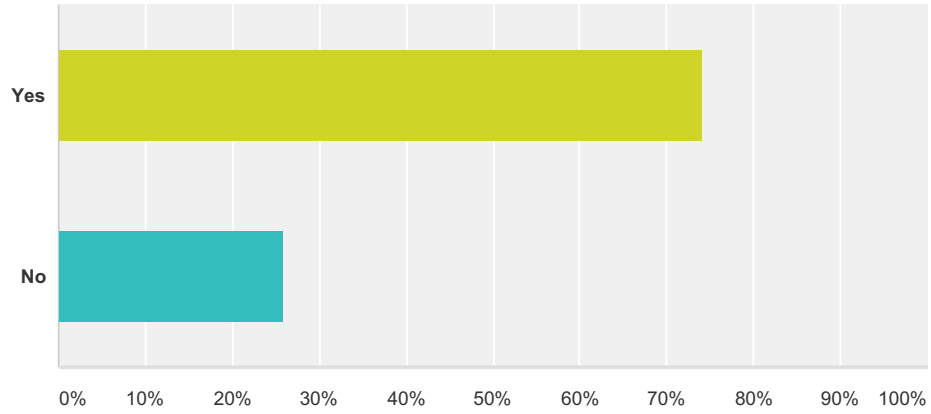


| Answer Choices | Responses | |
| --- | --- | --- |
| Yes | **74.16%** | 66 |
| No | **25.84%** | 23 |
| **Total** | | **89** |

## Q15 Shannon provides an environment free from bullying or harassment.

Answered: 115   Skipped: 0
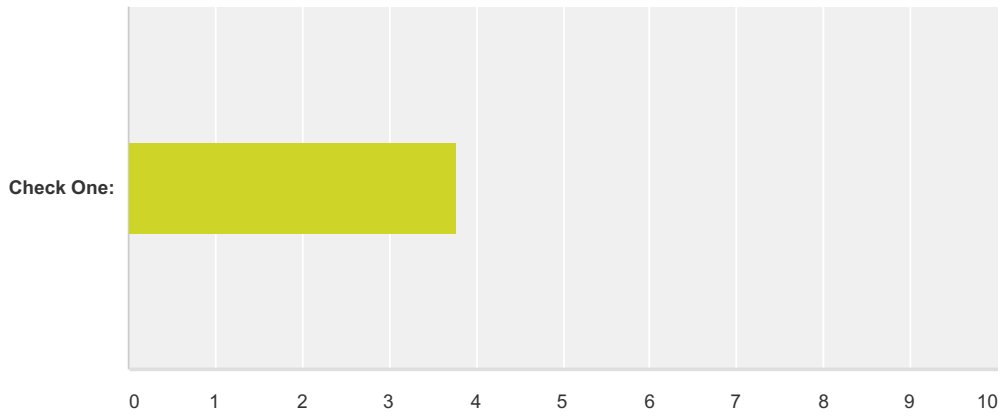


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 34.78%<br>40 | 33.04%<br>38 | 15.65%<br>18 | 8.70%<br>10 | 7.83%<br>9 | 115 | 3.78 |

## Q16 The building, classrooms, restrooms, and outside areas are kept clean.

**Answered: 113   Skipped: 2**



| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | **12.39%**<br>14 | **37.17%**<br>42 | **23.89%**<br>27 | **15.04%**<br>17 | **11.50%**<br>13 | 113 | 3.24 |

## Q17 Shannon provides an environment in which I do not worry about my personal safety.

Answered: 114   Skipped: 1



| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 30.70% 35 | 41.23% 47 | 19.30% 22 | 3.51% 4 | 5.26% 6 | 114 | 3.89 |

## Q18 Shannon provides a drug free environment.

Answered: 115    Skipped: 0



| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | **30.43%** 35 | **27.83%** 32 | **24.35%** 28 | **8.70%** 10 | **8.70%** 10 | 115 | 3.63 |

## Q19 Do you use tobacco? If so, how much?

Answered: 114   Skipped: 1
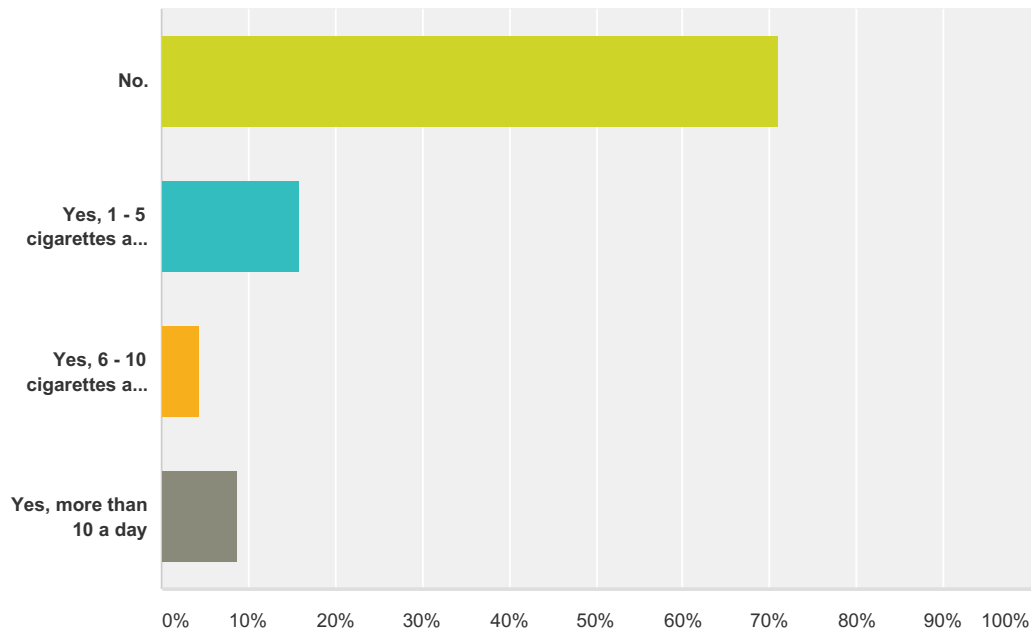


| Answer Choices | Responses | |
|---|---|---|
| No. | **71.05%** | 81 |
| Yes, 1 - 5 cigarettes a day | **15.79%** | 18 |
| Yes, 6 - 10 cigarettes a day | **4.39%** | 5 |
| Yes, more than 10 a day | **8.77%** | 10 |
| **Total** | | **114** |

## Q20 The most common illegal substance I am exposed to in school, away from school, at parties, etc. is:

Answered: 109    Skipped: 6
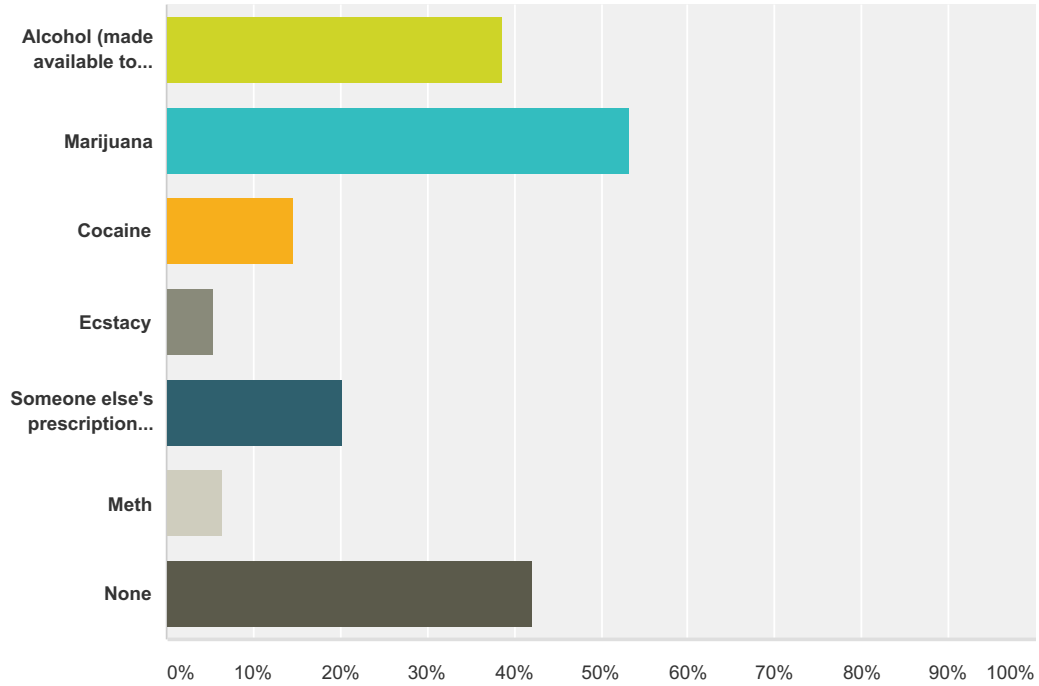


| Answer Choices | Responses | |
|---|---|---|
| Alcohol (made available to minors) | **38.53%** | 42 |
| Marijuana | **53.21%** | 58 |
| Cocaine | **14.68%** | 16 |
| Ecstacy | **5.50%** | 6 |
| Someone else's prescription meds | **20.18%** | 22 |
| Meth | **6.42%** | 7 |
| None | **42.20%** | 46 |
| **Total Respondents: 109** | | |

## Q21 Are you concerned about anyone on this campus who has a problem with any form of substance abuse? (Check all that apply.)

Answered: 113   Skipped: 2
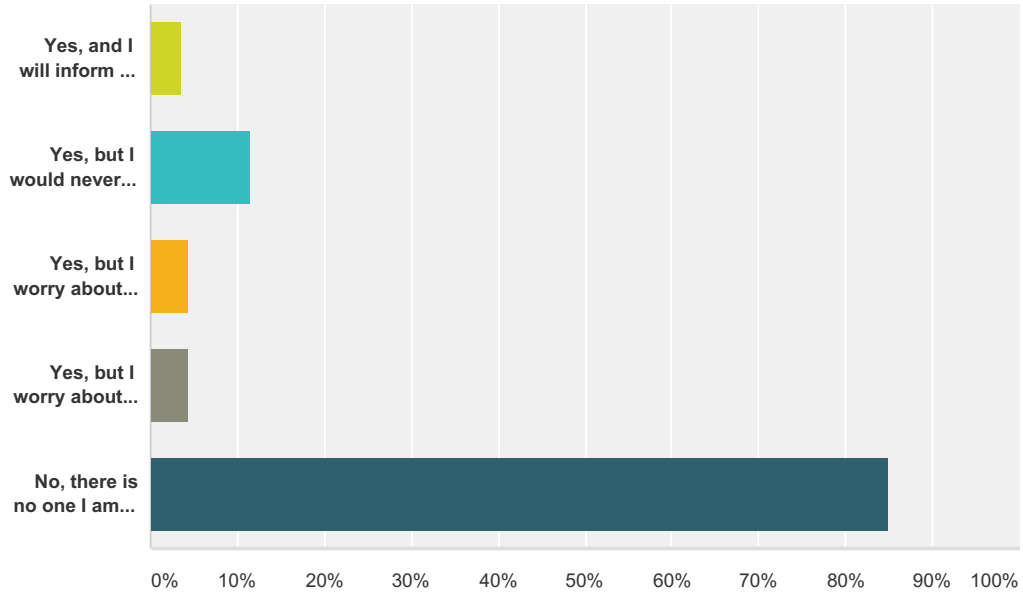


| Answer Choices | Responses | |
|---|---|---|
| Yes, and I will inform a staff member | **3.54%** | 4 |
| Yes, but I would never tell anyone | **11.50%** | 13 |
| Yes, but I worry about what would happen to the person if I told | **4.42%** | 5 |
| Yes, but I worry about what would happen to me if I told | **4.42%** | 5 |
| No, there is no one I am concerned about | **84.96%** | 96 |
| **Total Respondents: 113** | | |

## Q22 Do you know anyone at school who has said they were thinking about suicide?

Answered: 112    Skipped: 3
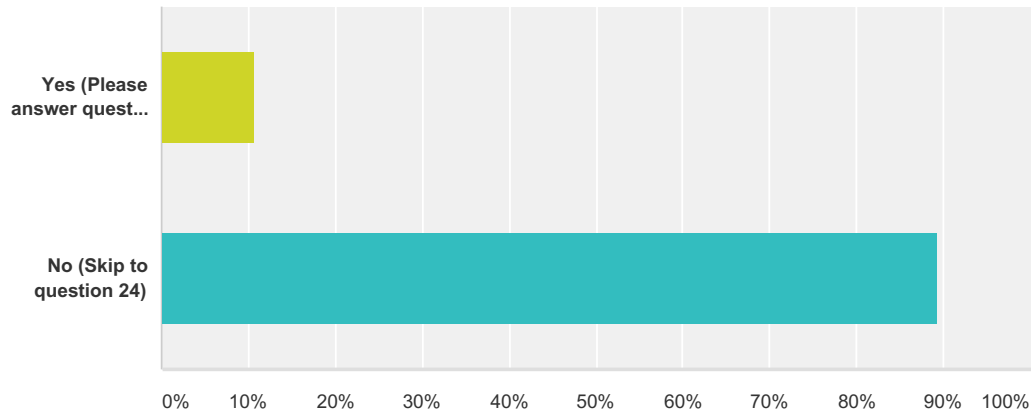


| Answer Choices | Responses | |
|---|---|---|
| Yes (Please answer question 23) | **10.71%** | 12 |
| No (Skip to question 24) | **89.29%** | 100 |
| **Total** | | **112** |

## Q23 What did you do?

Answered: 11   Skipped: 104
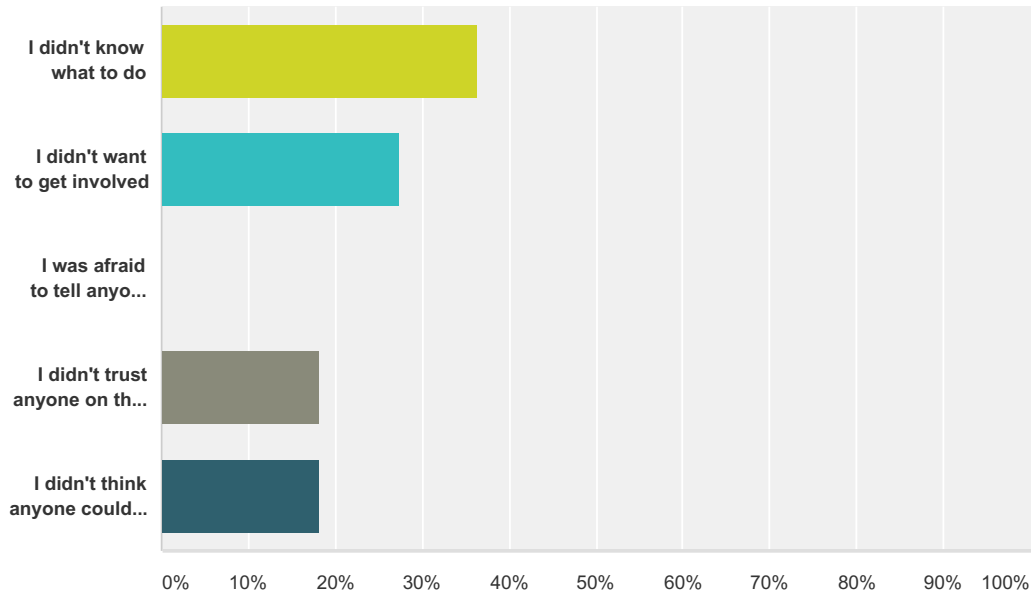


| Answer Choices | Responses | |
|---|---|---|
| I didn't know what to do | **36.36%** | 4 |
| I didn't want to get involved | **27.27%** | 3 |
| I was afraid to tell anyone because it might get the person in trouble | **0.00%** | 0 |
| I didn't trust anyone on this campus with that type of information | **18.18%** | 2 |
| I didn't think anyone could help | **18.18%** | 2 |
| **Total Respondents: 11** | | |

## Q24 I would rank the level of gang presence and activity on campus as:

Answered: 115   Skipped: 0
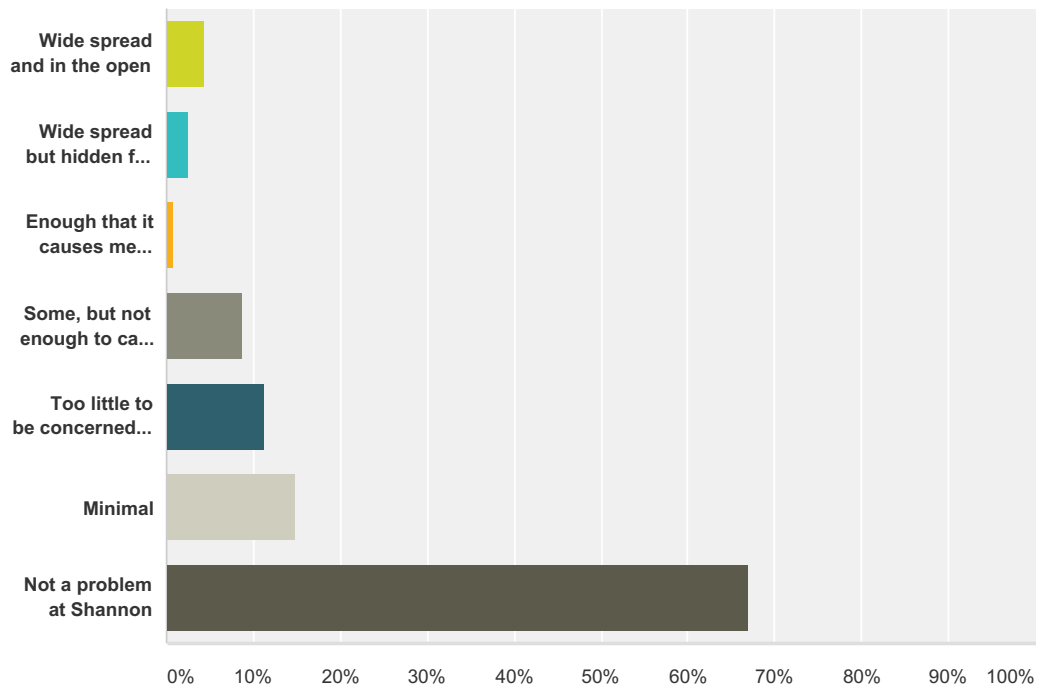


| Answer Choices | Responses | |
|---|---|---|
| Wide spread and in the open | **4.35%** | 5 |
| Wide spread but hidden from view | **2.61%** | 3 |
| Enough that it causes me concern | **0.87%** | 1 |
| Some, but not enough to cause me concern | **8.70%** | 10 |
| Too little to be concerned about | **11.30%** | 13 |
| Minimal | **14.78%** | 17 |
| Not a problem at Shannon | **66.96%** | 77 |
| **Total Respondents: 115** | | |

## Q25 The administration at Shannon is supportive and helpful.

Answered: 115    Skipped: 0
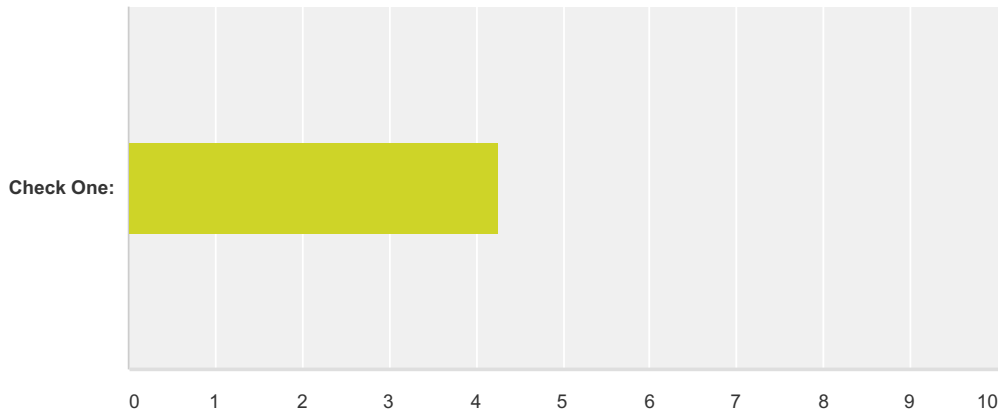


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 49.57% | 36.52% | 7.83% | 2.61% | 3.48% | | |
| | 57 | 42 | 9 | 3 | 4 | 115 | 4.26 |

## Q26 The discipline at Shannon is fair and consistent.

Answered: 115    Skipped: 0
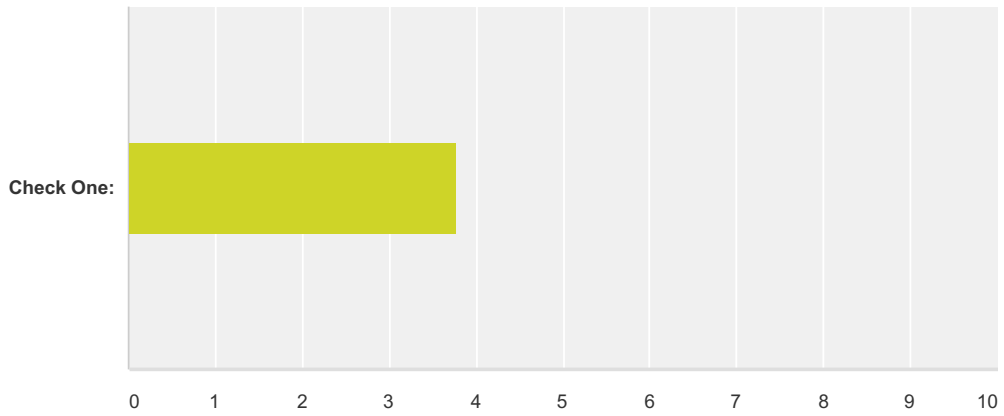


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | **31.30%** 36 | **38.26%** 44 | **14.78%** 17 | **8.70%** 10 | **6.96%** 8 | 115 | 3.78 |

## Q27 I receive meaningful help and advice from the counseling staff.

Answered: 114    Skipped: 1
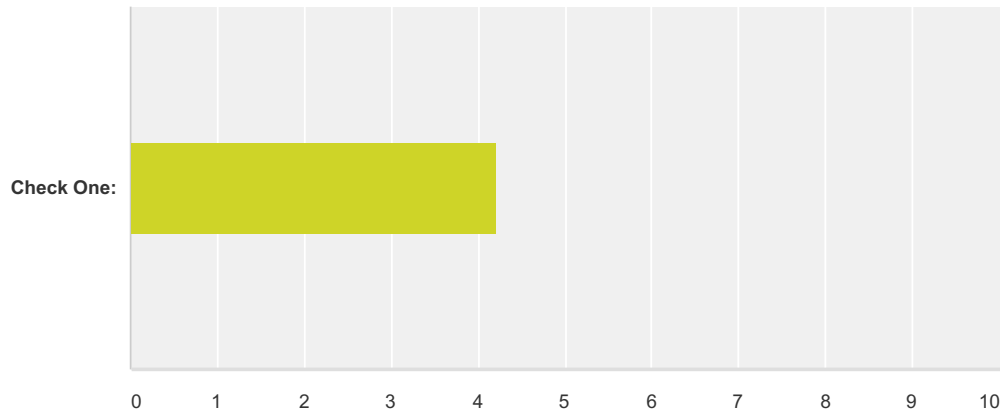


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 44.74%<br>51 | 38.60%<br>44 | 12.28%<br>14 | 1.75%<br>2 | 2.63%<br>3 | 114 | 4.21 |

## Q28 Community of Respect Everywhere (C.O.R.E.) activities such as PIP, ROPES, Why Try, Red Ribbon Week, and access to the counseling staff contribute to my success at Shannon.

**Answered: 115    Skipped: 0**
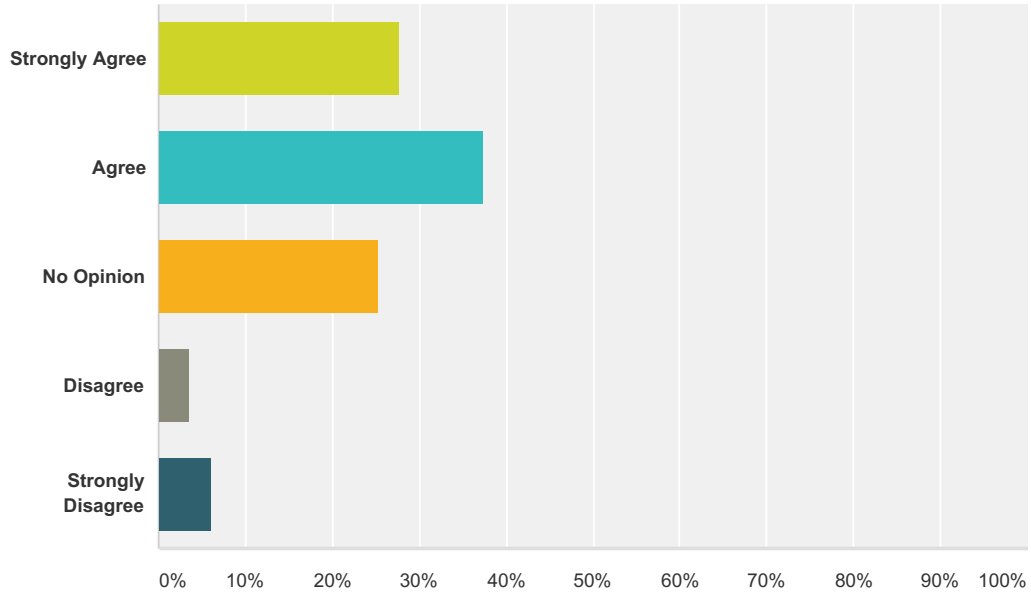


| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | **27.83%** | 32 |
| Agree | **37.39%** | 43 |
| No Opinion | **25.22%** | 29 |
| Disagree | **3.48%** | 4 |
| Strongly Disagree | **6.09%** | 7 |
| **Total** | | **115** |

## Q29 Are you interested in learning more about suicide prevention?

Answered: 112    Skipped: 3
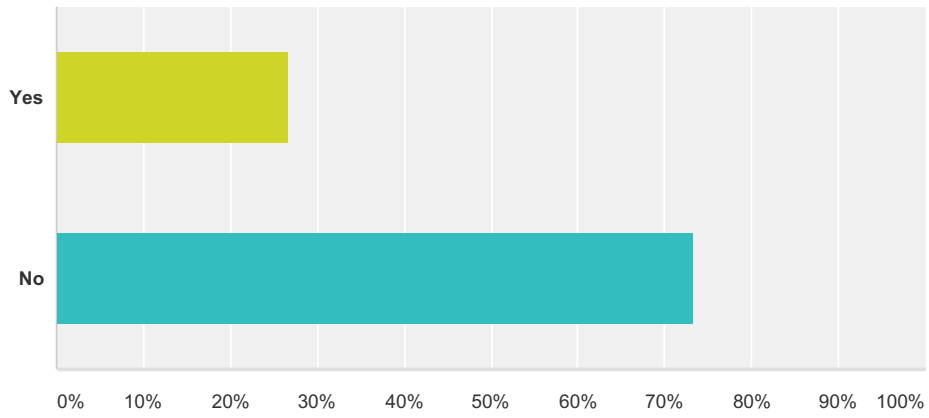


| Answer Choices | Responses | |
|---|---|---|
| Yes | **26.79%** | 30 |
| No | **73.21%** | 82 |
| **Total** | | **112** |

## Q30 Attending Shannon helps me stay in school and work toward my diploma.

**Answered: 111   Skipped: 4**
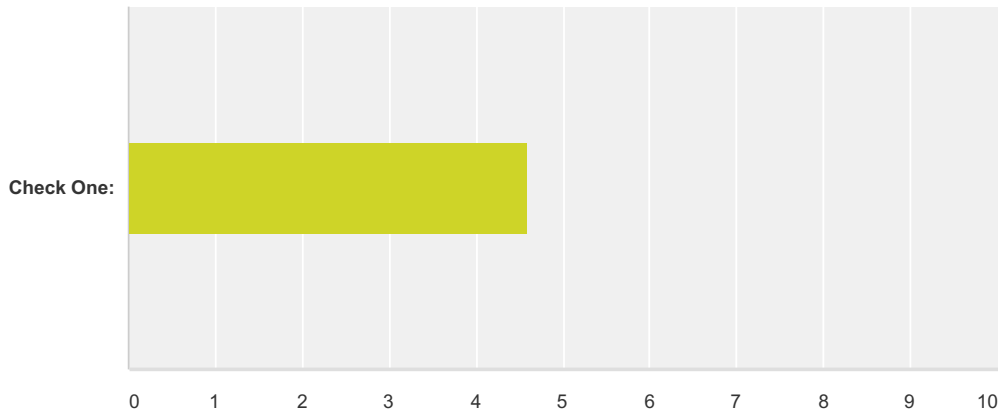


| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 69.37%<br>77 | 23.42%<br>26 | 5.41%<br>6 | 0.00%<br>0 | 1.80%<br>2 | 111 | 4.59 |

## Q31 If I dropped out of school, it would most likely be due to (check all that apply):
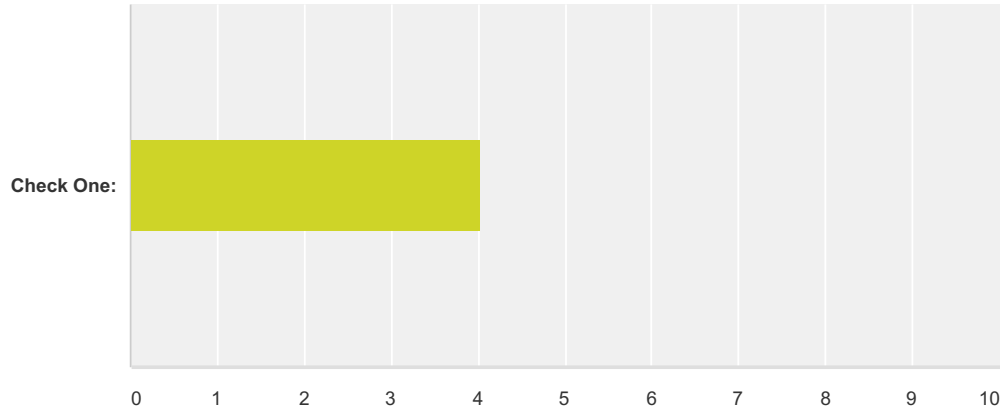
Answered: 95    Skipped: 20
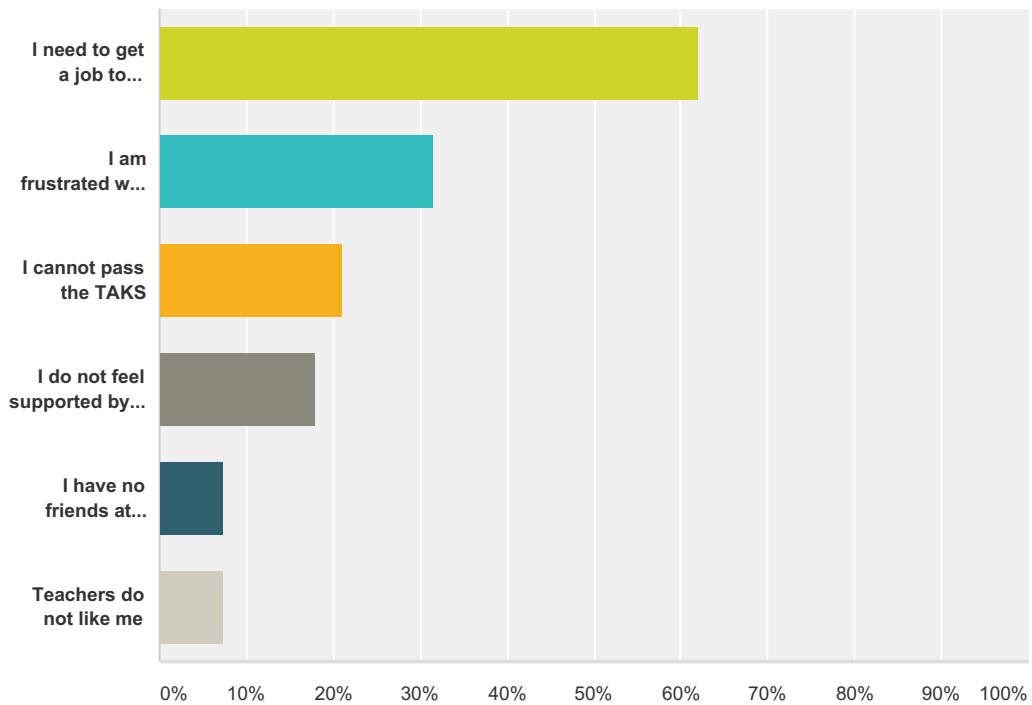


| Answer Choices | Responses | |
| --- | --- | --- |
| I need to get a job to support myself or family | **62.11%** | 59 |
| I am frustrated with the work | **31.58%** | 30 |
| I cannot pass the TAKS | **21.05%** | 20 |
| I do not feel supported by family | **17.89%** | 17 |
| I have no friends at school | **7.37%** | 7 |
| Teachers do not like me | **7.37%** | 7 |
| **Total Respondents: 95** | | |

## Q32 What would you suggest we do to improve student attendance?

Answered: 74    Skipped: 41

## Q33 PIP period helps me keep up with where I stand in terms of attendance, assignments, credits, and overall progress toward graduation.
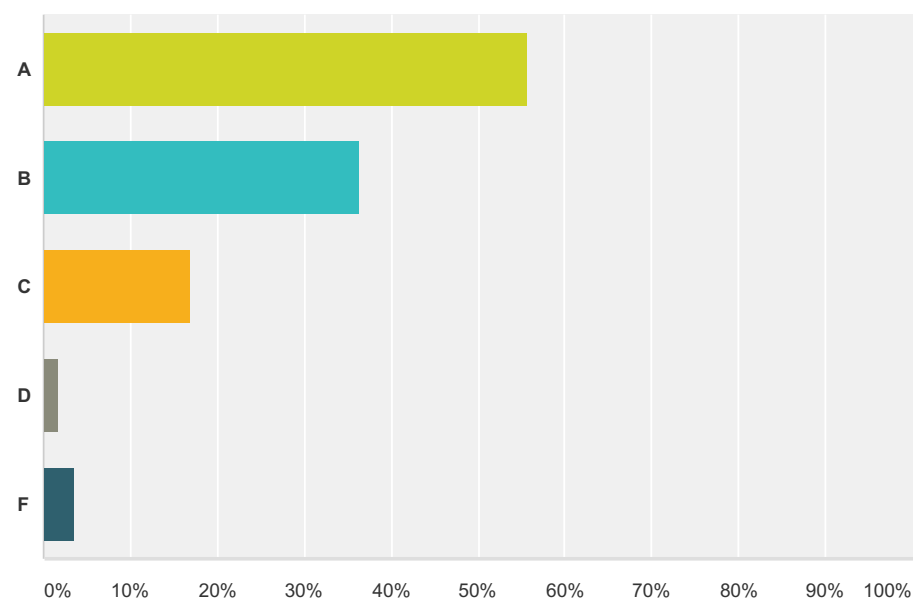
**Answered: 108   Skipped: 7**



|  | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | Total | Weighted Average |
|---|---|---|---|---|---|---|---|
| Check One: | 39.81%<br>43 | 38.89%<br>42 | 12.04%<br>13 | 2.78%<br>3 | 6.48%<br>7 | 108 | 4.03 |

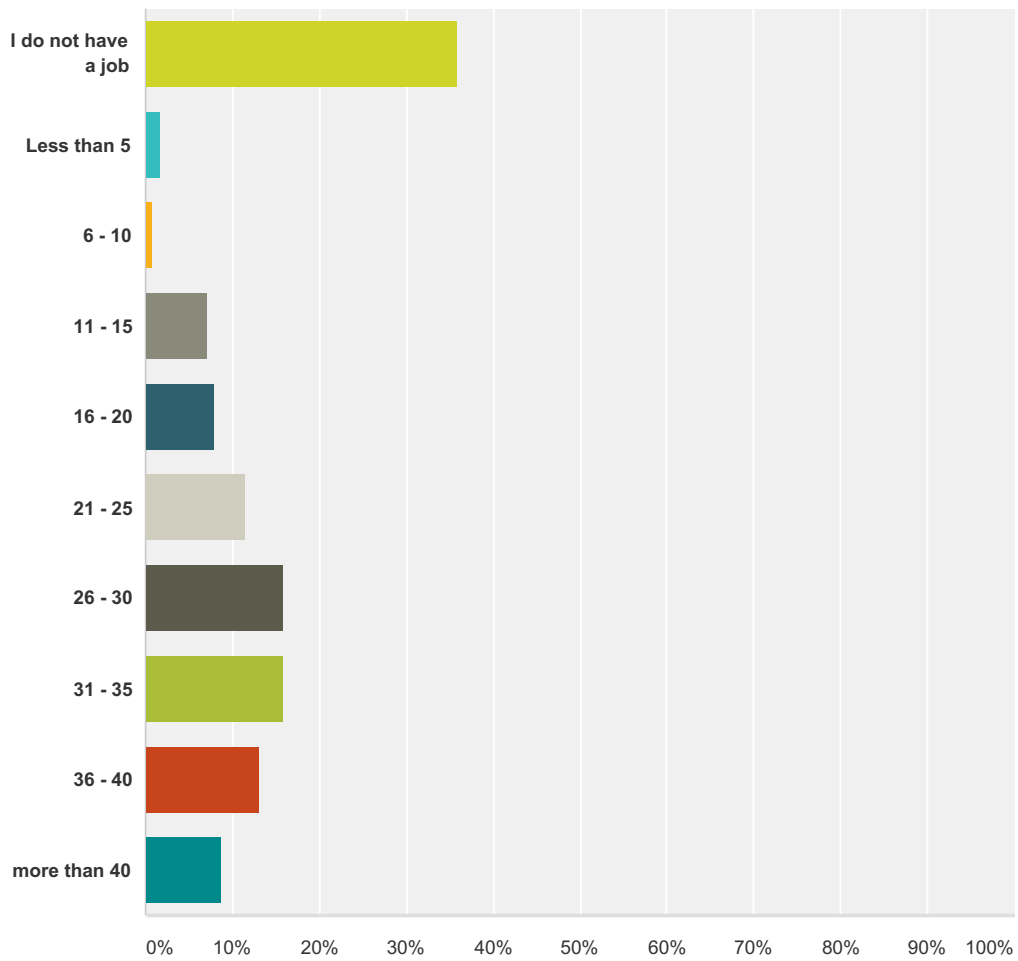## Q34 I would give the overall quality of the education I receive at Shannon a grade of:

**Answered: 113    Skipped: 2**



| Answer Choices | Responses | |
|---|---|---|
| A | **55.75%** | 63 |
| B | **36.28%** | 41 |
| C | **16.81%** | 19 |
| D | **1.77%** | 2 |
| F | **3.54%** | 4 |
| **Total Respondents: 113** | | |

## Q35 If you have a job, how many hours a week do you work?
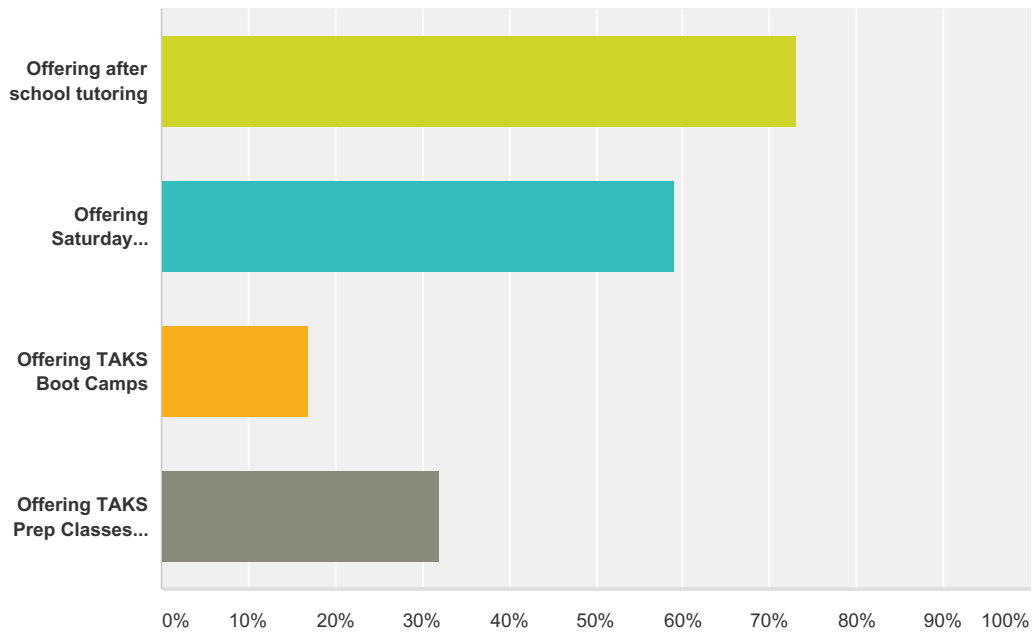
Answered: 114   Skipped: 1



| Answer Choices | Responses | |
| --- | --- | --- |
| I do not have a job | 35.96% | 41 |
| Less than 5 | 1.75% | 2 |
| 6 - 10 | 0.88% | 1 |
| 11 - 15 | 7.02% | 8 |
| 16 - 20 | 7.89% | 9 |
| 21 - 25 | 11.40% | 13 |
| 26 - 30 | 15.79% | 18 |
| 31 - 35 | 15.79% | 18 |
| 36 - 40 | 13.16% | 15 |
| more than 40 | 8.77% | 10 |

**Total Respondents: 114**

## Q36 Shannon helps prepare me best for STAAR/EOC/TAKS by (check all that apply):

**Answered: 100   Skipped: 15**



| Answer Choices | Responses | |
|---|---|---|
| Offering after school tutoring | **73.00%** | 73 |
| Offering Saturday classes | **59.00%** | 59 |
| Offering TAKS Boot Camps | **17.00%** | 17 |
| Offering TAKS Prep Classes for Credit | **32.00%** | 32 |
| **Total Respondents: 100** | | |

## Q37 When taking the STAAR/EOC/TAKS tests (check all that apply):
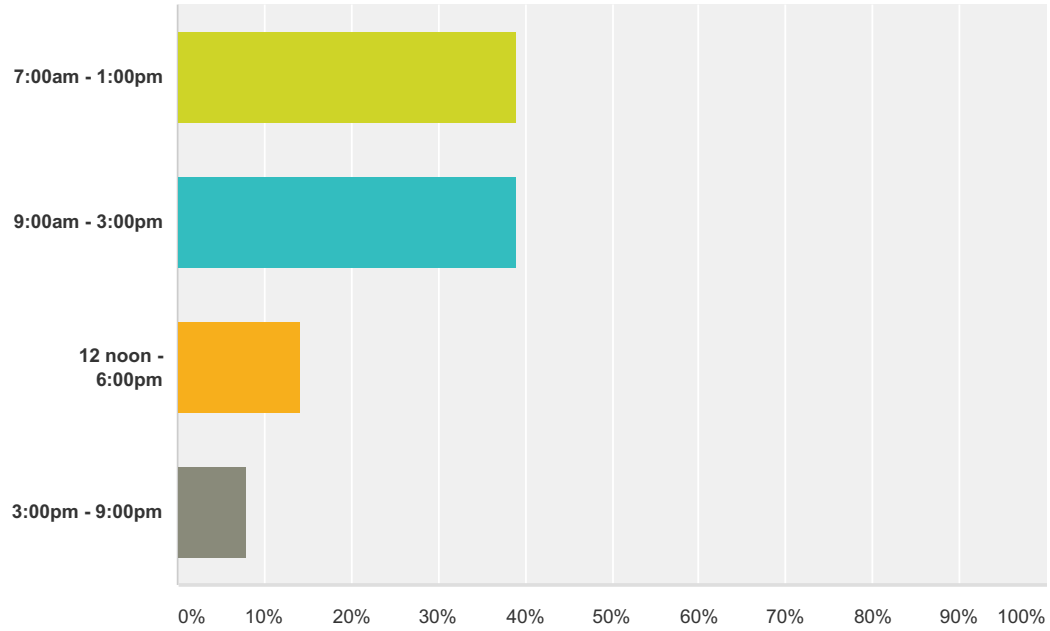
Answered: 109    Skipped: 6
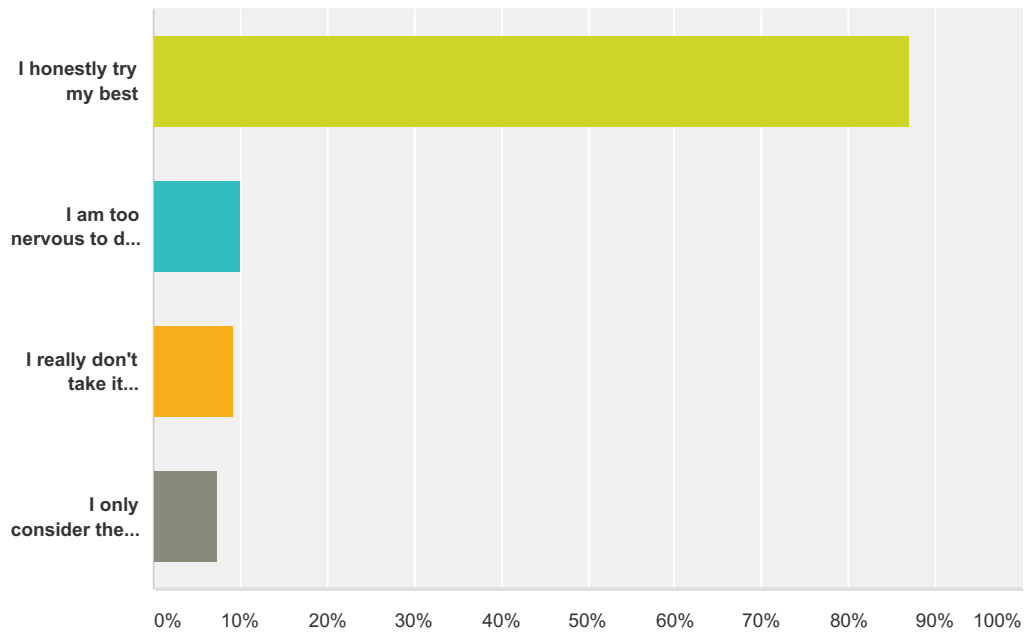


| Answer Choices | Responses | |
|---|---|---|
| I honestly try my best | **87.16%** | 95 |
| I am too nervous to do my best | **10.09%** | 11 |
| I really don't take it seriously | **9.17%** | 10 |
| I only consider the TAKS EXIT test in 11th grade important | **7.34%** | 8 |
| **Total Respondents: 109** | | |

## Q38 The best way my teachers could help me prepare for STAAR/EOC/TAKS would be:

**Answered: 68    Skipped: 47**

## Q39 If Shannon offered classes from 7am in the morning until 9pm at night, what times would you most likely choose to attend?
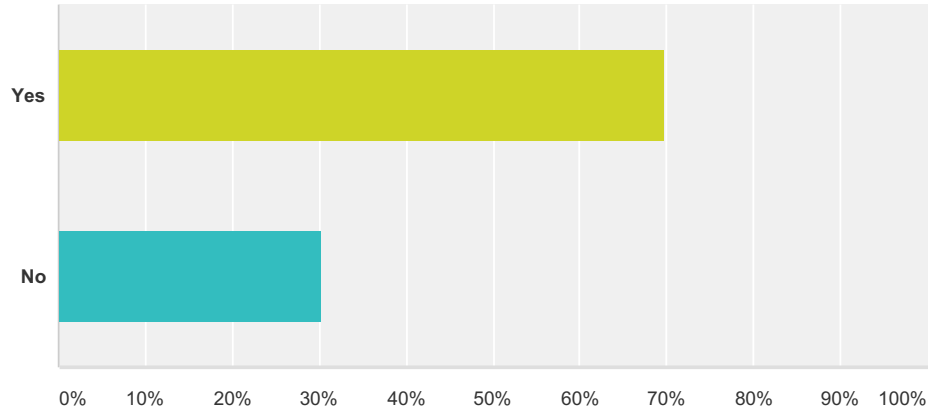
Answered: 113   Skipped: 2



| Answer Choices | Responses | |
|---|---|---|
| 7:00am - 1:00pm | 38.94% | 44 |
| 9:00am - 3:00pm | 38.94% | 44 |
| 12 noon - 6:00pm | 14.16% | 16 |
| 3:00pm - 9:00pm | 7.96% | 9 |
| Total | | 113 |

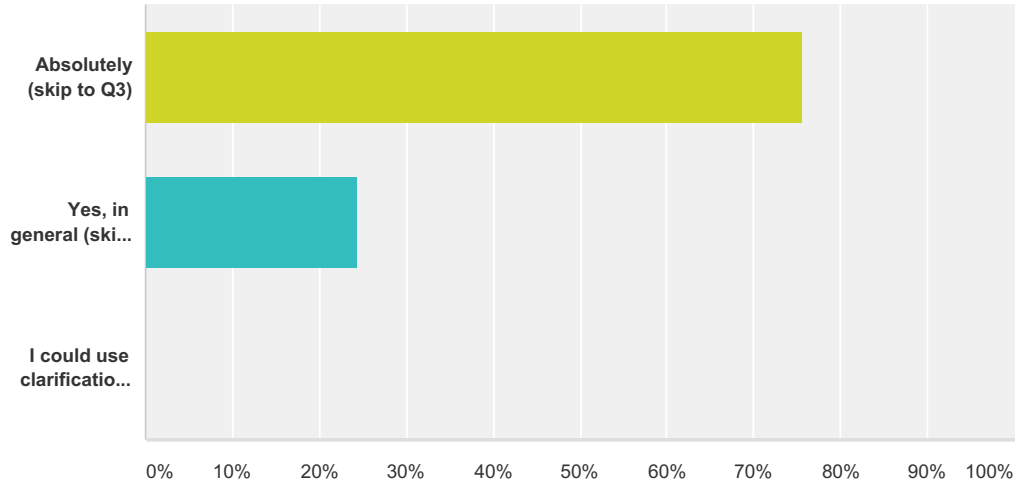## Q40 If transportation was provided to and from your home campus to Shannon, would you use it?

Answered: 112 Skipped: 3



| Answer Choices | Responses | |
| --- | --- | --- |
| Yes | **69.64%** | 78 |
| No | **30.36%** | 34 |
| **Total** | | **112** |

## Q1 Do you feel that you are aware of Mr. Farr's expectations regarding your overall job performance?
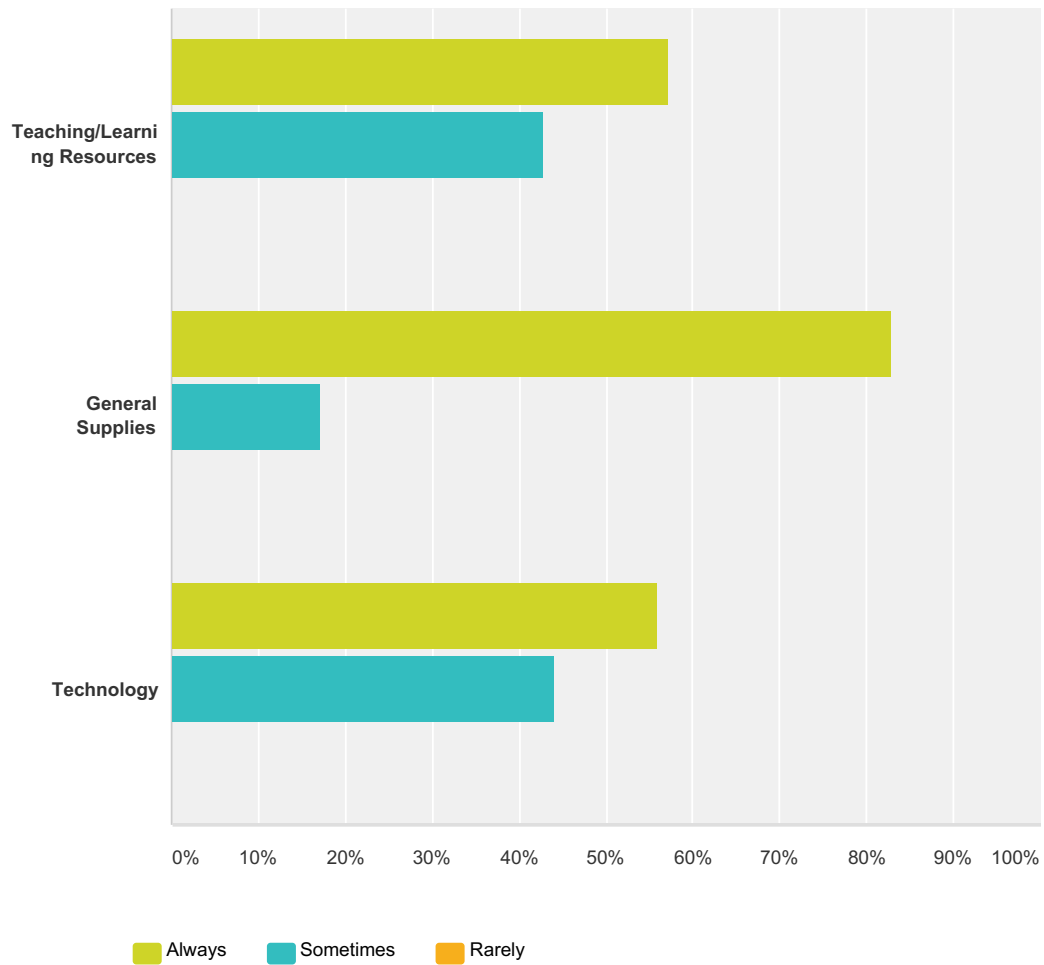
**Answered: 37    Skipped: 0**



| Answer Choices | Responses | |
|---|---|---|
| Absolutely (skip to Q3) | **75.68%** | 28 |
| Yes, in general (skip to Q3) | **24.32%** | 9 |
| I could use clarification in some areas (please answer Q2) | **0.00%** | 0 |
| **Total** | | **37** |

## Q2 In what areas would you like clarification:

Answered: 0    Skipped: 37

## Q3 Do you have the materials, supplies, and technology you need?

Answered: 37    Skipped: 0



Legend: Always | Sometimes | Rarely

| | Always | Sometimes | Rarely | Total Respondents |
|---|---|---|---|---|
| Teaching/Learning Resources | **57.14%** 20 | **42.86%** 15 | **0.00%** 0 | 35 |
| General Supplies | **82.86%** 29 | **17.14%** 6 | **0.00%** 0 | 35 |
| Technology | **55.88%** 19 | **44.12%** 15 | **0.00%** 0 | 34 |

## Q4 Are you aware of the campus goals and the areas that you are responsible for?

Answered: 37 Skipped: 0
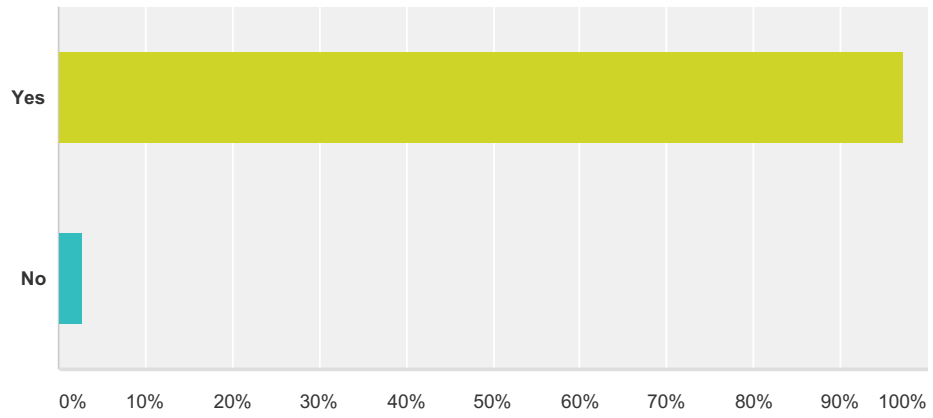


| Answer Choices | Responses | |
|---|---|---|
| Yes | **97.30%** | 36 |
| No | **2.70%** | 1 |
| **Total Respondents: 37** | | |

## Q5 When were you last given any feedback on your job performance?

Answered: 37    Skipped: 0
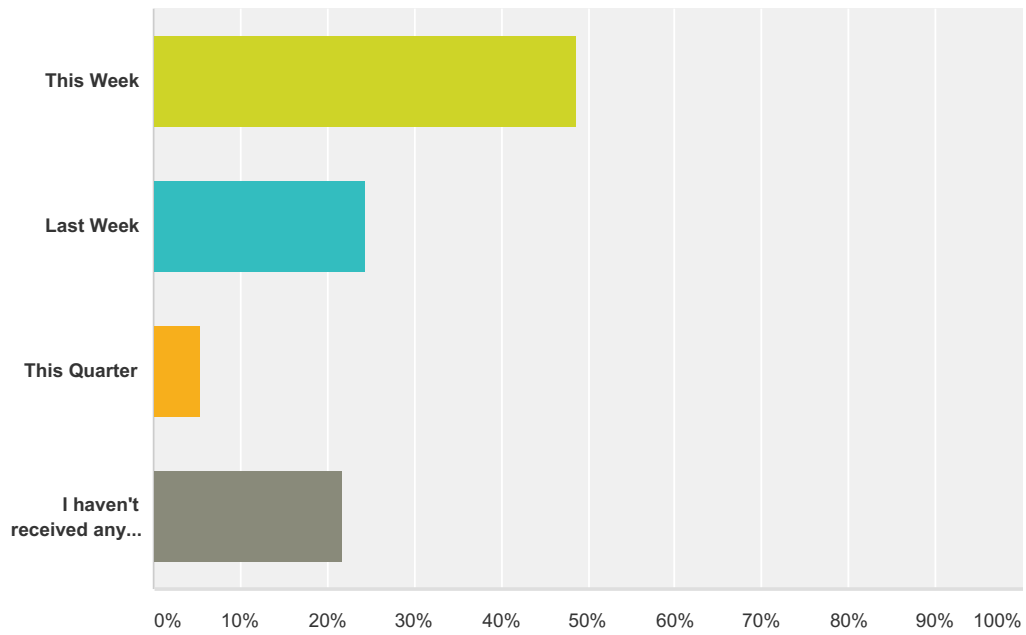


| Answer Choices | Responses | |
|---|---|---|
| This Week | **48.65%** | 18 |
| Last Week | **24.32%** | 9 |
| This Quarter | **5.41%** | 2 |
| I haven't received any feedback this school year | **21.62%** | 8 |
| **Total Respondents: 37** | | |

## Q6 If you have been given feedback regarding your job performance, has it been meaningful or useful?

**Answered: 30   Skipped: 7**
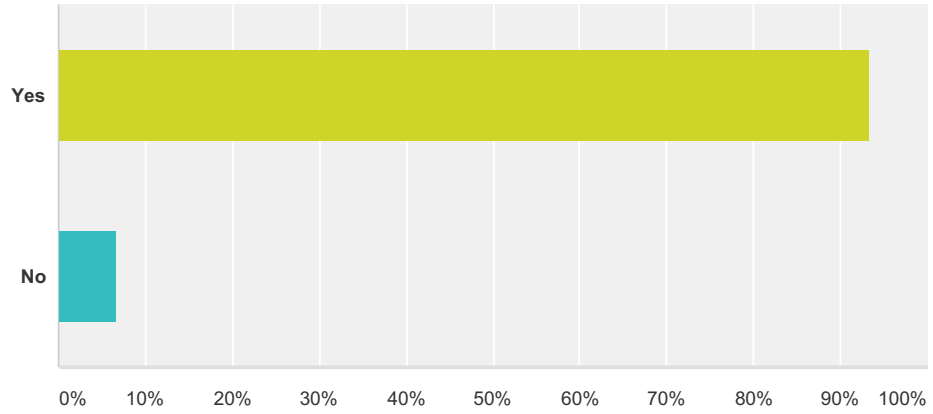


| Answer Choices | Responses | |
|---|---|---|
| Yes | **93.33%** | 28 |
| No | **6.67%** | 2 |
| **Total Respondents: 30** | | |

## Q7 Do Mr. Farr and Mr. Darr provide you with enough commuication regarding day-to-day events?

**Answered: 37   Skipped: 0**
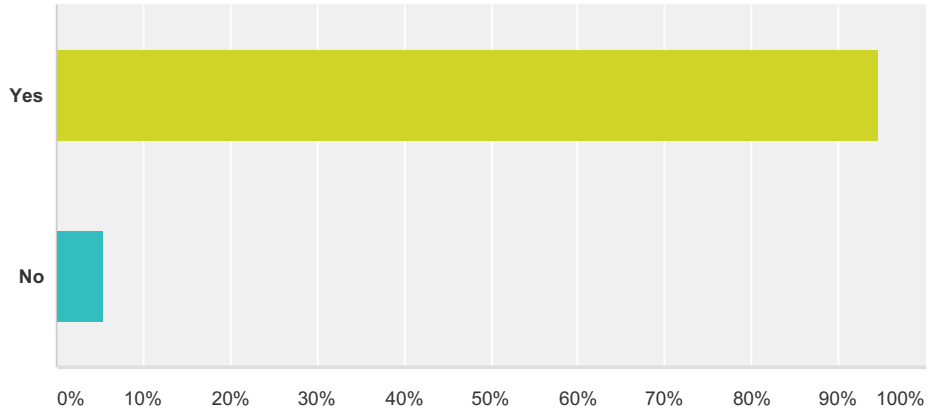


| Answer Choices | Responses | |
| --- | --- | --- |
| Yes | **94.59%** | 35 |
| No | **5.41%** | 2 |
| **Total Respondents: 37** | | |

## Q8 Do you feel safe on this campus?

Answered: 37    Skipped: 0
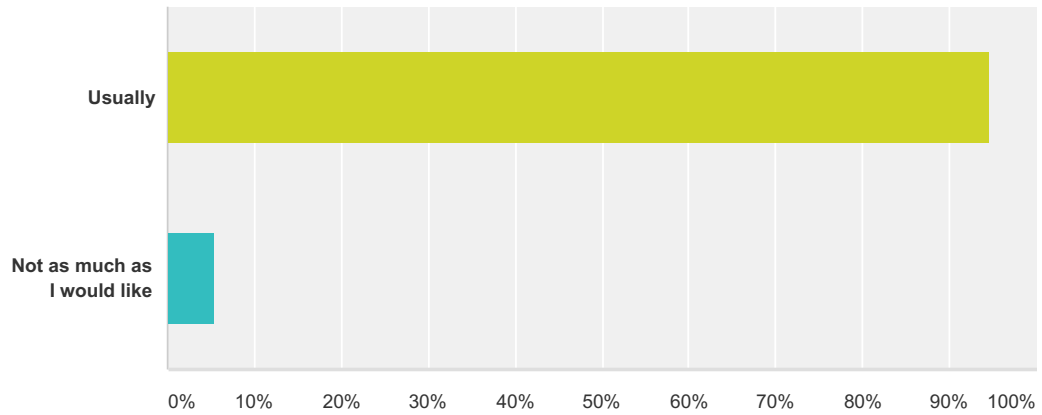


| Answer Choices | | Responses | |
|---|---|---|---|
| Usually | | **94.59%** | 35 |
| Not as much as I would like | | **5.41%** | 2 |
| **Total Respondents: 37** | | | |

## Q9 Is your room cleaned to your satisfaction on a regular basis?

**Answered: 37    Skipped: 0**
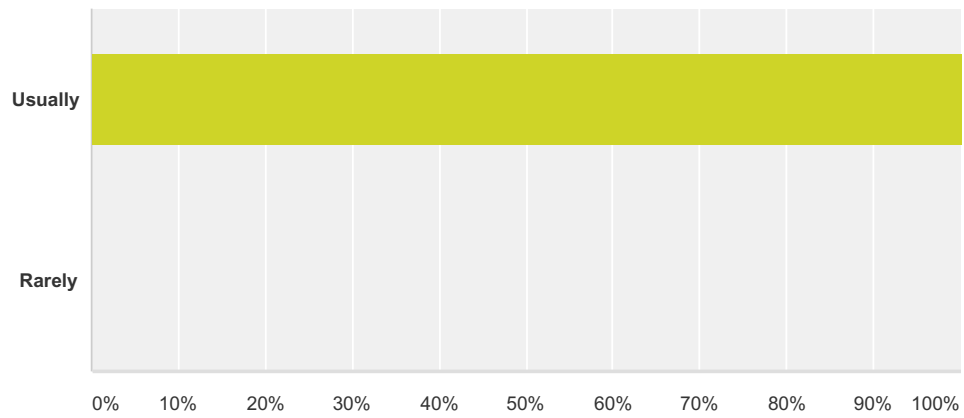


| Answer Choices | Responses | |
|---|---|---|
| Usually | **100.00%** | 37 |
| Rarely | **0.00%** | 0 |
| **Total Respondents: 37** | | |

## Q10 How would you rate the overall cleanliness of the campus?

Answered: 37    Skipped: 0
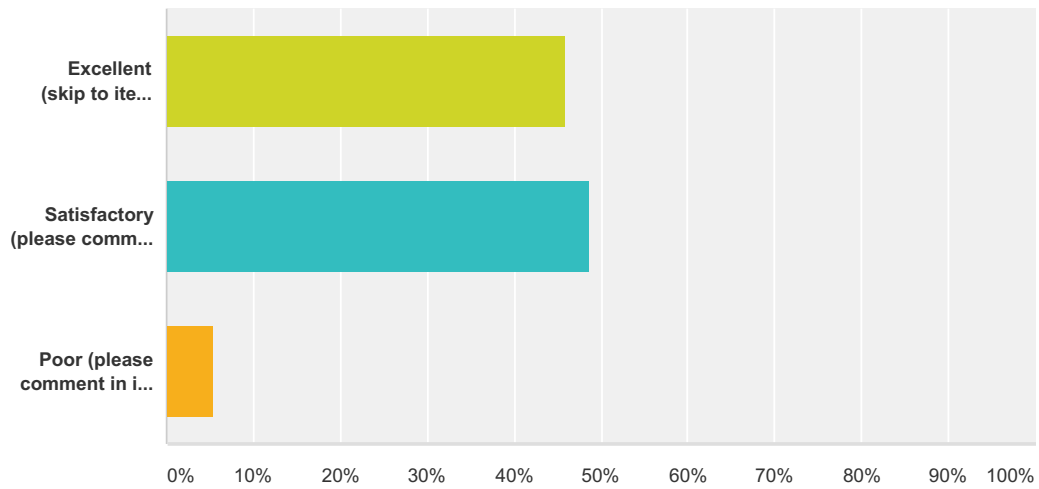


| Answer Choices | Responses | |
| --- | --- | --- |
| Excellent (skip to item 11) | **45.95%** | 17 |
| Satisfactory (please comment in item 10) | **48.65%** | 18 |
| Poor (please comment in item 10) | **5.41%** | 2 |
| **Total Respondents: 37** | | |

## Q11 What needs to be improved regarding the facility upkeep?

Answered: 16    Skipped: 21

## Q12 Do you feel you have a voice in the overall operation of the school?

Answered: 36    Skipped: 1
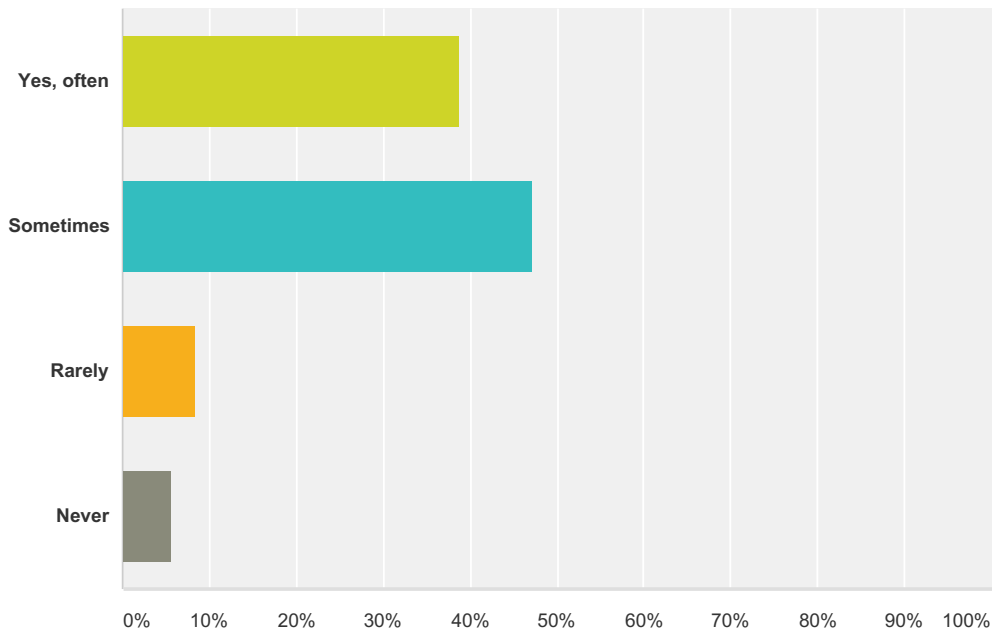


| Answer Choices | Responses | |
|---|---|---|
| Yes, often | **38.89%** | 14 |
| Sometimes | **47.22%** | 17 |
| Rarely | **8.33%** | 3 |
| Never | **5.56%** | 2 |
| **Total Respondents: 36** | | |

# Q13 Do you feel your concerns, opinions, and input are taken seriously by the campus administration?

**Answered: 36    Skipped: 1**
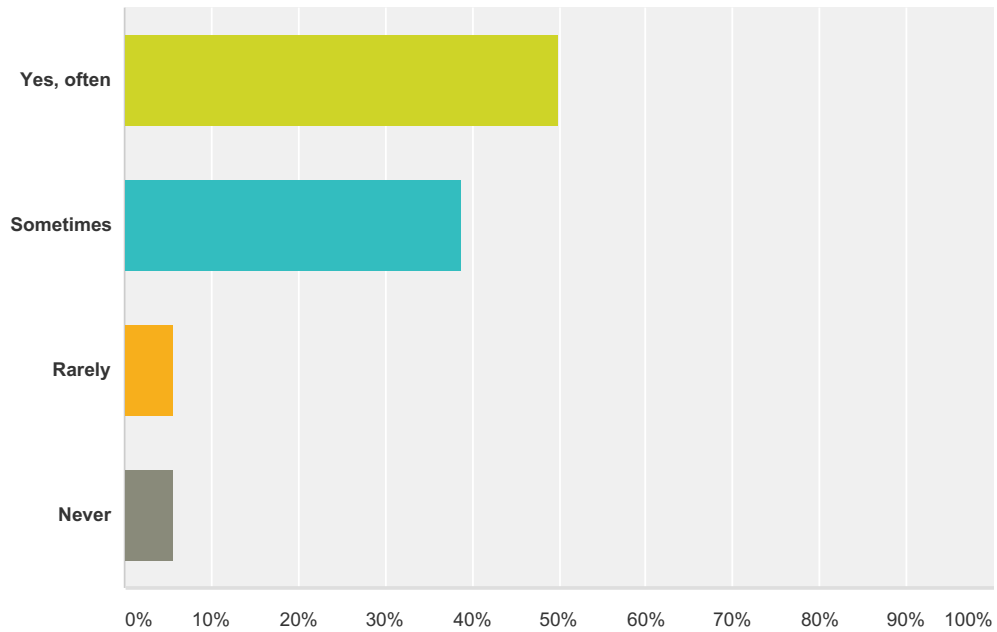


| Answer Choices | Responses | |
|---|---|---|
| Yes, often | **50.00%** | 18 |
| Sometimes | **38.89%** | 14 |
| Rarely | **5.56%** | 2 |
| Never | **5.56%** | 2 |
| **Total Respondents: 36** | | |

## Q14 How would you rank your satisfaction with your job on this campus?

Answered: 36    Skipped: 1
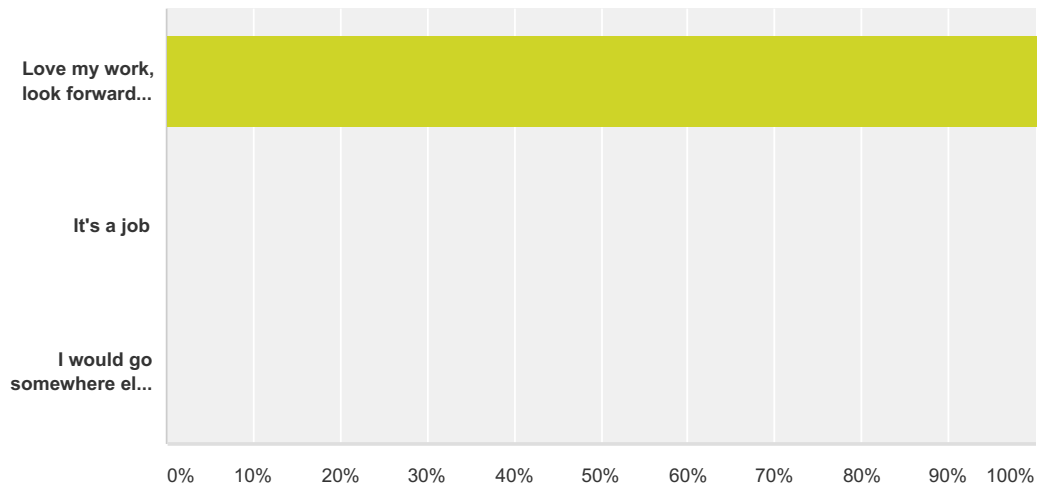


| Answer Choices | Responses | |
|---|---|---|
| Love my work, look forward to coming each day | **100.00%** | 36 |
| It's a job | **0.00%** | 0 |
| I would go somewhere else if the situation arose | **0.00%** | 0 |
| **Total Respondents: 36** | | |

## Q15 Is there anything about the campus administration that you see as a STRNGTH?

Answered: 22    Skipped: 15

**Q16 Is there anything about the campus administration that you see as a WEAKNESS?**

Answered: 16    Skipped: 21

**Q17 What could the campus administration do to improve your overall satisfaction with this workplace?**

**Answered: 15    Skipped: 22**

## Q18 Applying Shannon's Four Pillars to your situation at work...How would you rank YOUR FEELING OF SECURITY?

**Answered: 37    Skipped: 0**
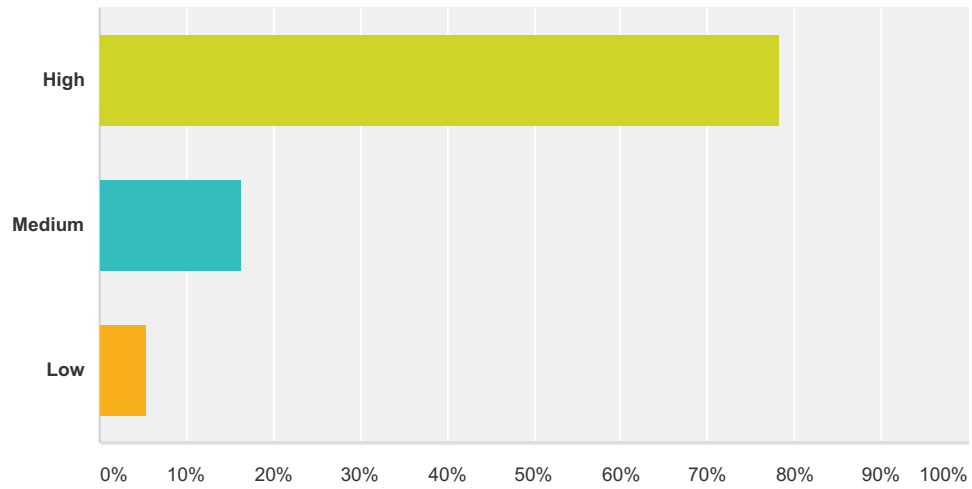


| Answer Choices | Responses | |
|---|---|---|
| High | **78.38%** | 29 |
| Medium | **16.22%** | 6 |
| Low | **5.41%** | 2 |
| **Total Respondents: 37** | | |

## Q19 Applying Shannon's Four Pillars to your situation at work...How would you rank YOUR FEELING OF SIGNIFICANCE?

**Answered: 37    Skipped: 0**
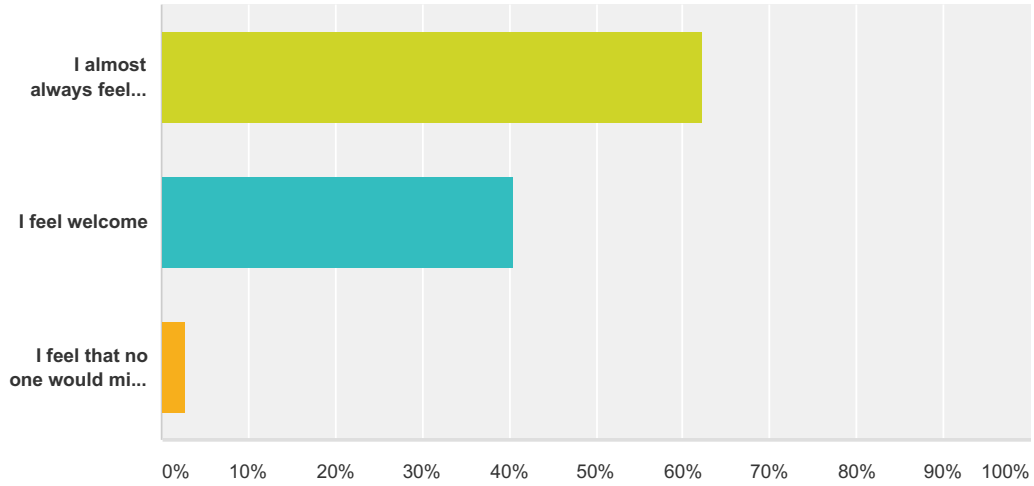


| Answer Choices | | Responses | |
|---|---|---|---|
| I almost always feel important and worthwhile at work | | **62.16%** | 23 |
| I feel welcome | | **40.54%** | 15 |
| I feel that no one would miss me if I left | | **2.70%** | 1 |
| **Total Respondents: 37** | | | |

## Q20 Applying Shannon's Four Pillars to your situation at work...How would you rank YOUR FEELING OF COMPETENCE?

Answered: 36   Skipped: 1
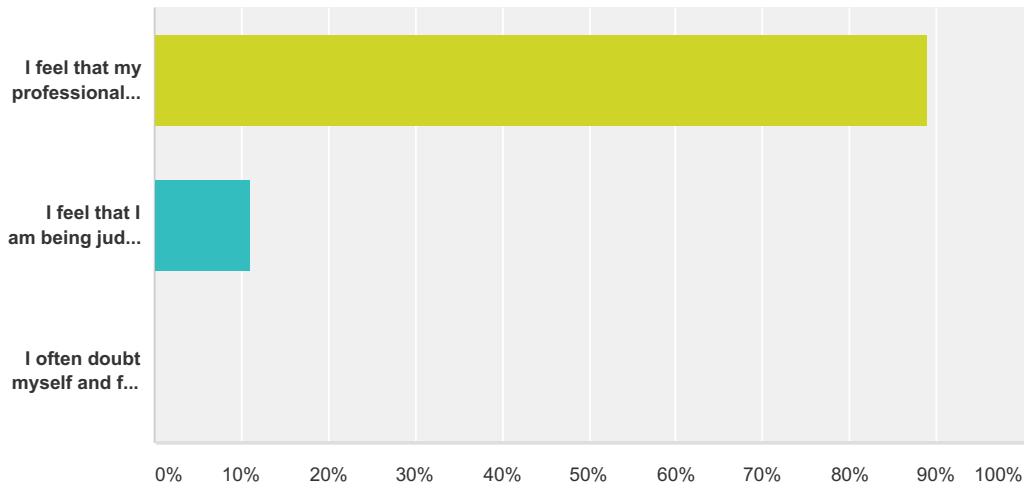


| Answer Choices | Responses | |
|---|---|---|
| I feel that my professionalism and performance is acklnowledged and I am respected. | **88.89%** | 32 |
| I feel that I am being judged and often feel insecure about my job peformance. | **11.11%** | 4 |
| I often doubt myself and feel overwhelmed by the demands of my position. | **0.00%** | 0 |
| Total | | 36 |

## Q21 Applying Shannon's Four Pillars to your situation at work...How would you rank YOUR FEELING OF SITUATIONAL AWARENESS?

Answered: 36   Skipped: 1
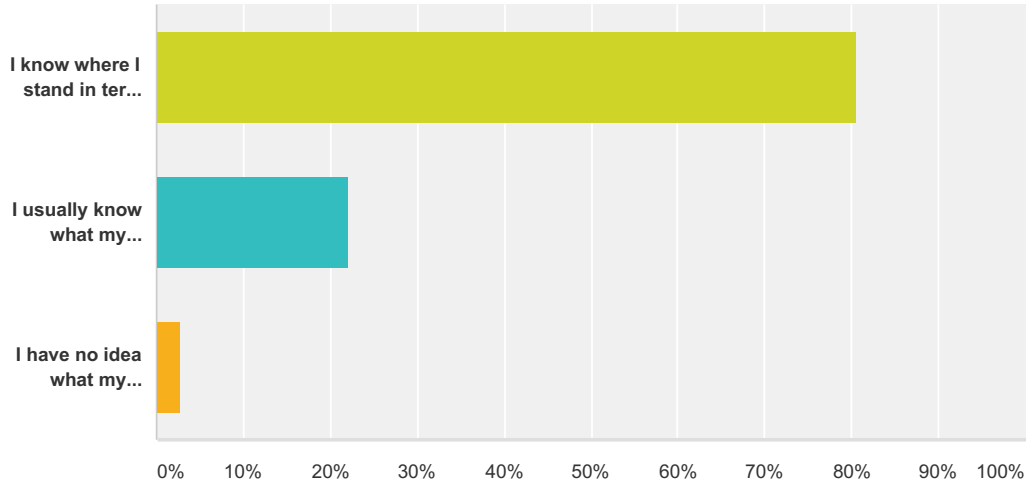


| Answer Choices | Responses | |
|---|---|---|
| I know where I stand in terms of what is expected of me and my job performance in general. | **80.56%** | 29 |
| I usually know what my supervisor thinks of my job performance. | **22.22%** | 8 |
| I have no idea what my supervisor thinks about my job performance. | **2.78%** | 1 |
| **Total Respondents: 36** | | |

21 / 22

## Q22 As the INSTRUCTIONAL LEADER of this campus, what GRADE would you give Mr. Farr?

**Answered: 37  Skipped: 0**
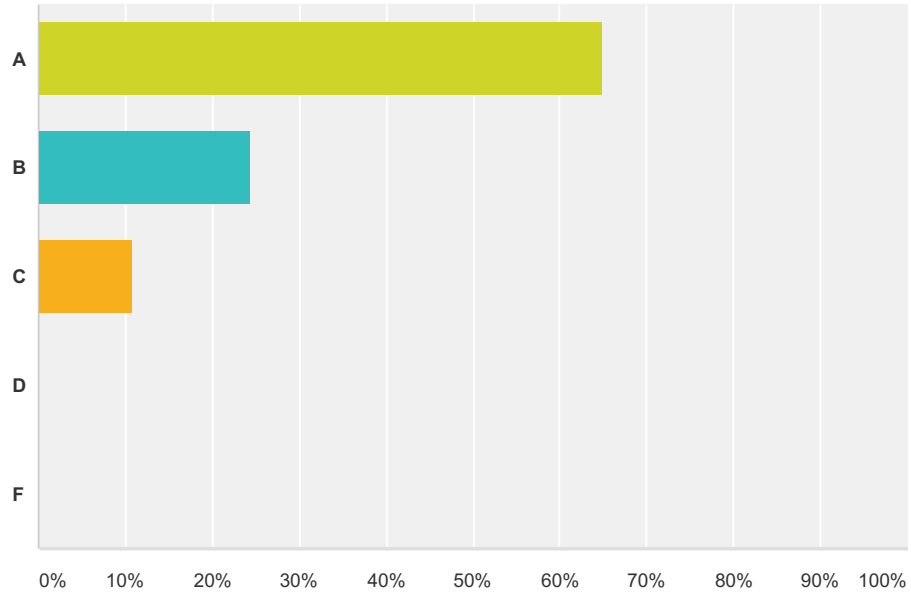


| Answer Choices | Responses | |
|---|---|---|
| A | **64.86%** | 24 |
| B | **24.32%** | 9 |
| C | **10.81%** | 4 |
| D | **0.00%** | 0 |
| F | **0.00%** | 0 |
| Total | | 37 |

**Problem:** 43% passing rate for ALL STUDENTS, 40% passing rate for HISPANIC, and 49% passing rate for ECONOMICALLY DISADVANTAGED

**Goal:** 55% rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED sub-groups for  EOC testers in Spring 2016

**Root Cause** Students are weak in ability to compose, understand, analyze, revise and edit  a variety of written literary and informational texts.

**Strategy:** Increase reading time followed by student collaboration and discussion of main idea of text and how it could be edited or revised.  Individual student work products demonstrating

| | Person/Group Responsible | | | | | |
|---|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | |
| **Quarter 1**<br>Aug<br>Sep<br>Oct | Conduct walkthroughs, monitor lesson plans, monitor data from in class testing, CBA, OER Samples | Become proficient in ABYDOS, Understand linguistic instructional strategies and how to incorporate into lessons | Implement ABYDOS, provide tutorials, Saturday classes, increase time in class with writing, Incorporate linguistic instructional strategies into lessons, Design intervention groups based on results of vocabulary assessments, Evaluate strategy implementation  and effectiveness through results of data | OER and other writing/reading samples will show increasing ability to edit and revise, Student academic vocabulary increases, Language proficiency levels of ELLS will increase | | |
| **Quarter 2**<br>Nov<br>Dec<br>Jan | Provide feedback to teachers on on level and quality of implementation based on walkthroughs | Become proficient in ABYDOS, Understand linguistic instructional strategies and how to incorporate into lessons | Implement ABYDOS, provide tutorials, Saturday classes, increase time in class with writing, Incorporate linguistic instructional strategies into lessons, Design intervention groups based on results of vocabulary assessments, Evaluate strategy implementation  and effectiveness through results of data | OER and other writing/reading samples will show increasing ability to edit and revise, Student academic vocabulary increases, Language proficiency levels of ELLS will increase | | |

| | | | | | |
|---|---|---|---|---|---|
| **Quarter 3**<br>Jan<br>Feb<br>Mar | | Become proficient in ABYDOS, Understand linguistic instructional strategies and how to incorporate into lessons | Implement ABYDOS, provide tutorials, Saturday classes, increase time in class with writing, Incorporate linguistic instructional strategies into lessons, Design intervention groups based on results of vocabulary assessments, Evaluate strategy implementation  and effectiveness through results of data | OER and other writing/reading samples will show increasing ability to edit and revise, Student academic vocabulary increases, Language proficiency levels of ELLS will increase | |
| **Quarter 4**<br>Apr<br>May<br>Jun | Evaluate strategy implementation and effectiveness through results of staff survey and data review | Become proficient in ABYDOS, Understand linguistic instructional strategies and how to incorporate into lessons | Implement ABYDOS, provide tutorials, Saturday classes, increase time in class with writing, Incorporate linguistic instructional strategies into lessons, Design intervention groups based on results of vocabulary assessments, Evaluate strategy implementation  and effectiveness through results of data | OER and other writing/reading samples will show increasing ability to edit and revise, Student academic vocabulary increases, Language proficiency levels of ELLS will increase | |

**Problem:** 32% passing rate for ALL STUDENTS, 30% passing rate for HISPANIC, and 17% passing rate for ECONOMICALLY DISADVANTAGED and 33%ELL in Alg I EOC

**Goal:** 55% rate for ALL STUDENTS, 50% HISPANIC, 30% ECONOMICALLY DISADVANTAGED and 50% ELL for EOC testers in Spring 2016

**Root Cause** Difficulty describing functional relationships, understanding of the properties and attributes of functions, and formulating/using linear equations and inequalities. Weak

**Strategy:** Increase time student works with variety of functions, increase assignments focused on types of functions student has problems with, followed by 1:1 assistance from teacher. Use

| | Person/Group Responsible | | | | | |
|---|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | |
| **Quarter 1** Aug Sep Oct | Provide resources, Walk Through coaching, monitor Forethought, disaggregate CBA and other test data | Attend approriate District PD - Kilgo, Screeners, Used AWARE and previous data to design individual plans for students | Receive Universal screener Data Teach Test Prep Course Teach during time remaining after class, Saturday School After School Boot Camp Individual Plan | Vocabulary Stressed, Increasing scores on practice tests, Saturday School, After School, Boot Camp , Follow Individual Plan | | |
| **Quarter 2** Nov Dec Jan | Provide resources, Walk Through coaching, monitor Forethought, disaggregate CBA and other test data | Attend approriate District PD - Kilgo, Screeners, Used AWARE and previous data to design individual plans for students | Receive Universal screener Data Teach Test Prep Course Teach during time remaining after class, Saturday School After School Boot Camp Individual Plan | Vocabulary Stressed, Increasing scores on practice tests, Saturday School, After School, Boot Camp , Follow Individual Plan | | |
| **Quarter 3** Jan Feb Mar | Provide resources, Walk Through coaching, monitor Forethought, disaggregate CBA and other test data | Attend approriate District PD - Kilgo, Screeners, Used AWARE and previous data to design individual plans for students | Receive Universal screener Data Teach Test Prep Course Teach during time remaining after class, Saturday School After School Boot Camp Individual Plan | Vocabulary Stressed, Increasing scores on practice tests, Saturday School, After School, Boot Camp , Follow Individual Plan | | |

| | | | | | |
|---|---|---|---|---|---|
| **Quarter 4**<br>Apr<br>May<br>Jun | Provide resources, Walk Through coaching, monitor Forethought, disaggregate CBA and other test data | Attend approriate District PD - Kilgo, Screeners, Used AWARE and previous data to design individual plans for students | Receive Universal screener Data<br>Teach Test Prep Course<br>Teach during time remaining after class, Saturday School After School Boot Camp Individual Plan | Vocabulary Stressed, Increasing scores on practice tests, Saturday School, After School, Boot Camp , Follow Individual Plan | |

**Problem:** 41% passing rate for ALL STUDENTS, 33% passing rate for HISPANIC, and 27% passing rate for ECONOMICALLY DISADVANTAGED and 25% ELL in Science

**Goal:** 55% rate for ALL STUDENTS, 50% HISPANIC, 40% ECONOMICALLY DISADVANTAGED and 50% ELL for EOC testers in Spring 2016

**Root Cause** Lack of teacher-student instruction - it is an online course. Student inability to demonstrate understanding of cell structure and function; mechanics of genetics, evolution,

**Strategy:** Compass Learning instruction - Make time available with teacher for monitoring and tutorial help.

| | Person/Group Responsible | | | | | |
|---|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | |
| **Quarter 1** Aug Sep Oct | Compass Training, PLC meeting on Compass, monitor Saturday School folders | Attend Compass training to incorporate STAAR training | Monitor progress of students in Compas | Daily progress on Compass curriculum, completion of at least 50% of online credit course | | |
| **Quarter 2** Nov Dec Jan | Provide feedback to teachers based on Compass Learning, boot camp | Stay current with Compass curriculum | Provide feedback to students based on Compass Learning | Daily progress on Compass curriculum, completion of at least 100% of online credit course | | |
| **Quarter 3** Jan Feb Mar | Analyze from AWARE, Meet with teachers on Compass on the data from AWARE | Stay current with Compass curriculum | Analyze from AWARE, Meet with teachers on Compass on the data from AWARE | Daily progress on Compass curriculum, completion of at least 50% of online credit course | | |
| **Quarter 4** Apr May Jun | Evaluate strategy implementation and effectiveness through results of staff survey and data review | Stay current with Compass curriculum | Evaluate strategy implementation and effectiveness through results of staff survey and data review | Daily progress on Compass curriculum, completion of at least 100% of online credit course | | |

**Problem:** 48% passing rate for HISPANIC testers in US History

**Goal:** 60% passing rate for HISPANIC EOC testers in Spring 2016

**Root Cause** Lack of ability to relate geographic, cultural, economic, and technological influences on events in US history combined with a lack of ability to understand the role of government and

**Strategy:** Increase time student works with variety of geographic, cultural, economic, and technological influences on history, as well as defining and applying the role of government and the

| | Person/Group Responsible | | | | | |
|---|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | District BL/ESL Dept. |
| **Quarter 1** Aug Sep Oct | Monitor CBA and in-class test data, Walk Throughs, monitor lesson plans in Forethought | Training and implementation of SIOP, ESL, ELL strategies | Planning & Analysis, Increase tutorial time with sub-group | Stress vocabulary, after school and Saturday classes, imcreasing scores on teacher made tests | Help with training staff in ESL, ELL, SIOP strategies | Help with training staff in ESL, ELL, SIOP strategies |
| **Quarter 2** Nov Dec Jan | Monitor CBA and in-class test data, Walk Throughs, monitor lesson plans in Forethought | Training and implementation of SIOP, ESL, ELL strategies | Planning & Analysis, Increase tutorial time with sub-group, Tutorials Saturday School Boot Camp Student -Centered Remediation | Stress vocabulary, after school and Saturday classes, imcreasing scores on teacher made tests | Help with training staff in ESL, ELL, SIOP strategies | Help with training staff in ESL, ELL, SIOP strategies |
| **Quarter 3** Jan Feb Mar | Monitor CBA and in-class test data, Walk Throughs, monitor lesson plans in Forethought | Training and implementation of SIOP, ESL, ELL strategies | Planning & Analysis, Increase tutorial time with sub-group, Analyze Evaluate Reflect Innovate | Stress vocabulary, after school and Saturday classes, imcreasing scores on teacher made tests | Help with training staff in ESL, ELL, SIOP strategies | Help with training staff in ESL, ELL, SIOP strategies |
| **Quarter 4** Apr May Jun | Monitor CBA and in-class test data, Walk Throughs, monitor lesson plans in Forethought | Training and implementation of SIOP, ESL, ELL strategies | Planning & Analysis, Increase tutorial time with sub-groupTutorials Boot Camp Saturday School Student-Centered Remediation | Stress vocabulary, after school and Saturday classes, imcreasing scores on teacher made tests | Help with training staff in ESL, ELL, SIOP strategies | Help with training staff in ESL, ELL, SIOP strategies |

**Problem:** 93% participation rate for ALL STUDENTS, 92% participating rate for HISPANIC, 92% participating rate for ECONOMICALLY DISADVANTAGED and 91% participating rate for ELL sub

**Goal:** 55% rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED sub-groups for  EOC testers in Spring 2016

**Root Cause** Attendance rate on day of testing.  Failure to understand importance of test and lack of motivation to come to school.

**Strategy:** Increase motivation to participate, monitor participation rate in time immediately leading up to  - and including  - day of testing.

| | **Person/Group Responsible** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | |
| **Quarter 1**<br>Aug<br>Sep<br>Oct | 1) Week before tests, students will all have conferences with staff re: importance of test and attendance.<br>2) Day before each test, individual students will be personally contacted and reminded to be present.<br>3) Day of test, "problematic" students will be called at 7am.<br>4) Day of test, phone bank will call absent students and attempt to get students to school. | | Emphasizing importance of test for graduation | Understanding importance of tests | | |

| | | | | | |
|---|---|---|---|---|---|
| **Quarter 2**<br>Nov<br>Dec<br>Jan | 1) Week before tests, students will all have conferences with staff re: importance of test and attendance.<br>2) Day before each test, individual students will be personally contacted and reminded to be present.<br>3) Day of test, "problematic" students will be called at 7am.<br>4) Day of test, phone bank will call absent students and attempt to get students to school. | | Emphasizing importance of test for graduation | Understanding importance of tests | |
| **Quarter 3**<br>Jan<br>Feb<br>Mar | 1) Week before tests, students will all have conferences with staff re: importance of test and attendance.<br>2) Day before each test, individual students will be personally contacted and reminded to be present.<br>3) Day of test, "problematic" students will be called at 7am.<br>4) Day of test, phone bank will call absent students and attempt to get students to school. | | Emphasizing importance of test for graduation | Understanding importance of tests | |

| | | | | | |
|---|---|---|---|---|---|
| **Quarter 4**<br>Apr<br>May<br>Jun | 1) Week before tests, students will all have conferences with staff re: importance of test and attendance.<br>2) Day before each test, individual students will be personally contacted and reminded to be present.<br>3) Day of test, "problematic" students will be called at 7am.<br>4) Day of test, phone bank will call absent students and attempt to get students to school. | | Emphasizing importance of test for graduation | Understanding importance of tests | |

**Campus:** Shannon High School

**Safeguard(s) Missed:** Performance - Reading: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED

**Problem 1 Statement:** 43% passing rate for ALL STUDENTS, 40% passing rate for HISPANIC, and 49% passing rate for ECONOMICALLY DISADVANTAGED

**Annual SMART Goal:** 55% rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED sub-groups for EOC testers in Spring 2016

**Root Cause:** Students are weak in ability to compose, understand, analyze, revise and edit a variety of written literary and informational texts.

**Targeted Strategy to Address Root Cause:** Increase reading time followed by student collaboration and discussion of main idea of text and how it could be edited or revised. Individual student work products demonstrating editing/revision at higher analytical/application levels.

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction  ☐ 4 - Increase learning time  ☐ 7 - Ensure effective teachers

☑ 2 - Use data to inform instruction  ☐ 5 - Improve family/community engagement

☑ 3 - Provide strong leadership  ☐ 6 - Improve school environment

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## Quarter 1 (Sep - Oct)

**Q1 Goal:**

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Targeted planning and walkthroughs with focus on reading skills being taught. | Forethought plans and walkthroughs documented, filed, discussed with teachers during coaching sessions | | | |
| 2) Written individualized plans to address specific standards of students who failed EOC. | On files in teacher and student PIP folders | | | |
| 3) Teachers work on language objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs | PLC minutes, agendas, sign-in sheets | | | |
| 4) Admin team and coaches conduct walkthroughs to provide feedback on implementation and ensure inter-rater reliability. | Walk through documentation | | | |

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## Quarter 2 (Nov - Jan)

**Q2 Goal:**

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Each teacher reviewed scores in Aware and determined the students' weaknesses. The ESL students need assistance with both composition and reading; others who were not successful need help with editing. 20:25 | We spoke to the librarian about acquiring books for students to be able to read on their level, based on the STAAR Reading scores to be generated soon. | The students will practice sustained reading (SSR) on Fridays and will engage in book chats with the teacher to demonstrate their understanding of the material read. The teacher will also use the Kamico for assessment and reteaching of grammar. Moveover, each teacher will also utilize both direct grammar instruction and | Right on schedule There will be weekly writing tasks assigned with multiple opportunities for editing and revising | Resources Needed: Measuring Ip Computer Program which we plan to acquire through a grant. A Reading Specialist is much needed on this campus, especially needed for those below level reading students. (Those who read on an elementary school level need a specialist |

**Campus:** Shannon High School
**Safeguard(s) Missed:** Performance - Reading: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED
**Problem 1 Statement:** 43% passing rate for ALL STUDENTS, 40% passing rate for HISPANIC, and 49% passing rate for ECONOMICALLY DISADVANTAGED
**Annual SMART Goal:** 55% rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED sub-groups for EOC testers in Spring 2016
**Root Cause:** Students are weak in ability to compose, understand, analyze, revise and edit a variety of written literary and informational texts.
**Targeted Strategy to Address Root Cause:** Increase reading time followed by student collaboration and discussion of main idea of text and how it could be edited or revised. Individual student work products demonstrating editing/revision at higher analytical/application levels.

| | | | |
|---|---|---|---|
| 2) | | holistic grammar instruction, incorporating the Writing Coach textbook. In addition the students will practice close reading, annotating while they read. | editing and revising (Including OERs and formal essays) | elementary school level need a specialist to bring them up to their grade level.) Lastly, we wish to partner with a business or a philanthropist to augment literacy at our school. |
| 3) | | | |
| 4) | | | |

**Quarter 3 (Jan - Mar)**

**Q3 Goal:**

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Targeted planning and walkthroughs with focus on reading skills being taught. | | | | |
| 2) Written individualized plans to address specific standards of students who failed EOC. | | | | |
| 3) Teachers work on language objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs | | | | |
| 4) Admin team and coaches conduct walkthroughs to provide feedback on implementation and ensure inter-rater reliability. | | | | |

**Quarter 4 (Apr - Jun)**

**Q4 Goal:**

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Targeted planning and walkthroughs with focus on reading skills being taught. | | | | |
| 2) Written individualized plans to address specific standards of students who failed EOC. | | | | |

**Campus:** Shannon High School

**Safeguard(s) Missed:** Performance - Reading: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED

**Problem 1 Statement:** 43% passing rate for ALL STUDENTS, 40% passing rate for HISPANIC, and 49% passing rate for ECONOMICALLY DISADVANTAGED

**Annual SMART Goal:** 55% rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED sub-groups for  EOC testers in Spring 2016

**Root Cause:** Students are weak in ability to compose, understand, analyze, revise and edit  a variety of written literary and informational texts.

**Targeted Strategy** Increase reading time followed by student collaboration and discussion of main idea of text and how it could be edited or revised.  Individual
**to Address Root Cause:** student work products demonstrating editing/revision at higher analytical/application levels.

| | | | |
|---|---|---|---|
| 3) Teachers work on language objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs | | | |
| 4) Admin team and coaches conduct walkthroughs to provide feedback on implementation and ensure inter-rater reliability. | | | |

**Campus:** Shannon High School

**Safeguard(s) Missed:** Performance - Mathematics: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED, ELL

**Problem 2 Statement:** 32% passing rate for ALL STUDENTS, 30% passing rate for HISPANIC, and 17% passing rate for ECONOMICALLY DISADVANTAGED and 33%ELL

**Annual SMART Goal:** 55% rate for ALL STUDENTS, 50% HISPANIC, 30% ECONOMICALLY DISADVANTAGED and 50% ELL for  EOC testers in Spring 2016

**Root Cause:** Difficulty describing functional relationships, understanding of the properties and attributes of functions, and formulating/using linear equations and inequalities. Weak demonstration of understanding and use of quadratic and nonlinear functions.

**Targeted Strategy to Address Root Cause:** Increase time student works with variety of functions, increase assignments focused on types of functions student has problems with, followed by 1:1 assistance from teacher. Use Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak.

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction          ☐ 4 - Increase learning time          ☐ 7 - Ensure effective teachers

☑ 2 - Use data to inform instruction          ☐ 5 - Improve family/community engagement

☑ 3 - Provide strong leadership          ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:**

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Targeted planning and walkthroughs with focus on math skills being taught. | Forethought plans and walkthroughs documented, filed, discussed with teachers during coaching sessions | | | |
| 2) Written individualized plans to address specific areas of weakness of students who failed EOC. | On files in teacher and student PIP folders | | | |
| 3) Teachers work on math objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs. | PLC minutes, agendas, sign-in sheets | | | |
| 4) Increase time student works with variety of functions, increase assignments focused on types of functions student has problems with, followed by 1:1 assistance from teacher. Use Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak. | Forethought, Walk through documentation | | | |

**2015-2016 Campus Improvement Plan Quarterly Report**
Missed Safeguards - Problem 2

| | |
|---|---|
| **Campus:** | Shannon High School |
| **Safeguard(s) Missed:** | Performance - Mathematics: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED, ELL |
| **Problem 2 Statement:** | 32% passing rate for ALL STUDENTS, 30% passing rate for HISPANIC, and 17% passing rate for ECONOMICALLY DISADVANTAGED and 33%ELL |
| **Annual SMART Goal:** | 55% rate for ALL STUDENTS, 50% HISPANIC, 30% ECONOMICALLY DISADVANTAGED and 50% ELL for  EOC testers in Spring 2016 |
| **Root Cause:** | Difficulty describing functional relationships, understanding of the properties and attributes of functions, and formulating/using linear equations and inequalities. Weak demonstration of understanding and use of quadratic and nonlinear functions. |
| **Targeted Strategy to Address Root Cause:** | Increase time student works with variety of functions, increase assignments focused on types of functions student has problems with, followed by 1:1 assistance from teacher. Use Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak. |

## Quarter 2 (Nov - Jan)

**Q2 Goal:**

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1 )Make Saturday Schooling available. | Student attendance count via sign in sheets. | | | |
| 2) Write individual plans for students. The plans will include problems from previous released test that involve areas of weakness. | Sign in Sheet.  As time allows after classroom daily lessons the number of problems solved. | | | |
| 3) Make after school tutoring available | Sign in sheet.  Number of problems solved. | | | |
| 4) Boot Camp | Sign in sheet. | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:**

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Make Saturday Schooling available. | Student attendance count via sign in sheets. | | | |
| 2) Write individual plans for students. The plans will include problems from previous released test that involve areas of weakness. | Sign in sheet.  As time allows after classroom daily lessons the number of problems solved. | | | |
| 3)  Make after school tutoring available. | Sign in Sheet. Number of problems solved. | | | |
| 4)  Boot Camp | Sign in Sheet. | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:**

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 2

**Campus:** Shannon High School

**Safeguard(s) Missed:** Performance - Mathematics: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED, ELL

**Problem 2 Statement:** 32% passing rate for ALL STUDENTS, 30% passing rate for HISPANIC, and 17% passing rate for ECONOMICALLY DISADVANTAGED and 33%ELL

**Annual SMART Goal:** 55% rate for ALL STUDENTS, 50% HISPANIC, 30% ECONOMICALLY DISADVANTAGED and 50% ELL for  EOC testers in Spring 2016

**Root Cause:** Difficulty describing functional relationships, understanding of the properties and attributes of functions, and formulating/using linear equations and inequalities. Weak demonstration of understanding and use of quadratic and nonlinear functions.

**Targeted Strategy to Address Root Cause:** Increase time student works with variety of functions, increase assignments focused on types of functions student has problems with, followed by 1:1 assistance from teacher. Use Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Make Saturday Schooling available. | Student attendance count via sign in sheets. | | | |
| 2)  Write individual plans for students. The plans will include problems from previous released test that involve areas of weakness. | Sign in sheet.  As time allows after classroom daily lessons the number of problems solved. | | | |
| 3)  Make after school tutoring available. | Sign in sheet.  Number of problems solved. | | | |
| 4)  Boot Camp | Sign in Sheet. | | | |

| | |
|---|---|
| **Campus:** | Shannon High School |
| **Safeguard(s) Missed:** | Performance - Science: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED, ELL |
| **Problem 3 Statement:** | 41% passing rate for ALL STUDENTS, 33% passing rate for HISPANIC, and 27% passing rate for ECONOMICALLY DISADVANTAGED and 25% ELL |
| **Annual SMART Goal:** | 55% rate for ALL STUDENTS, 50% HISPANIC, 40% ECONOMICALLY DISADVANTAGED and 50% ELL for  EOC testers in Spring 2016 |
| **Root Cause:** | Student inability to demonstrate understanding of cell structure and function; mechanics of genetics, evolution, hierarchical classification of organisms, metabolic processes, energy conversions, and interactions and functions of systems; and interdependence and interactions that occur within an environmental system. |
| **Targeted Strategy to Address Root Cause:** | Make time available with teacher for monitoring and tutorial help. |

**Turnaround Principles Addressed by Strategy:**

- [ ] 1 - Strengthen instruction
- [ ] 2 - Use data to inform instruction
- [ ] 3 - Provide strong leadership
- [x] 4 - Increase learning time
- [ ] 5 - Improve family/community engagement
- [ ] 6 - Improve school environment
- [ ] 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:**

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Add a Science teacher for Biology | Add new lab facility and 1 teacher for 2016-17 | | | |
| 2) Monitor online work - progress and passing rate | Compass documents | | | |
| 3)Possibly split schedule and send Bio students to home campus | | | | |
| | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:**

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)Reviewed the test scores on Aware and determined their weakness | Examined their daily work and test scores on compass to see how they are progressing | The students are struggling to stay on task while doing the "Compass Program"  Consequently they will have alternative instruction to augment their learning. | In addition to Compass Program, we are having Saturday School for test remediation.  I have after school to | Resources on STAAR practice test, programs that concentrated only on the STAAR test. |
| 2)  Individualized plans to work on the root cause | | | | |
| 3) | | | | |

**Campus:** Shannon High School

**Safeguard(s) Missed:** Performance - Science: less than 60% passing ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED, ELL

**Problem 3 Statement:** 41% passing rate for ALL STUDENTS, 33% passing rate for HISPANIC, and 27% passing rate for ECONOMICALLY DISADVANTAGED and 25% ELL

**Annual SMART Goal:** 55% rate for ALL STUDENTS, 50% HISPANIC, 40% ECONOMICALLY DISADVANTAGED and 50% ELL for  EOC testers in Spring 2016

**Root Cause:** Student inability to demonstrate understanding of cell structure and function; mechanics of genetics, evolution, hierarchical classification of organisms, metabolic processes, energy conversions, and interactions and functions of systems; and interdependence and interactions that occur within an environmental system.

**Targeted Strategy to Address Root Cause:** Make time available with teacher for monitoring and tutorial help.

| 4) | | class to assist with their learning | |
|---|---|---|---|

## Quarter 3 (Jan - Mar)

**Q3 Goal:**

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Analysis previous test results | STAAR result from AWARE | | | |
| 2)  Individual result analysis | STAAR practice test result | | | |
| 3)  Saturday classes | | | | |
| 4)  After school classes on STAAR prep | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:**

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Boot Camp | File on booth camp | | | |
| 2)  Collaborate with other high school teachers for STAAR practice test | File on practice test paper | | | |
| 3)  Integrate PLC for Biology with other high schools | | | | |
| 4) | | | | |

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 4

**Campus:** Shannon High School

**Safeguard(s) Missed:** Performance - Social Studies: less than 60% passing for HISPANIC sub group

**Problem 4 Statement:** 48% passing rate for HISPANIC testers

**Annual SMART Goal:** 60% passing rate for HISPANIC EOC testers in Spring 2016

**Root Cause:** Lack of ability to relate geographic, cultural, economic, and technological influences on events in US history combined with a lack of ability to understand the role of government and the civic process.

**Targeted Strategy to Address Root Cause:** Increase time student works with variety of geographic, cultural, economic, and technological influences on history, as well as defining and applying the role of government and the civic process to real world experiences the students face. The process will include 1:1 assistance from teacher, us of the Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak

**Turnaround Principles Addressed by Strategy:**

- [ ] 1 - Strengthen instruction
- [x] 2 - Use data to inform instruction
- [ ] 3 - Provide strong leadership
- [x] 4 - Increase learning time
- [ ] 5 - Improve family/community engagement
- [ ] 6 - Improve school environment
- [ ] 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:**

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Targeted planning and walkthroughs with focus on US History skills being taught. | Forethought plans and walkthroughs documented, filed, discussed with teachers during coaching sessions | | | |
| 2) Written individualized plans to address specific areas of weakness of students who failed EOC. | On files in teacher and student PIP folders | | | |
| 3) Teachers work on US History objectives during planning in PLCs and include in lesson plans; plans are reviewed by coaches and feedback provided individually and through PLCs. | PLC minutes, agendas, sign-in sheets | | | |
| 4) Increase time student works with objectives matched to identified weakness in knowledge of identified US History concepts.Use Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak. | Forethought, Walk through documentation | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 4

**Campus:** Shannon High School
**Safeguard(s) Missed:** Performance - Social Studies: less than 60% passing for HISPANIC sub group
**Problem 4 Statement:** 48% passing rate for HISPANIC testers
**Annual SMART Goal:** 60% passing rate for HISPANIC EOC testers in Spring 2016
**Root Cause:** Lack of ability to relate geographic, cultural, economic, and technological influences on events in US history combined with a lack of ability to understand the role of government and the civic process.
**Targeted Strategy to Address Root Cause:** Increase time student works with variety of geographic, cultural, economic, and technological influences on history, as well as defining and applying the role of government and the civic process to real world experiences the students face.  The process will include 1:1 assistance from teacher, us of the Compass curriculum, individual tutorials, and peer groups to work on areas identified as weak

## Quarter 2 (Nov - Jan)
### Q2 Goal:

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Encourage tutorials | Sign in Sheets | | | |
| 2)  Saturday School | Sign in Sheets | | | |
| 3)  Student-Centered Remediation in Access Point | Compass | | | |
| 4)  Boot Camp | | | | |

## Quarter 3 (Jan - Mar)
### Q3 Goal:

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Analyze | Test Scores | | | |
| 2)  Evaluate | Methods & Scores | | | |
| 3)  Reflect | Success | | | |
| 4)  Innovate | New Methods | | | |

## Quarter 4 (Apr - Jun)
### Q4 Goal:

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  Tutorials | Sign in Sheets | | | |
| 2)  Saturday School | Sign in Sheets | | | |
| 3)  Student -Centered Remediation | Compass | | | |
| 4)  Boot Camp | Practice Tests | | | |

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 5

**Campus:** Shannon High School

**Safeguard(s) Missed:** Participation in Reading EOC less than 95% in ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED and ELL sub groups.

**Problem 5 Statement:** 93% participation rate for ALL STUDENTS, 92% participating rate for HISPANIC, 92% participating rate for ECONOMICALLY DISADVANTAGED and 91% participating rate for ELL sub groups

**Annual SMART Goal:** 95% participation rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED and ELL sub groups

**Root Cause:** Attendance rate on day of testing. Failure to understand importance of test and lack of motivation to come to school.

**Targeted Strategy to Address Root Cause:** Increase motivation to participate, monitor participation rate in time immediately leading up to - and including - day of testing.

**Turnaround Principles Addressed by Strategy:**

- ☐ 1 - Strengthen instruction
- ☐ 2 - Use data to inform instruction
- ☐ 3 - Provide strong leadership
- ☑ 4 - Increase learning time
- ☐ 5 - Improve family/community engagement
- ☐ 6 - Improve school environment
- ☐ 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:**

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Week before tests, students will all have conferences with staff re: importance of test and attendance. | Call Logs | | | |
| 2) Day before each test, individual students will be personally contacted and reminded to be present. | Log book | | | |
| 3) Day of test, "problematic" students will be called at 7am. | Call Logs | | | |
| 4) Day of test, phone bank will call absent students and attempt to get students to school. | Call logs, attendance sheets | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:**

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Week before tests, students will all have conferences with staff re: importance of test and attendance. | | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 5

**Campus:** Shannon High School

**Safeguard(s) Missed:** Participation in Reading EOC less than 95% in ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED and ELL sub groups.

**Problem 5 Statement:** 93% participation rate for ALL STUDENTS, 92% participating rate for HISPANIC, 92% participating rate for ECONOMICALLY DISADVANTAGED and 91% participating rate for ELL sub groups

**Annual SMART Goal:** 95% participation rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED and ELL sub groups

**Root Cause:** Attendance rate on day of testing.  Failure to understand importance of test and lack of motivation to come to school.

**Targeted Strategy to Address Root Cause:** Increase motivation to participate, monitor participation rate in time immediately leading up to  -  and including  -  day of testing.

| | | | |
|---|---|---|---|
| 2) Day before each test, individual students will be personally contacted and reminded to be present. | | | |
| 3) Day of test, "problematic" students will be called at 7am. | | | |
| 4) Day of test, phone bank will call absent students and attempt to get students to school. | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:**

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Week before tests, students will all have conferences with staff re: importance of test and attendance. | | | | |
| 2) Day before each test, individual students will be personally contacted and reminded to be present. | | | | |
| 3) Day of test, "problematic" students will be called at 7am. | | | | |
| 4) Day of test, phone bank will call absent students and attempt to get students to school. | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:**

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|

**Campus:** Shannon High School

**Safeguard(s) Missed:** Participation in Reading EOC less than 95% in ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED and ELL sub groups.

**Problem 5 Statement:** 93% participation rate for ALL STUDENTS, 92% participating rate for HISPANIC, 92% participating rate for ECONOMICALLY DISADVANTAGED and 91% participating rate for ELL sub groups

**Annual SMART Goal:** 95% participation rate for ALL STUDENTS, HISPANIC, ECONOMICALLY DISADVANTAGED and ELL sub groups

**Root Cause:** Attendance rate on day of testing. Failure to understand importance of test and lack of motivation to come to school.

**Targeted Strategy to Address Root Cause:** Increase motivation to participate, monitor participation rate in time immediately leading up to - and including - day of testing.

| | | | |
|---|---|---|---|
| 1) Week before tests, students will all have conferences with staff re: importance of test and attendance. | | | |
| 2) Day before each test, individual students will be personally contacted and reminded to be present. | | | |
| 3) Day of test, "problematic" students will be called at 7am. | | | |
| 4) Day of test, phone bank will call absent students and attempt to get students to school. | | | |

Communication
From the Office of the Principal


To:     Mr. Cammarata
        Ms. Ownby
        Dr. Clark

From:  Greg Farr

Date:   June 8, 2015

RE:     Problem of Practice


| Problem of Practice |
| --- |
| Based on data from campus administrator walk-through observations, teachers are posting objectives, however, too many are abbreviated, unclear, and/or do not clearly identify what is expected of the student. |
| **Theory of Action** |
| When the objective is aligned with district curriculum; and<br>When the objectives are measureable; and<br>The objective is defined and discussed in an on-going manner with the students; and<br>When the teacher checks for understanding: students, responses indicate comprehension and ultimate application of the objective; and<br>The final student work product clearly reflects understanding, mastery and correct application of the learning objective. |
| **THEN:** |
| Students mastery of any learning objective will occur sooner and at a higher cognitive level because they understand what they are learning, why they are learning it, and how they will demonstrate mastery of the objective. |
| **Guiding Questions** |
| Is the lesson aligned to BISD and State standards?<br>Is the objective identified in the teacher's Forethought plans?<br>Is the objective measurable?<br>Does the objective clearly identify how students will demonstrate mastery?<br>Is the objective appropriate and on the proper level of cognitive rigor?<br>Is the objective appropriate and on the proper level of cognitive content?<br>Is the objective appropriate and on the proper level of cognitive context?<br>Does the objective build on previous objectives and promote scaffolding toward the ultimate standard?<br>Does the final student work product clearly reflect understanding, mastery and correct application of the learning objective? |


The practice of writing and implementing objectives which meet the criteria identified above will be included in the Campus Improvement Plan.  It will be listed as a part of our Needs Survey, and incorporated into Goal 1, Performance Objectives 1 and 4; Goal 3, Performance Objective 1.  (Reference SLC: Plan4Learning)

# Parent Survey
## Fall 2015
### (Please circle your response for each survey item.)

1. The quality of customer service I receive at Shannon is:

   Excellent      Good   Fair         Poor
   83%           17%

2. I believe Shannon is a secure school and my student is safe when attending.

   Agree         Disagree
   96%          4%

3. The counseling staff offers support, encouragement, beneficial and useful guidance to my student.

   Agree         Disagree
   100%

4. My student is treated with dignity and respect by the Shannon staff.

   Agree         Disagree
   100%

5. My student appears to be happy at Shannon.

   Agree         Disagree
   100%

6. I believe Shannon is helping to keep my student in school and to eventually earn his/her diploma.

   Agree         Disagree
   100%

7. My student appears to be informed and aware of what he/she needs to accomplish in order to graduate.

   Agree         Disagree
   100%

8. Communication between parents and staff at Shannon is effective.

   Agree         Disagree
   100%

9. I believe the teachers at Shannon have set high standards and expectations for my student.

   Agree         Disagree
   100%

10. My biggest concern for my student at Shannon is:

    Their attendance         Their grades         Their behaviors
    35%                 50%               15%

    Comments:

    -

    _____
    _____
    _____
    _____
    _____
    _____

# Birdville Independent School District

# Haltom Middle School

# 2015-2016 Campus Improvement Plan

# Mission Statement

*Each day we will create an atmosphere where students engage in meaningful experiences that ignite a passion for learning by utilizing formative and summative assessments. We will ensure this by fostering a community where all students feel safe, valued, and respected.*

## *TIGERS Value:*

**T**enacity

**I**ntegrity

**G**raciousness

**E**ffort

**R**esiliency

**S**ervice to Others

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# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Haltom Middle School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 886 students with 85% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 3%, American Indian-1%, Asian-7%, Hispanic-70%, White-19%. Additionally, HMS has the following special population groups: Gifted and Talented 8%, Special Education 11%, ESL Students 28% (4% Newcomers), Mobility Rate 16%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. Haltom staff values collaboration and effective professional learning communities (PLC's). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2015-2016 school year.

### Demographics Strengths

The diversity at HMS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our student's experiences our staff is able to draw from a variety of life lessons which enhances the learning platform.

### Demographics Needs

In order to facilitate the campus vision of global learners, more technology is needed for students to expand learning beyond the campus walls. HMS has a large English Second Language population which causes unique challenges for staff. Additionally, the large percentage of families who qualify for free-reduced lunch creates a need for many special programs.

# Student Achievement

## Student Achievement Summary

The Haltom Middle School Band placed 10th in the entire of state of Texas in the 2015 school year. Many students receive 1st-3rd place awards in the district art show, and one student also won the silver medal in visual arts. Currently, HMS has a student that won a cash prize for her work and it is displayed downtown. In addition to celebrations, HMS has some improvements to be made by the way of the state test. Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- ELL students, Science- Special Education and ELL students, Social Studies- All students, Hispanic , ELL, Special Education, and Economically Disadvantage students.

## Student Achievement Strengths

**State Academic Distinction Designations:** *Campus distinction designations are based on campus performance in relation to a comparison group of campuses. Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on the following characteristics: campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency.*

- Academic Achievement in Reading

## Fine Arts:

- Placed #10 in state in Band
- 27 students made the All–Birdville/All Region Band (#1 in Region AND #1 out of all BISD middle schools)
- 16 straight years making UIL sweepstakes in Band
- Theatre Department musical
- Over 75% of our art students who participated in the highly-competitive *District Art Show* received 1$^{st}$, 2$^{nd}$ and 3$^{rd}$ place awards.
- 5 Students competed on the regional level at Jr VASE and those who participated earned all 4's, with one young artist also winning a silver medal in visual arts.
- One eighth grade student's work was displayed and recognized at the *Texas Art Education Association's yearly conference. That same student one first place (cash prize) in Fort Worth's Safe Haven Art Show. Her work is displayed in a business downtown.*

**Student Achievement Needs**

Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- All students, Hispanic, White, Economically Disadvantaged, ELL students, Science- ELL students, Social Studies- All students, Hispanic , White, Economically Disadvantage, and ELL students.

These areas will be identified and targeted through the campus plan. We have much ground to gain in order to meet state expectations.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

Haltom's focus for the year will be on the quality of work and assessments provided to our students. An emphasis will be placed on vertical collaboration and

the use of technology to enhance instruction and create engagement while teaching hard to teach TEKS.

• Administration Support

o The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents,

students, and community. Open communication and collaboration will be modeled and supported and multiple forms of assistance will be given to whoever is in

need.

Professional Learning Communities (PLC's)

The teachers and staff at Haltom will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their vertical teams

and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving

instruction.

Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing

engaging lessons that meet the needs of our students. The Site Based Decision Making committee will assist in providing professional development to the

faculty and staff based on needs of the campus. Finally, teacher surveys are given routinely to assess the climate of the staff.

**Staff Quality, Recruitment, and Retention Strengths**

Mentoring new and experienced teachers is an on-going process at Haltom which fosters a sense of community and PLC. The opportunity for anonymous feedback to the administration ensures that staff voices are heard and valued at HMS.

**Staff Quality, Recruitment, and Retention Needs**

The staff at HMS does not closely resemble the demographics of our students. Therefore, as natural attrition occurs, there needs to be an increased effort to hire Spanish speaking individuals to better support our Spanish speaking population.

# Technology

## Technology Summary

Chrome-books and designated classrooms will be used for enhanced instruction and intervention practices.

## Technology Needs

Because of the large numbers of Tier II and Tier III coupled with the number of economically disadvantaged students our campus needs greater access to Compass Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data
- PDAS and/or T-TESS

**Support Systems and Other Data**

- Study of best practices
- Other additional data

# Goals

## Goal 1: Students will exceed state and national standards in all subject areas.

**Performance Objective 1:** Seventy percent of students will meet the passing standard set by the state of Texas in math on the STAAR exam.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Mathematics.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will design standards based common assessments and analyze assessment data in PLCs. | 2, 4, 8 | Teachers, Department Chairs, Campus Administration. | Teacher created exams submitted to content specialists and administration. Data analysis protocol tool over each common assessments. Increased STAAR Advanced Scores by 10%. | | | | |
| 2) Math will provide standard based tutorials for students that struggle with Common Assessments. | 1, 3, 8 | Math Department, Department Chairs, Admin Team | Increase in math scores on common assessments. | | | | |
| Funding Sources: 199 - General Funds - $5000.00 | | | | | | | |
| 3) Teachers will utilize mobile computers (COWS) in rotations for integration of technology with students. | 2, 3, 8, 9, 10 | Principal, Math department | Improve walk throughs, common assessments formative assessments scores | | | | |
| 4) Any teacher with Gifted and Talented students or teaching a PreAP/AP class will attend the initial 30 hours of training and 6 update hours every year. | 3, 4, 5, 10 | Principal, Academic Coach, PreAP or AP course teachers | Teacher designed lesson plans will show a differentiated lesson. | | | | |
| 5) Select teachers will attend M. Kilgo's data driven decision training. | 1, 4, 5 | Principal, Assistant Principal, Academic Coach and selected teachers | Increased scores on common assessments and STAAR exam. | | | | |
| Funding Sources: 211 - Title I - $1950.00 | | | | | | | |
| 6) Title I money will be used to purchase a promethean board and iPads to increase engagement, differentiate instruction, and provide formative assessments for ELL students. | 3, 8, 9 | Math teachers, Academic coach, Administrative team | Increased STAAR scores, PDAS evaluations, walkthroughs | | | | |
| Funding Sources: 211 - Title I - $12000.00 | | | | | | | |
| 7) Teachers will analyze data to provide intervention for Tier 2 and Tier 3 students. | | math teachers, Interventionist | formative and summative assessments, STAAR data | | | | |
| Funding Sources: 211 - Title I - $5000.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** Students will exceed state and national standards in all subject areas.

**Performance Objective 2:** The average (mean) scale score will increase by 10% on the Reading and Writing STAAR.

**Summative Evaluation:** 2015 and 2016 STAAR performance in ELAR.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Attending and participating in a horizontal and vertical planning PLC. Aligning instruction, assess reading proficiency, and designing common assessments. | 4, 8 | Principal, ELAR department, Academic Coach | Common Assessments, Formative Assessments, walkthroughs,conversations in the PLC, PLC minutes | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 6 2) Select teachers will attend a Kilgo training on data driven decisions. | 3, 4 | Principal, Academic Coach, selected teachers from ELL and ELAR department | Teacher made tests will be align to the state exam and examined by content specialists for rigor. | | | | |
| Funding Sources: 211 - Title I - $2600.00 | | | | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 3) After school interventions for students that have a targeted need based on assessment. | 3, 9 | Principal, ELAR department, academic coach | common assessment and CBA scores will increase, tier level changes, increased STAAR scores | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 5 CSF 6 4) Parent meeting for ELL students | 6 | Principal, Academic Coach, ELL team | increased parent involvement and awareness | | | | |
| 5) Continued and correct use of the workshop model for class instruction. | 3 | Academic Coach, ELAR teachers | Lesson plan, student grades, walkthrough | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 4 6) Purchase of technology (ELL translators, promothean boards) to use in the classroom to assist the teacher with differentiation. | 2, 3, 9 | ELAR department, Principal, Academic Coach | Utilization of technology during lessons, shown in LP and in walk throughs. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 3 CSF 7 7) Abydos Training | 4 | Principal, Academic Coach | STAAR results increased | | | | |

| | | | |
|---|---|---|---|
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 2 | 1, 2, 3, 4, 8, 10 | Academic Coach, ELAR teachers, Jill Balzer | Increased scores on the STAAR assessment |
| 8) HMS reading and writing teachers will participate in SIOP training to support ESL students. | Funding Sources: 255 - Title II, 263 - Title III | | |
| **System Safeguard Strategies**<br>9) ESL teacher and educational aide will utilize the inclusion model to support struggling ESL students in their writing class | 2, 3, 9 | Jill Balzer<br>Carol Glinsky<br>Chad Skinner | Increase passing rate on STAAR writing for ELL category by 5%. |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4 CSF 7<br><br>10) All teachers will have their students write a minimum of three times/six weeks using the ACE (Answer, Cite, Explain) strategy. Additionally, all teachers will use the STAAR EOC rubric to evaluate student writing. | | Melinda Brown<br>Tracy Cox<br>Jill Balzer | Improved STAAR writing scores in all student groups. |
| 11) Reading teachers will implement word within the word vocabulary practice on a daily basis | | Reading teachers, Academic coach, Jill Balzer | Increased STAAR average |
| 12) Reading teachers will require article/reading logs on a weekly basis in order to facilitate out of school readings to increase comprehension and fluency. | | Department Chair, Jill Balzer | Increased STAAR average |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br><br>13) Open-ended responses will be implemented in reading and writing classes. | 1, 2, 3 | Department Heads, Academic Coach, Jill Balzer | Increased STAAR average |

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue

**Goal 1:** Students will exceed state and national standards in all subject areas.

**Performance Objective 3:** Seventy five percent of all social studies students will be successful on the STAAR exam 2016.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Social Studies.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 3 CSF 6 CSF 7<br><br>1) Teachers will actively participate in the PLC process. Create common assessments and desegregate data, to better align curriculum to the TEKS. | 2, 4, 8, 9 | Academic Coach, Principal, AP, Department Facilitator | Explanation in Lesson plans, walkthroughs, common/formative assessments, discourse in PLC | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2<br><br>2) Utilize district personnel to teach department Kilgo data processes. | 2, 4 | Principal, Academic Coach, AP | STAAR results, lesson plans | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 6 CSF 7<br><br>3) Utilizing district tools (scope and sequence, making thinking visible, foldables, etc) to improve the common themes vertically. | 3, 4 | AP, Academic Coach, Department Facilitator | Use of lesson plans, walkthroughs, Scores on common/formative assessments,and STAAR results increase | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 6 CSF 7<br><br>4) Utilizing technology from chrome books, ELL translator, iPads, or smart boards for differentiation within the classroom. | 5, 8 | Department facilitators | Evidence in planning, walkthroughs and increased STAAR results | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 4 CSF 6<br><br>5) Social Studies tutorials will be hosted to target particular student groups, identified by a needs assessment as an after school intervention. | 2, 3, 9 | AP, Academic Coach, Department teachers | Increased STAAR results | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4 CSF 6<br><br>6) Purchase of Scholastic Updates for at-risk ELL students to increase differentiation and increase student engagement. | 9 | Department Facilitator | Increase in pass rate for particular sub pop, increase in reading, and demonstration on differentiation in walkthroughs. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 4<br><br>7) Utilizing more small group learning situations specific to low SE, and increase differentiation. | 3, 4, 8 | Academic Coach, Department Facilitators, SS teachers | Demonstration in lesson plans, observations, PLC discussions | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>8) Social Studies teachers will incorporate TPR (total physical response) to engage students in learning. | | Academic Coach, Department Facilitators, SS teachers | Walkthroughs, increase CBA, increase STAAR | | | | |
| = Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue | | | | | | | |

**Goal 1:** Students will exceed state and national standards in all subject areas.

**Performance Objective 4:** Seventy six percent of all 8th grade science students will be successful on the STAAR exam.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Science.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2<br><br>1) Department teachers will utilize district resources, including clarifying documents. | 2, 3 | AP, Academic Coach, Department Facilitator, teachers | written into the lesson plan, discussion in PLC, seen on walkthroughs | | | | |
| 2) Students deemed at risk will attend a tutorial camp (after school/Saturday) to focus on low SE's and receive extra support | 2, 3, 8 | AP, Academic Coach, Department Teachers | CBA/Formative/Summative Scores STAAR results | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7<br><br>3) Department teachers will work as a team during PLC to implement pre/post unit assessments to identify areas of concern and target demographics. | 3, 4, 8, 9, 10 | Academic Coach, AP, Department teachers, ESL teachers | Lesson plans observations Unit scores | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 4 CSF 7<br><br>4) Teachers will utilize the new book and integrated technology offered through the science curriculum office to provide differentiation and small group learning | 1, 3, 4, 8, 9 | AP, Academic Coach, Department Facilitator | Walkthrough written in to Lesson Plans Formative assessments from the book and online utilization | | | | |
| 5) Teachers will identify areas of student weakness and pursue opportunities for professional development to bridge the achievement gap. | 4 | Department Facilitator, Academic Coach | Teacher documentation lesson plans | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 4<br><br>6) Purchase manipulatives and games for at-risk and ELL students to use in the classroom to encourage engagement and participation. | 3, 9, 10 | AP, Academic Coach, Department Facilitator | Increased engagement, increase in sub pop scores on the STAAR 2016 at Level II final. | | | | |

| | | | |
|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 6<br><br>7) Continue with inquiry based learning and forty percent performance task (2 weekly) | 3, 8, 9 | Department Facilitator, science teachers | lesson plans, observations will show use of these task. |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 6<br><br>8) HMS science will implement, the inclusion model to support special educations and ELL students. | 5, 8, 9, 10 | HMS science teachers | increased scores for SPED students |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>9) Teachers will participate in SIOP training to develop strategies that support ELL students. | 1, 3, 4 | Jennifer Young, HMS teachers | increased scores for ELL students on the STAAR test at Level II final. |

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue

# Goal 2: All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

**Performance Objective 1:** Ninety-five percent of staff and students will report that classrooms and schools are safe, secure, and nurturing places for increased learning and productivity.

**Summative Evaluation:** Student and Staff Survey

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement a Tiger Power Card program whereby students who have 98% or better attendance, maintain an exemplary GPA, and have no office referrals will receive privileges associated with the card. | 2 | Teachers and admin. team | Increased attendance and reduction in office referrals | | | | |
| 2) Students who have perfect attendance and are on the A honor roll or A-B honor roll will be recognized each six weeks at the Tigers are Heroes recognition ceremony. | 2, 8 | Counselors and admin. team | Increased student attendance | | | | |
| 3) The campus will utilize an advisory period. Character education lessons will be taught, a mindset program, and teaching the whole child. | 2, 3 | Academic Coach, Counselor, all staff | Development in the culture of the campus, reduction in referrals | | | | |
| 4) Student of the month program to recognize great achievement from each grade level. | 2 | HMS staff | Increase in positive attention throughout the campus | | | | |
| 5) Teacher of the month program | 4, 5 | Principal | Increase positive attention through out the campus | | | | |
| 6) Attendance incentives: Teachers with perfect attendance will receive a free ice cream at lunch at the end of the six weeks. Each six weeks teachers with perfect attendance will be eligible for a drawing to win a gift card. 3 gift cards will be awarded.<br>Every teacher with perfect attendance for the semester will be allowed to wear jeans for the first week of the second semester.<br>At the end of the year, 3 teachers with the best attendance rate will receive innovative school supplies for their classroom and a sign on their door indicating the accomplishment. | | Jill Balzer Rod Bailey | Improved teacher attendance | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 2:** All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

**Performance Objective 2:** Increase parent involvement within the campus.

**Summative Evaluation:** Attendance Report

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Parents will be invited to open house/meet the teacher evening | 6 | All HMS staff | percent of attendance | | | | |
| 2) Greet parents and families as they are dropping off and picking up the students. Keep them informed with spanish/english fliers of activities | 6 | AP,Campus department facilitators, secretaries | increased participation at events | | | | |
| 3) Include parents in a bridge program to support transitions 5/6 & 8/9. | 3, 6 | Department elect, Administrative team | increased transition scores per sememster | | | | |
| **Critical Success Factors** CSF 5 CSF 6  4) Announcements and Advisory lessons in September and October will celebrate the accomplishments of Hispanics which will culminate in a parent/community night at HMS. | 6 | HMS staff | attendance for each event | | | | |
| **Critical Success Factors** CSF 5 CSF 6  5) We will host a Walk in My Shoes Day in October and invite 100% of all parents/guardians to spend the day with their child. | | Principal, Academic Coach, Counselor | Survey results from Parents/Guardians | | | | |
| 6) Announcements and advisory lesson celebrating accomplishments of African Americans during the month of February. | 6 | HMS staff | participation and attendance through advisory period | | | | |
| **Critical Success Factors** CSF 1 CSF 6  7) HMS has implemented an advisory period twice a week to encourage whole child development. | 2, 3 | Crisis Councilor, HMS staff | attendance in advisory, reduction in referrals. | | | | |
| 8) Adult Literacy: lessons and materials provided by a parent liaison twice a week in the mornings, helping parents to learn and communicate in English. | 1, 2, 6 | AP | Attendance collection, and survey results | | | | |
| 9) Latino Literacy Book Study: participants are involved in class weekly to assist with college preparations and English literacy. | 1, 2, 6 | Parent Liaison | Attendance Collection, survey results | | | | |
| Funding Sources: 263 - Title III | | | | | | | |
| 10) AVID will host Family Nights three times/year to promote college readiness. | | Betina Rhine | AVID participation | | | | |

✔ = Accomplished ⬕ = Considerable ⬕ = Some Progress ⬤ = No Progress ✘ = Discontinue

# Goal 3: Staff will implement systemic and systematic improvement practices in all departments and on all campuses.

**Performance Objective 1:** 100% percent of all methods/actions delineated in the district and campus plans will be completed.

**Summative Evaluation:** RTI report

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) ELAR will continue to use the Workshop model with fidelity. | 3, 4, 8 | Administrative team | seen in lesson plans, demonstrated in walkthroughs. | | | | |
| **Critical Success Factors** CSF 1 CSF 7 2) Grade level meetings will be held every six weeks to ensure that students are receiving the appropriate interventions to be successful | | Grade Level Leads, Jill Balzer | Minutes from Grade Level Meetings | | | | |
| **Critical Success Factors** CSF 1 3) All classrooms will implement four continuous improvement strategies within their classrooms. Plan, Do, Study, Act, (PDSA) and data folders. | 2 | Teachers, Department Chairs, Admin. Team | Walk through evidence | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 4 4) Reading interventionists will work with dyslexic students on a daily basis. | 3, 9, 10 | ELAR department, Interventionist, Section 504 Committee, RtI | Decrease Tier II and Tier III placement. | | | | |
| Funding Sources: 199 - General Funds: SCE, 211 - Title I | | | | | | | |
| 5) AVID strategies will be utilized in all core classrooms. . | 2, 3, 5 | Betina Rhine, Academic Coach, Jill Balzer Mel Meza Rod Bailey | Students will receive a grade for each section of their binder, demonstrating comprehension of needs for each content class. | | | | |
| **Critical Success Factors** CSF 2 6) Teachers will turn in a Failure Analysis Form documenting the interventions for any student who receives a grade below 60%. | | Jill Balzer | Failure Analysis Forms | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 7 7) Teachers will utilize the Planing for Learning Protocol to design lessons to increase the rigor and relevance of the classroom | | Academic Coach, Jill Balzer | Improved CBA and STAAR results. | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 2<br><br>8) Core teachers will utilize the district CBA Analysis Protocol in order to assist with instruction and interventions. | 1, 2, 9 | Department Heads, Academic Coach, Jill Balzer | Improved CBA and STAAR results. | | | |
| **Critical Success Factors**<br>CSF 3<br><br>9) Department Heads will attend Leaders of Learners (LOL) training with the district in order to build the capacity of our campus. | 3 | | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>10) HMS teachers will be trained on the ACE (answer, cite, explain) | 1, 2, 4 | Department Head, Campus Administration | Walkthrough, CBA results, STAAR results | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>11) HMS teachers will be trained on the ELAR rubric | | Department Head, Campus Administration | Walkthrough, CBA results, STAAR results | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>12) BL/ESL district personnel will provide professional development to the teachers during PLC. | 2, 3, 4, 9 | Department Head, Campus Administration | Walkthrough, CBA results, STAAR results | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>13) 10 teachers will attend a 3 day workshop learning the Kagan strategies to enhance student learning and achievement. | 1, 2, 3, 4, 5 | Principal, Academic Coach | Increased student participation in learning process as evidenced by walk through data, Increased STAAR scores | | | |
| | Funding Sources: 211 - Title I - $5700.00 | | | | | |

✔ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ❌ = Discontinue

# Goal 4: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** 100% of all students will have a data folder in all of their core subjects.

**Summative Evaluation:** Teachers will turn in spreadsheet of folders.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students will use data tracking folders to create 6 week goals in Advisory classes | | Jill Balzer Tracy Cox Mel Meza Rod Bailey | Goal Sheets | | | | |
| Funding Sources: 211 - Title I - $600.00 | | | | | | | |
| 2) Teachers will bring data tracking folders to PLC meetings once every 6 weeks to utilize the collaborative process to ensure that student growth is occurring. | 8 | Department Heads Tracy Cox Jill Balzer | Student growth on STAAR exam. | | | | |
| **System Safeguard Strategies** 3) Teachers will maintain a log of students who attend before or after school tutorials to ensure that all students are reaching their highest potential. | | Teachers Jill Balzer | Teacher Logs | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

# Goal 5: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** 90% of all stakeholders will report that they have exhibited integrity and used their talents for overall well-being of our society.

**Summative Evaluation:** Student and Staff survey

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Service learning projects during Advisory. | | Julie Allen Jill Balzer | Pictures of the event (s) | | | | |
| 2) Staff members will volunteer their time to sponsor various clubs of their choosing that fit their unique talents. | | Jill Balzer | Club Participation | | | | |
| 3) Select students will participate in monthly meetings with the principal in which they will share information that will benefit the entire school. | | Jill Balzer | Monthly meeting Log | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

# Goal 6: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Students and staff will feel safe and that their needs are met at HMS.

**Summative Evaluation:** Student and staff survey

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Haltom Middle will maintain its own alternative education program for students who have persistent discipline issues. | 2 | Assistant Principals and Principal | Reduction in the number District Alternative School Placements for persistent misbehavior. | | | | |
| 2) CHAMP discipline plan will be implemented in all classrooms and campus wide. | 2 | Teachers, department chairs, Admin. team | Visuals during walk-throughs from admin team and teachers. Hallway appropriateness and campus discipline reduced 5 %. | | | | |
| 3) Administration will respond to all emails within 24 hours unless an emergency arises. | | Jill Balzer | Staff Survey | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | | |

# Goal 7: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** Campus administration will improve the communication in the daily operations of the school by ensuring that 95% of all activities have advanced notice and all staff are notified in timely manner.
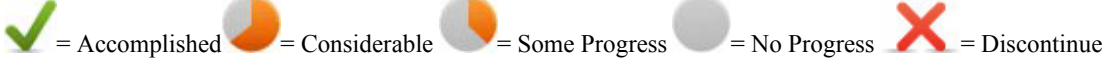
**Summative Evaluation:** Staff survey

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All activities on campus will be sent to staff outlook calendar at least 2 weeks in advance. | | Administrators | Staff satisfaction survey | | | | |
| 2) Administration will send detailed plans regarding logistics for all activities. | | Administrators | Staff satisfaction survey | | | | |
| 3) Monthly faculty meetings will be held to disseminate certain information via face to face. | | Administrators | Staff satisfaction survey | | | | |
| 4) All teachers will contact principal directly for all absences to ensure that substitutes have been scheduled. | | Principal | Reduction in classrooms without a certified teacher. | | | | |
| ✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 2 | 2 | Select teachers will attend a Kilgo training on data driven decisions. |
| 1 | 2 | 3 | After school interventions for students that have a targeted need based on assessment. |
| 1 | 2 | 4 | Parent meeting for ELL students |
| 1 | 2 | 6 | Purchase of technology (ELL translators, promothean boards) to use in the classroom to assist the teacher with differentiation. |
| 1 | 2 | 7 | Abydos Training |
| 1 | 2 | 8 | HMS reading and writing teachers will participate in SIOP training to support ESL students. |
| 1 | 2 | 9 | ESL teacher and educational aide will utilize the inclusion model to support struggling ESL students in their writing class |
| 1 | 2 | 10 | All teachers will have their students write a minimum of three times/six weeks using the ACE (Answer, Cite, Explain) strategy. Additionally, all teachers will use the STAAR EOC rubric to evaluate student writing. |
| 1 | 2 | 13 | Open-ended responses will be implemented in reading and writing classes. |
| 1 | 3 | 1 | Teachers will actively participate in the PLC process. Create common assessments and desegregate data, to better align curriculum to the TEKS. |
| 1 | 3 | 2 | Utilize district personnel to teach department Kilgo data processes. |
| 1 | 3 | 3 | Utilizing district tools (scope and sequence, making thinking visible, foldables, etc) to improve the common themes vertically. |
| 1 | 3 | 4 | Utilizing technology from chrome books, ELL translator, iPads, or smart boards for differentiation within the classroom. |
| 1 | 3 | 5 | Social Studies tutorials will be hosted to target particular student groups, identified by a needs assessment as an after school intervention. |
| 1 | 3 | 6 | Purchase of Scholastic Updates for at-risk ELL students to increase differentiation and increase student engagement. |
| 1 | 3 | 7 | Utilizing more small group learning situations specific to low SE, and increase differentiation. |
| 1 | 3 | 8 | Social Studies teachers will incorporate TPR (total physical response) to engage students in learning. |
| 1 | 4 | 1 | Department teachers will utilize district resources, including clarifying documents. |
| 1 | 4 | 3 | Department teachers will work as a team during PLC to implement pre/post unit assessments to identify areas of concern and target demographics. |
| 1 | 4 | 4 | Teachers will utilize the new book and integrated technology offered through the science curriculum office to provide differentiation and small group learning |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 4 | 6 | Purchase manipulatives and games for at-risk and ELL students to use in the classroom to encourage engagement and participation. |
| 1 | 4 | 7 | Continue with inquiry based learning and forty percent performance task (2 weekly) |
| 1 | 4 | 8 | HMS science will implement, the inclusion model to support special educations and ELL students. |
| 1 | 4 | 9 | Teachers will participate in SIOP training to develop strategies that support ELL students. |
| 3 | 1 | 4 | Reading interventionists will work with dyslexic students on a daily basis. |
| 3 | 1 | 7 | Teachers will utilize the Planing for Learning Protocol to design lessons to increase the rigor and relevance of the classroom |
| 3 | 1 | 8 | Core teachers will utilize the district CBA Analysis Protocol in order to assist with instruction and interventions. |
| 3 | 1 | 10 | HMS teachers will be trained on the ACE (answer, cite, explain) |
| 3 | 1 | 11 | HMS teachers will be trained on the ELAR rubric |
| 3 | 1 | 12 | BL/ESL district personnel will provide professional development to the teachers during PLC. |
| 3 | 1 | 13 | 10 teachers will attend a 3 day workshop learning the Kagan strategies to enhance student learning and achievement. |
| 4 | 1 | 3 | Teachers will maintain a log of students who attend before or after school tutorials to ensure that all students are reaching their highest potential. |

# State Compensatory

**Personnel for Haltom Middle School:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Jeanne James | Teacher | Reading Interventionist | 1.0 |
| Melanie Shelton | Teacher | Reading Interventionist | 1.0 |
| Pamela Starling | Math Interventionist | | 1.0 |
| Rebecca Belardi | I Lab EA | | 1.0 |
| Steven Laxon | I Lab EA | | 1.0 |

# Title I

**Schoolwide Program Plan**

**Ten Schoolwide Components**

**1: Comprehensive Needs Assessment**

**2: Schoolwide Reform Strategies**

**3: Instruction by highly qualified professional teachers**

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

**5: Strategies to attract highly qualified teachers**

**6: Strategies to increase parental involvement**

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**10: Coordination and integration of federal, state and local services and programs**

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Ashley Zamora | Teacher | Math | 1.0 |
| Brant Swafford | Teacher | Science | 1.0 |
| Linda Horst | Teacher | Reading Interventionist | .5 |
| Mandie Madrid | EA | | 1.0 |
| Scott Gilson | Teacher | Math | 1.0 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Jill Balzer | chair |
| Classroom Teacher | Brian Allen | member |
| Classroom Teacher | Mica Gaddis | member |
| Classroom Teacher | Heather Hysmith | member |
| Classroom Teacher | Kaylee Mahan | member |
| Classroom Teacher | Amber Norris | teacher |
| Classroom Teacher | Jeremiah Pena | member |
| Classroom Teacher | Ceci Rachels | member |
| Classroom Teacher | Pamela Starling | member |
| Community Representative | Trey Kerr | member |
| Non-classroom Professional | Tracy Cox | member |
| Parent | Mickie Clark | member |
| Parent | Amanda Ledyard | member |

# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | | | $5,000.00 |
| | | | | **Sub-Total** | $5,000.00 |

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 3 | 1 | 4 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 5 | Registration fees for Kilgo | | $1,950.00 |
| 1 | 1 | 6 | Promethean board, supplies, IPDAS | | $12,000.00 |
| 1 | 1 | 7 | tutorials | | $5,000.00 |
| 1 | 2 | 2 | Registration for Kilgo training | | $2,600.00 |
| 3 | 1 | 4 | Interventionists | | $0.00 |
| 3 | 1 | 13 | Registration Fees | | $5,700.00 |
| 4 | 1 | 1 | Data Folders | | $600.00 |
| | | | | **Sub-Total** | $27,850.00 |

**263 - Title III**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 8 | ESL Coaches | | $0.00 |
| 2 | 2 | 9 | Parent Liaison | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**255 - Title II**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 8 | Academic Coach | | $0.00 |

| | | |
|---|---:|---:|
| **Sub-Total** | $0.00 | |
| **Grand Total** | $32,850.00 | |

# Addendums

**Haltom Middle School**
**Family/School Compact**
**2015-2016**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at Haltom Middle School. The Compact outlines how students, parents, teachers, and the principal will share responsibility in helping the students meet the state and district academic standards.

**As a student, I will:**
- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff, and property.
- Complete all assigned work and understand it is **required** and not an option.

_____          _____

Student's Signature                                                                    Date

**As a parent/guardian, I will:**
- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. http://schools.birdvilleschools.net/bisd. (Use of public library or school library computers available.)
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

_____          _____

Parent/Guardian/s Signature                                                         Date

**As a teacher, I will:**
- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

_Haltom Middle School Teachers_                                   _9-24-15_

Teacher's Signature                                                                      Date

**As a principal, I will:**
- Provide an environment that allows for positive communication between the students, parents and school staff.
- Respect students, parents, and community members as equal partners in the education process.

_Haltom Middle School Administration_                          _9-24-15_

Principal's Signature                                                                    Date

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan Campus:  __Haltom Middle School_____

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations

2015-2016  NCLB Highly Qualified Report

100% of teachers and paraprofessionals are Highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files

Expenditure reports for Stipends

Certifications of completion of training

Eduphoria Workshop files |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities Information regarding campus incentives for staff 100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files Mentor training modules All first-year teachers are provided a mentor |

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

| | |
|---|---|
| **Campus:** | Haltom Middle School |
| **Safeguard(s) Missed:** | Science- ELL |
| **Problem 1 Statement:** | ESL students had passing rates below 60% on the STAAR science exam in 2015. |
| **Annual SMART Goal:** | ESL students will have a passing rate of at least 65% on the STAAR science exam in 2016. |
| **Root Cause:** | Lack of understanding of using the SIOP strategies to meet the linguistic needs of ELLs. |
| **Targeted Strategy to Address Root Cause:** | Science teachers will ensure that all lessons include SIOP strategies. |

**Turnaround Principles Addressed by Strategy:**

- ☑ 1 - Strengthen instruction
- ☑ 2 - Use data to inform instruction
- ☐ 3 - Provide strong leadership
- ☐ 4 - Increase learning time
- ☐ 5 - Improve family/community engagement
- ☑ 6 - Improve school environment
- ☑ 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** **100% of science teachers will incorporate language objectives (reading, writing, listening, speaking) in their lesson plans.**

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Science teachers work on language objectives during planning in PLCs and include in lesson plans. | Lesson plans, PLC agendas, walkthroughs, coaching conversations | | | |
| 2) Science teachers will use the Plan for Learning protocol. | PLC agendas, walkthroughs, coaching conversations | | | |
| | | | | |
| | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of science teachers will implement best practice strategies to increase learning.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) District science specialist will provide professional development during PLC | PLC agenda, coaching conversations | | | |

**Campus:** Haltom Middle School
**Safeguard(s) Missed:** Science- ELL
**Problem 1 Statement:** ESL students had passing rates below 60% on the STAAR science exam in 2015.
**Annual SMART Goal:** ESL students will have a passing rate of at least 65% on the STAAR science exam in 2016.
**Root Cause:** Lack of understanding of using the SIOP strategies to meet the linguistic needs of ELLs.
**Targeted Strategy to Address Root Cause:** Science teachers will ensure that all lessons include SIOP strategies.

| | | | | |
|---|---|---|---|---|
| 2) District BL/ESL personnel will provide professional development to the teachers during PLC. | PLC agenda, coaching conversations | | | |
| 3) Teachers plan and implement vocabulary strategies in lessons. | lesson plans, walkthroughs | | | |
| | | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** 100% of teachers will utilize Tier 1 instructional strategies.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Provide targeted tutorials to students at-risk of meeting the standard on the STAAR exam. | student sign in sheets | | | |
| 2) All students will have data folders to help them track their progress. | Administrative review of data folders | | | |
| 3) ESL teacher will provide support to struggling students in the classroom. | Master schedule | | | |
| | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** Campus leadership will review multiple data sources to determine effectiveness of strategies and identify areas to

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Review TELPAS data to determine student growth. | TELPAS composite scores | | | |

**Campus:** Haltom Middle School
**Safeguard(s) Missed:** Science- ELL
**Problem 1 Statement:** ESL students had passing rates below 60% on the STAAR science exam in 2015.
**Annual SMART Goal:** ESL students will have a passing rate of at least 65% on the STAAR science exam in 2016.
**Root Cause:** Lack of understanding of using the SIOP strategies to meet the linguistic needs of ELLs.
**Targeted Strategy** Science teachers will ensure that all lessons include SIOP strategies.
**to Address Root Cause:**

| | | | | |
|---|---|---|---|---|
| 2) Create and administer staff survey regarding implementation of sheltered instruction. | staff survey and results | | | |
| 3) Campus leadership team reviews new assessment data to determine impact of sheltered instruction strategies on ELL performance. | Assessment disaggregation by ELL student group | | | |
| | | | | |

# Parent Involvement Policy

## OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act,* Haltom Middle School has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

## REQUEST FOR SUGGESTIONS

The staff at Haltom Middle School invites parents to offer suggestions for improving our efforts

to involve parents in meaningful ways. Please call Jill Balzer  at (817) 547-4000__ or email

jill.balzer@birdvilleschools.net to give us your suggestions or to discuss

opportunities for you to work directly with us.

| **(Campus) Parent Involvement Strategies** | | | | |
|---|---|---|---|---|
| SW # | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Participation in parent involvement policy development | | Involve parents in policy development through.. SBDM Distribute at registration, inviting comments | • Campus policy<br>• Written parent suggestions |
| 6. | Participation in decision making for Title I Program | | Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings | • Site-based meeting sign-ins<br>• Agenda |
| 6. | Communicate program information to all parents | Annual Meeting | Provide information about … Participation in Title 1 Program Description | • Attendance logs |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | • Marquee Updated each week |
| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact Develop Distribute Evaluate Revise | • Percentage returned in advisory period |
| 6. | Build capacities of parents | | Assist parents in understanding State academic content (TEKS) State academic achievement standards (TAKS, TPRI) Ways to monitor progress Ways to work with teachers to improve achievement | • Percentage of parents attending formal meetings to share information on the TEKS/monitoring |

| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | Parent information sessions | Ongoing | Provide training and materials to parents to help them work with their children | • Parent log into Edmodo, textbooks |
| 6. | Build capacities of staff | Ongoing | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Increase in parent teacher communication and reduction in discipline issues. |
| 7. | Ensure a smooth transition for students from 5<sup>th</sup> grade into 6<sup>th</sup> grade and from 8<sup>th</sup> grade into 9<sup>th</sup> grade | BOY/EOY | Parent breakfast for transitioning students, to ask questions and become familiar with campus protocols. | • Parent attendance for each breakfast. |

**(Campus) Parent Involvement Strategies** is the table title.

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments     +
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# North Richland Middle School

# 2015-2016 Campus Improvement Plan

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Richland Middle School serves 858 as of September 14, 2015:

Based on 2015 data:

- 438 males
- 420 females
- 345 Hispanics
- 3 American Indian/Alaska
- 32 Asian
- 90 African American
- 3 Hawaiian/Pacific Islander
- 357 White
- 28 Two or More Races

Identified Students:

- 460 Title 1
- 66 Special Education
- 105 GT
- Career and Tech
- 121 LEP
- 1 Migrant
- 495 EconDis
- 190 At-Risk
- 4 Immigrant
- 53 Transfer students

### Demographics Strengths

The following have been identified as Demographic strengths:

1) GT population has increased from the 2014-2015 school year.

2) Student served by Special Education has decreased from 2014-2015.

**Demographics Needs**

The following have been identified as Demographic needs:

1) Improvement needed with ELL population in Reading and Writing on 2016 STAAR test.

2) SPED students in Reading across all grade levels need improvement.

3) Improvement needed with Economically Disadvantaged students in Social Studies on 2016 STAAR test.

4) Hispanic population improvement needed in Writing and Social Studies on 2016 STAAR test.

# Student Achievement

## Student Achievement Summary

North Richland received a Met Standard rating for 2014 - 2015 school year.  The continued improvement in the campus is due to focus on improving Tier 1 instruction with collaboration between teachers and Academic Coach, RtI interventions through math and reading interventionist, common assessments, intensive data discussions with a focus on safeguards, PLC collaboration of Tier 1 instruction to increase rigor, Tier 2 and 3 intervention with Compass Learning, structured tutorial session within the school day to enrich and remediate all students while supporting our campus Problem of Practice of improving students critical thinking through writing in all contents.  Students scored as follows:

6th grade Reading 77%

6th grade Math 83%

7th grade Reading 77%

7th grade Math 81%

7th grade Writing 71%

8th grade Reading 86%

8th grade Math 73%

8th grade Social Studies 63%

8th grade Science 73%

## Student Achievement Strengths

The following have been identified as student achievement strengths:

1) 6th  grade Reading Level 2 and Level 3 increased from 2014 STAAR

2) 7th grade Reading Level 2 increased from 2014 STAAR

3) African American increased in Social Studies and Science from 2014 STAAR

4) The Asian population surpassed the overall percentage in each tested content on the 2015 STAAR.

**Student Achievement Needs**

The following have been identified as student achievement needs:

1) 7th grade Writing decreased from 2014 STAAR.

2) 8th grade Science decreased from 2014 STAAR

3) 8th grade Social Studies decreased from 2014 STAAR

4) State safeguards missed in Social Studies by Hispanic and Economically Disadvantages, Reading by ELL and SPED and Writing by Hispanic and ELL.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Staff surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Focus on Tier 1 instruction alignment with lesson design, student centered instruction and formative/summative assessments. | | Administrative Leadership Team | Lesson plans, class room observations, walk throughs, Data on CBA and Unit Assessments | | | | |
| 2) Deepen the implementation of PLC's on campus to include lesson development, questioning strategies, lesson scaffolding strategies, raising the rigor and RtI campus implementation and utilizing POP through planning. | | Administrative Leadership Team | PLC minutes/agendas, Professional Development | | | | |
| **System Safeguard Strategies**<br>3) Using the continuous improvement model within the PLC through data discussions at three week increments to analyze students achievement using content common assessments and the district data analysis protocols to focus on content safeguards. | 2, 9 | Administrative Leadership Team Teachers | Improvement on student achievement through three week vertical data discussions by a stronger focus on intentional planning through teachers utilizing data for instructional purposes and to improve missed safeguards from 2015. | | | | |
| 4) Focus on Tier 1 content priorities:<br>Science - Vocabulary emphasis;<br>Social Studies - SIOP Strategies and Whole part Whole Instruction;<br>Math - Interactive Word Walls and students stations during intervention;<br>ELAR - Word within a Word, Workshop Model and Reader Response. | 2 | Administrative Leadership Team | Walk-throughs, lesson plans, Observations, improvement in common assessments | | | | |
| ✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br><br>1) Implement co-teach model with co-teacher and general education teacher to improve Tier 1 instruction and continual revision as implementation occurs. | 2, 3, 4, 10 | Administrative Leadership Team Special Education Coordinator | walk throughs, observations | | | | |
| Funding Sources: 199 - State Special Ed., 199 - General Funds | | | | | | | |
| **System Safeguard Strategies**<br><br>2) Implement a quarterly campus special education review process in which special education teachers meet to discuss data, placement, strengths and weaknesses of students and appropriate intervention plan for students. Discuss implementation of co-teach model and revise as needed. | 8, 9 | Special Education Teachers, Diagnostician, Administrative Leadership Team | Increased performance of students in special education on local and state assessment, BOY, MOY and EOY performance | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br><br>1) Create and implement a plan for beginning and intermediate English Language Learners to focus on SIOP strategies for Tier 1 instruction. | 2, 3, 4, 9 | Administrative Leadership Team ELL Campus Representative ESL/Bilingual Coach | Increase in Beginning and Intermediate ELL scores on common assessments, district CBA's, STAAR, MOY and EOY. | | | | |
| **System Safeguard Strategies**<br><br>2) During PLC using SIOP cohort teachers to train and implement one strategy per month to improve Tier 1 instruction for ELL students. | 2, 3, 4, 9 | Administrative Leadership Team ELL Campus Representative ESL/Bilingual Coach Cohort Teachers | Lesson Plans, walk-throughs, observations, increase in student perfomance | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** The overall district student attendance rate will be 96%.
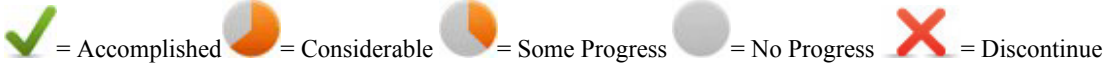
**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Create positive attendance committee to identify students with attendance concerns and create a plan of action that aligns with district truancy procedures to support student attendance. | 2 | Positive Attendance Committee Administrative Leadership Team | Increased student attendance rate | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Comply with safety procedures set forth by the district including emergency drills and training for faculty and staff. | | Administrative Team, Nurse, Security Officer | Successful emergency drills and ongoing assessment of safety procedures set up throughout the school. | | | | |
| 2) Continued district policy to monitor visitor and staff ID use. | | All staff | Compliance of district policy for identification | | | | |
| 3) CHAMPS will be implemented(after initial training) by all faculty and staff members to promote consistency with class and school discipline management to ensure a safe environment conducive to learning. | 2, 3, 4 | All staff | Reduction in discipline referrals and increase engagement in the classroom. | | | | |
| 4) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in student achievement. | 6 | Administrative Team | Increased parent involvement in school activities including but not limited to parent volunteers | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All teachers will use continuous improvement to guide Tier 1 instruction.

**Performance Objective 1:** All teachers will utilize data protocols to improve Tier 1 instruction.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Using Common Assessment Data Analysis Protocol teachers will collaborate in PLC's to decrease gaps in student learning through discussion of intervention plans for targeted students. | 2, 8, 9, 10 | Administrative Leadership Team Teachers | Increase in CBA scores, common assessments, STAAR, MOY and EOY. | | | | |
| | | Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | |
| ✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 3 | Using the continuous improvement model within the PLC through data discussions at three week increments to analyze students achievement using content common assessments and the district data analysis protocols to focus on content safeguards. |
| 1 | 2 | 1 | Implement co-teach model with co-teacher and general education teacher to improve Tier 1 instruction and continual revision as implementation occurs. |
| 1 | 2 | 2 | Implement a quarterly campus special education review process in which special education teachers meet to discuss data, placement, strengths and weaknesses of students and appropriate intervention plan for students. Discuss implementation of co-teach model and revise as needed. |
| 1 | 3 | 1 | Create and implement a plan for beginning and intermediate English Language Learners to focus on SIOP strategies for Tier 1 instruction. |
| 1 | 3 | 2 | During PLC using SIOP cohort teachers to train and implement one strategy per month to improve Tier 1 instruction for ELL students. |

# State Compensatory

**Personnel for North Richland Middle School:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Maria Johnson | I Lab EA | | 1.0 |
| Michelle Ashley | Reading Interventionist | | 1 |
| Nikki Douglas | Math Interventionist | | .5 |
| Rachel Peel | I Lab EA | | 1.0 |

# Title I

## Schoolwide Program Plan

**Campus Goal:** All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

**Campus Objectives:** 100% of core area teachers will be highly qualified.

100% of instructional paraprofessionals will meet the highly qualified standard.

100% of new hires will meet highly qualified status prior to employment.

The percentage of teachers receiving high-quality professional development will be 100%

| Schoolwide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | 1. Participate in recruitment activities to ensure highly qualified personnel in all positions. | All staff | Principal<br><br>Designated teachers<br><br>Personnel Director & Coordinators | Local funds | Number of positions posted<br><br>Number of recruitment activities<br><br>Number of applications completed | Personnel files<br><br>NCLB Highly Qualified Report |

| Highly Qualified Staff | 2. Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. | First-year teachers | Principal<br><br>Designated teachers<br><br>Coordinator of Professional Learning | Local funds | List of first-year teachers<br><br>List of mentors<br><br>Schedule of planned activities | Personnel files<br><br>Expenditure reports for mentor stipends<br><br>Mentoring program evaluations |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | 3. Communicate with personnel department regarding highly qualified status of all teachers | All teachers | Principal<br><br>Personnel Director & Coordinators | Local funds | Personnel files<br><br>Teacher interviews<br><br>Applications | Personnel files<br><br>Principal attestations |
| Highly Qualified Staff | 4. Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours | All teachers | Principal<br><br>Personnel Coordinators<br><br>ESL Consultant<br><br>GT Consultant<br><br>TIMS | Local funds<br><br>Title III<br><br>GT funds | Schedule of professional learning opportunities<br><br>Schedule of certification study classes & exams | ERO records<br><br>Documentation of professional learning sessions attended<br><br>Copies of certifications obtained |

| Highly Qualified Staff | 5. Communicate with personnel department regarding highly-qualified status of all instructional paraprofessionals | All instructional para-professionals | Principal<br><br>Personnel Coordinator<br><br>State & Federal Programs Coordinator | Local funds | Personnel records<br><br>Paraprofessional applications | ERO records<br><br>Personnel list of<br><br>Highly-qualified Paraprofessionals |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal<br><br>Coordinator of Professional Learning | Local funds<br><br>Title I-A funds<br><br>Title II-A funds | Schedule of professional learning opportunities | Workshop documentation<br><br>Agendas of campus professional learning sessions<br><br>Documentation of conferences attended |

## Ten Schoolwide Components

**1: Comprehensive Needs Assessment**

This Comprehensive Needs Assessment is the centerpiece of the planning process and is the driving force most impacting the district and campus improvement. Please refer to the needs assessment summary in selected areas for an overview of data utilized in the needs assessment process.

**2: Schoolwide Reform Strategies**

At North Richland Middle School, we are implementing several big changes that we believe will assure student success for all students. We are continuing the use of RtI to determine students needing additional support. By using common assessments, we are focusing on students who are a safeguard priority while identifying students who are consistently struggling on common assessments by providing services for them in small groups during our intervention time. We are utilizing our staff members funded by Title I in order to meet all requirements of RtI and create small group situations in order to best work with our struggling learners. We have two reading interventionists on our campus as well as a reading computer lab for students to work on Compass Learning. We also have a math interventionist who does pull out intervention with students and a math computer lab for students to work on Compass Learning. We are utilizing the ESL Coach to assist in implementation of SIOP strategies to have impact on our ELL students and creating a teacher cohort to give additional support to our Beginning and Intermediate ELL students by placing them in cohort teachers classes. We are beginning our implementation of

the co-teach model with our inclusion classrooms.

**3: Instruction by highly qualified professional teachers**

All teachers at North Richland Middle School satisfy the highly qualified teacher standard of NCLB.

79% of our ELA/ELAR teacher has their ESL certification. In addition to 79%, three ELA/ELAR teachers are in the process of getting their ESL certification this year. This has been made possible by a district initiative to help our teachers become certified by providing training and paying for their examination fee.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

We utilize the entirety of our Title I funding for teacher salaries. Our allotment covers the salary for 2.5 teachers which includes one math teacher, .5 math interventionist and one reading interventionist.  We utilize PLC time to provide teachers and paraprofessionals on-going real time professional development to support campus and district goals.

**5: Strategies to attract highly qualified teachers**

Birdville ISD has an online application process which has proven to attract a large number of applicants. Our selection committees have had highquality, highly qualified applicants to chose from. Birdville ISD will support and trainings for new first year teachers provided by the administration leadership team and academic coach. These teachers are provided training in discipline, curriculum, lesson design, assessment and instruction. Each new member will have a departmental buddy to ensure a successful first year.

**6: Strategies to increase parental involvement**

Participation in parent involvement policy development, Participation in decision making for Title I Program, Communicate program information to all parents, Shared responsibility for student achievement, Build capacities of all parents, Build capacities of staff, Coordinate and integrate Title I parent program with other parent programs, and Ensure smooth transition for students and families from 5th grade to Middle School and from 8th grade to HS.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

During the spring semester, our Principal and counselor visit each feeder elementary school to welcome the students to middle school and provide information about classes. In the fall, incoming sixth graders and their parents participate in a Falcon Round Up where they receive important information about middle school and get a tour of the campus. Also in the spring semester, the high school counselors visit our eighth graders and provide them with course information to begin their four year plan. They also visit the BCTAL to be informed about career options available to our high school students.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Our Professional Learning Communities make decisions regarding the use of academic assessments in order to improve the achievement of individual students. Each PLC will develop and administer a common assessment during each three week period for all of the core subjects. These common assessment results will be used by teachers to review what students have mastered the objectives and which students need extra interventions to master the objectives.

**9:  Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Following our district's curriculum, we are administering common assessments for learning every 3 weeks along with daily formative assessments to guide instruction. We are scoring and desegregating the data collected from the common assessments. Using this data, we determine what remediation are needed and will be used. We offer tutorials before, during and after school for students having difficulty with academic standards. We also provide intervention for math and reading through math and reading interventionist.  We use progress monitoring through the math classes with STAR math and use the data to create small group interventions within the block period.

**10:  Coordination and integration of federal, state and local services and programs**

We have coordinated and integrated our federal, state and local services and programs to meet the needs of all students. Personnel compensated by Title I monies have allowed us to create an optimum environment for intensive interventions.

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Jean Bentz | Reading Interventionist | | 1 |
| Leslie Atkinson | Math Teacher | | 1 |
| Nikki Douglas | Math Interventionist | | .5 |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 1 | General Ed Teachers | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 3 | 1 | 1 | Math Interventionist | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 3 | 1 | 1 | Interventionist | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 199 - State Special Ed.

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 1 | Special Ed Teachers | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $0.00 |

# Addendums

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** North Richland Middle School

**Safeguard(s) Missed:** Social Studies - Hispanics and Ecomically Disadvantaged

**Problem 1 Statement:** 64% of all students passed the Social Studies STAAR in 2015.

**Annual SMART Goal:** In line with district goal of 5% increase in tested areas we will improve to 69% passing on the Social Studies 2016 STAAR.

**Root Cause:** Lack of alignment between written and tested curriculum and minimal use of data analysis to guide instruction to support tested standards along with differentiation of instruction to support all learners.

**Targeted Strategy to Address Root Cause:** Implement a monitoring protocol for common assessments and use of data analysis protocol to guide instruction. Implement SIOP strategies in all classrooms.

**Turnaround Principles Addressed by Strategy:**

- ☑ 1 - Strengthen instruction
- ☑ 2 - Use data to inform instruction
- ☐ 3 - Provide strong leadership
- ☑ 4 - Increase learning time
- ☐ 5 - Improve family/community engagement
- ☐ 6 - Improve school environment
- ☑ 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of October 100% of teachers will provide assessments to content coordinators and 100% of teachers will be trained in SIOP.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Teachers provide test to district content coordinators prior to instruction. | Feedback from content coordinators | | | |
| 2) Coordinator will provide feedback on assessments and request revision if necessary. | Feedback from content coordinators | | | |
| 3) All teachers trained in SIOP strategies. | District content personel, Workshop | | | |
| 4) Implement one SIOP strategy in all Social Studies classrooms. | Classroom walk-throughs, Eduphoria for lesson plans | | | |
| 5) Six Weeks safe guards meetings to monitor student groups. | Common assessment data, | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of semester 1, 50% of ELL students will have improvement on common assessment results in Social Studies.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Teachers provide test to district content coordinators prior to instruction. | Feedback from content coordinators | | | |
| 2) Coordinator will provide feedback on assessments and request revision if necessary. | Feedback from content coordinators | | | |

**Campus:** North Richland Middle School

**Safeguard(s) Missed:** Social Studies - Hispanics and Ecomically Disadvantaged

**Problem 1 Statement:** 64% of all students passed the Social Studies STAAR in 2015.

**Annual SMART Goal:** In line with district goal of 5% increase in tested areas we will improve to 69% passing on the Social Studies 2016 STAAR.

**Root Cause:** Lack of alignment between written and tested curriculum and minimal use of data analysis to guide instruction to support tested standards along with differentiation of instruction to support all learners.

**Targeted Strategy to Address Root Cause:** Implement a monitoring protocol for common assessments and use of data analysis protocol to guide instruction. Implement SIOP strategies in all classrooms.

| | | | | |
|---|---|---|---|---|
| 3) Implement data analysis protocol on district CBA results. | Completion of protocol forms and actions taken as a result. | | | |
| 4) Collaborate with district ESL Coach to continue implementation of SIOP strategies in Social Studies classrooms. | Plan of targeted SIOP strategies, classroom walk-through to observe strategies | | | |
| 5) Six Weeks safe guards meetings to monitor student groups. | Common assessment data, | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of March, 75% of ELL students will have improvement on common assessment results in Social Studies.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Teachers provide test to district content coordinators prior to instruction. | Feedback from content coordinators | | | |
| 2) Coordinator will provide feedback on assessments and request revision if necessary. | Feedback from content coordinators | | | |
| 3) Teachers utilize data analysis protocol on campus common assessments. | Completion of protocols, results of common assessments | | | |
| 4) TOT for implementation of SIOP strategies during PLC's. | PLC minutes | | | |
| 5) Six Weeks safe guards meetings to monitor student groups. | Common assessment data, | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** On the 2016 Social Studies STAAR 69% of students will pass.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** North Richland Middle School
**Safeguard(s) Missed:** Social Studies - Hispanics and Ecomically Disadvantaged
**Problem 1 Statement:** 64% of all students passed the Social Studies STAAR in 2015.
**Annual SMART Goal:** In line with district goal of 5% increase in tested areas we will improve to 69% passing on the Social Studies 2016 STAAR.
**Root Cause:** Lack of alignment between written and tested curriculum and minimal use of data analysis to guide instruction to support tested standards along with differentiation of instruction to support all learners.
**Targeted Strategy to Address Root Cause:** Implement a monitoring protocol for common assessments and use of data analysis protocol to guide instruction. Implement SIOP strategies in all classrooms.

| | | | | |
|---|---|---|---|---|
| 1) Teachers provide test to district content coordinators prior to instruction. | Feedback from content coordinators | | | |
| 2) Coordinator will provide feedback on assessments and request revision if necessary. | Feedback from content coordinators | | | |
| 3) Teachers utilize data analysis protocol on campus common assessments. | Completion of protocols, results of common assessments | | | |
| 4) TOT for implementation of SIOP strategies during PLC's. | PLC minutes | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 2

**Campus:** North Richland Middle School

**Safeguard(s) Missed:** 7th grade Writing - ELL and Hispanics

**Problem 2 Statement:** 57% of Hispanics passed the STAAR test and 43% of ELL students passed the STAAR test

**Annual SMART Goal:** Decrease the gap in sub groups to less than 10% than overall STAAR score

**Root Cause:** Lack of differentiation in Tier 1 instruction and minimal use of data analysis to guide instruction.

**Targeted Strategy to Address Root Cause:** Restucture PLC to focus on vertical alignment of curriculum and using SIOP strategies for differentiation of instruction.

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction    ☑ 4 - Increase learning time    ☑ 7 - Ensure effective teachers

☑ 2 - Use data to inform instruction    ☐ 5 - Improve family/community engagement

☐ 3 - Provide strong leadership    ☑ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** 100% of students will be identified and moved to target teachers classrooms and 1 SIOP strategy will be introduced.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Identified target teachers for beginning and intermediate level ELL students to focus use of SIOP strategies. | list of teachers identified and students schedules moved to teachers classes | | | |
| 2) Developed a plan to roll out 1 SIOP strategy a month with PLC's. | Identified strategies for each month of the school year | | | |
| 3) Six Weeks safe guards meetings to monitor student groups. | Common assessment data | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** Implementation of 3 more SIOP strategies

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Implement 3 SIOP strategies in PLC's. | PLC minutes, walk-throughs and observations | | | |
| 2) Six Weeks safe guards meetings to monitor student groups. | Common assessment data | | | |
| 3) Data discussion at three week increments to discuss growth in ELL and Hispanics sub groups. | common assessment data | | | |
| 4) Use of data analysis protocols within the data discussions. | Data analysis protocol forms | | | |

## Quarter 3 (Jan - Mar)

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 2

**Campus:** North Richland Middle School

**Safeguard(s) Missed:** 7th grade Writing - ELL and Hispanics

**Problem 2 Statement:** 57% of Hispanics passed the STAAR test and 43% of ELL students passed the STAAR test

**Annual SMART Goal:** Decrease the gap in sub groups to less than 10% than overall STAAR score

**Root Cause:** Lack of differentiation in Tier 1 instruction and minimal use of data analysis to guide instruction.

**Targeted Strategy to Address Root Cause:** Restucture PLC to focus on vertical alignment of curriculum and using SIOP strategies for differentiation of instruction.

**Q3 Goal:** Implementation of 7 SIOP strategies by the end of March and decrease of gaps to 15% from 2015 STAAR.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Implement 3 new SIOP strategies in PLC's | PLC minutes, walk-throughs and observations | | | |
| 2) Six Weeks safe guards meetings to monitor student groups. | Common assessment data | | | |
| 3) Data discussion at three week increments to discuss growth in ELL and Hispanics sub groups. | common assessment data | | | |
| 4) Use of data analysis protocols within the data discussions. | Data analysis protocol forms | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** Decrease the gap in sub groups to less than 10% than overall STAAR score

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Utilization of all SIOP strategies during instruction. | PLC minutes, walk-throughs and observations | | | |
| 2) Six Weeks safe guards meetings to monitor student groups. | Common assessment data | | | |
| 3) Data discussion at three week increments to discuss growth in ELL and Hispanics sub groups. | common assessment data | | | |
| 4) Use of data analysis protocols within the data discussions. | Data analysis protocol forms | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 3

**Campus:** North Richland Middle School
**Safeguard(s) Missed:** Reading - ELL and Special Education
**Problem 3 Statement:** 59% of ELL and Special Education students passed the 2015 STAAR.
**Annual SMART Goal:** ELL and Special Education will increase to 65% passing on 2016 STAAR.
**Root Cause:** Lack of differentiation to meet the needs of ELL learners and minimal use of co teach model to meet the needs of all the special education students.
**Targeted Strategy to Address Root Cause:** Use the co-teach model in Reading classrooms to support Special Education students and use of SIOP strategies to support ELL students.

**Turnaround Principles Addressed by Strategy:**

| ☑ 1 - Strengthen instruction | ☑ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
|---|---|---|
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☑ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** 100% of teachers with a co-teacher will be trained in the co-teach model and begin implementing in classrooms and 50% of teachers will use the SIOP strategies in instructions.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Identified target teachers for beginning and intermediate level ELL students to focus use of SIOP strategies. | list of teachers identified and students schedules moved to teachers classes | | | |
| 2) Developed a plan to roll out 1 SIOP strategy a month with PLC's. | Identified strategies for each month of the school year | | | |
| 3) Six Weeks safe guards meetings to monitor student groups. | Common assessment data | | | |
| 4) Train teachers in the co-teach model | PD sign in sheets, Workshop | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** Continue implementation of co-teach model in 100% of classrooms and use of 3 SIOP strategies in all classrooms.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Implement 3 SIOP strategies in PLC's. | PLC minutes, walk-throughs and observations | | | |
| 2) Six Weeks safe guards meetings to monitor student groups. | Common assessment data | | | |
| 3) Data discussion at three week increments to discuss growth in ELL and Special Education sub groups. | common assessment data | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 3

|  |  |
|---|---|
| **Campus:** | North Richland Middle School |
| **Safeguard(s) Missed:** | Reading - ELL and Special Education |
| **Problem 3 Statement:** | 59% of ELL and Special Education students passed the 2015 STAAR. |
| **Annual SMART Goal:** | ELL and Special Education will increase to 65% passing on 2016 STAAR. |
| **Root Cause:** | Lack of differentiation to meet the needs of ELL learners and minimal use of co teach model to meet the needs of all the special education students. |
| **Targeted Strategy to Address Root Cause:** | Use the co-teach model in Reading classrooms to support Special Education students and use of SIOP strategies to support ELL students. |

| 4) Revise Co-teach plan after training |  |  |  |
|---|---|---|---|

### Quarter 3 (Jan - Mar)

**Q3 Goal:** Implementation of 7 SIOP strategies by the end of March and increase of ELL and SPED to 62% for 6th and 7th grades/65% for 8th grade.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Implement 3 new SIOP strategies in PLC's | PLC minutes, walk-throughs and observations |  |  |  |
| 2) Six Weeks safe guards meetings to monitor student groups. | Common assessment data |  |  |  |
| 3) Data discussion at three week increments to discuss growth in ELL and SPED sub groups. | common assessment data |  |  |  |
| 4) Revise Co-teach plan after training |  |  |  |  |

### Quarter 4 (Apr - Jun)

**Q4 Goal:** ELL and Special Education will increase to 65% passing on 2016 STAAR.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Utilization of all SIOP strategies during instruction. | PLC minutes, walk-throughs and observations |  |  |  |
| 2) Six Weeks safe guards meetings to monitor student groups. | Common assessment data |  |  |  |
| 3) Data discussion at three week increments to discuss growth in ELL and SPED sub groups. | common assessment data |  |  |  |
| 4) Revise Co-teach plan after training |  |  |  |  |

| | North Richland Middle School Parent Involvement Strategies | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 1. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... Survey comments 1 time per semester Distribute at registration, inviting comments | Campus policy Written parent suggestions |
| 2. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: PTA Meetings SBDM meetings | SBDM Agenda |
| 3. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description, Available Technology, Spanish speaking Educational Assistant/Parent Liaison, Adult English classes Parent Workshops, Planners for communication between parents and teachers 3.State and local assessments and expectations for student proficiency, Student reports, Conferences, Testing data 4. Provide communications about meetings, parent programs and other activities in a language that is understandable, Spanish, English | Calendar of parent activities and sign in sheet of participation. Schedule of staff development. Parent Conferences Letters to parents State reports Notes home to parents |
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | Compacts, Surveys |
| 5. | Build capacities of all parents | All Year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) | Parent Conferences Parent Workshops Sign in sheets Weekly assignment sheet |

| | | | 3. Ways to monitor progress<br>4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. English classes for Non English speaking parents, Parent Conferences, Parent Workshops | Class registrations |
|---|---|---|---|---|
| 6. | Build capacities of staff | Aug. to May | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | Sign in sheets |
| 7. | Coordinate and integrate Title I parent program with other parent programs | Aug. to May | Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21st Century, Communities in Schools<br>Information about other programs is sent home to parents to encourage participation. | Parent training schedules<br>Session evaluations<br>Budget records |
| 8. | Ensure smooth transition for students and families into 5th grade to Middle School and 8th grade to High School. | January, March to Aug | Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. High School and Middle School counselor arrange BCTAL visit for 8th graders in the spring; the counselor's guide 8th grade students in registration and four year plan in the spring. | Trip to middle school<br>Preregistered students for 6th grade<br>Trip to BCTAL<br>Preregistered students for 9th grade |

# Birdville Independent School District

# Richland Middle School

# 2015-2016 Campus Improvement Plan

# Vision

Partnering with parents and community to create a future-focus for all learners by developing interpersonal and academic skills.

# Core Beliefs

All students are successful when they have equitable access to quality instruction of a viable curriculum.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2013-2014 Demographic Data from the Texas Academic Performance Report

Location

- Richland Hills, Texas
- Tarrant County
- Northeast of Fort Worth

Student Population

- Grade 6: 212
- Grade 7: 218
- Grade 8: 210

Ethnic Distribution

- African American: 11.9%
- Hispanic: 48%
- White: 33.8%
- American Indian: 0.8%
- Asian: 3%
- Pacific Islander: 0.2%
- Two or more races: 2.5%

Economically Disadvantaged: 70.8%

Non-Educationally Disadvantaged: 29.2%

English Language Learners (ELL): 25.8%

Students w/ Disciplinary Placements (2012-2013): 0.5%

At-Risk: 45.2%

Mobility (2012-2013): 18.4%

**Demographics Strengths**

The percentage of At-Risk students on our campus is lower than both the state and the district:

- Richland Middle School: 45.2%
- Birdville Independent School District: 48.2%
- State: 49.9%

The percentage of Students with Disciplinary Placements is lower than both the state and the district:

- Richland Middle School: 0.5%
- Birdville Independent School District: 1.7%
- State: 1.6%

**Demographics Needs**

The percentage of Economically Disadvantaged students is higher than both the state and the district:

- Richland Middle School: 70.8%
- Birdville Independent School District: 56.6%
- State: 60.2%

The percentage of English Language Learners is higher than both the state and the district:

- Richland Middle School: 25.8%
- Birdville Independent School District: 18%
- State: 17.5%

The percentage of Mobility is higher than both the state and the district:

- Richland Middle School: 18.4%
- Birdville Independent School District: 13.3%
- State: 17.1%

# Student Achievement

**Student Achievement Summary**

STAAR Satisfactory Performance (2015):

- Reading: 32%
- Writing: 18%
- Science: 29%
- Soc St: 3%

STAAR Advanced Performance (2015)

- Reading: 14%
- Writing: 1%
- Science: 10%
- Soc St: 1%

Index 1 Performance Score: 66

ISIP Performance Tier 1 at EOY: 45%

STAR Math Performance Tier 1 at EOY: 75%

Met all standards in each of the 4 Indexes for Accountability Rating.

**Student Achievement Strengths**

STAAR Satisfactory Performance (2015):

- Writing: Exceeded our target by 1%

STAR Math Performance Tier 1 at EOY:

- Exceeded our target by 10%

Accountability Rating:

- Index 1 Student Achievement: Exceeded target by 6%
- Index 2 Student Progress: Exceeded target by 11%
- Index 3 Closing Performance Gaps: Exceeded target by 10%
- Index 4 Postsecondary Readiness: Exceeded target by 11%

Earned 2 distinctions:

- Academic Achievement in Mathematics
- Top 25 Percent in Student Progress

**Student Achievement Needs**

STAAR Satisfactory Performance (2015):

- Reading: Failed to meet target by 5%
- Science: Frailed to meet target by 10%
- Soc St: Failed to meet target by 18%

STAAR Advanced Performance (2015)

- Reading: Failed to meet target by 2%
- Writing: Failed to meet target by 6%
- Science: Failed to meet target by 8%
- Soc St: Failed to meet target by 12%

Index 1 Performance Score: Failed to meet target by 18%

ISIP Performance Tier 1 at EOY: Failed to meet target by 20%

# School Culture and Climate

**School Culture and Climate Summary**

- Our campus, starting with the administration, but also including the faculty and students, embraces the growth mindset where effort is held as one of the upmost ideals. Failures are no longer to be avoided, but seen as opportunities for learning and growth.
- "Community of Respect Everywhere, C.O.R.E., is an ongoing initiative throughout Birdville ISD backed by the philosophy that promotes positive and safe learning climates while developing responsibility, accountability and respect. Each of us teaches character education by the way we talk, the behaviors we model, the conduct we tolerate, the deeds we encourage, and the expectations we transmit." As evidenced by this excerpt from our district's Community of Respect Everywhere webpage, our campus embraces the challenge of developing character in in our students.
- Students are offered a tremendous array of extra-curricular opportunities in which to participate before, during, and after school. Our campus doesn't just focus on building intellectual capacity in the four core subjects for our students, but provides students opportunities to enrich their daily lives while creating a sense pride and ownership in their social and emotional development.

**School Culture and Climate Strengths**

- Our campus has zero tolerance for bullying.
  - We've invited a local community member, David Fraze, to speak with our entire student body about the impact of bullying.
  - We document and investigate each and every incident of bullying. Our goal is assist victims of bullying to overcome the emotional and psychological damage that bullying can cause while training perpetrators of bullying in more appropriate ways of dealing with their anger.
- Our student assistance counselor has created social skills groups made up of groups of 6 students to facilitate growth in students' abilities to deal with the travails of being a teenager.

**School Culture and Climate Needs**

- Increasing the communication and involvement of parents in our school. Our campus has the potential to greatly benefit from the value that parents can add to our school. It's our goal to tap into these resources and harvest lasting relationships with our parents in the community.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

Professional Staff:

- Teachers: 45
- Professional support: 14.5
- Campus Administration: 4
- Educational Aides: 8

Teachers by Ethnicity and Sex:

- African American: 1
- Hispanic: 4
- White: 40
- Male: 16
- Female: 29

Teachers by years of experience:

- Beginning Teachers: 2
- 1-5 Years Experience: 17.5
- 6-10 Years Experience: 11
- 11-20 Years Experience: 8.5
- Over 20 Years Experience: 6

Number of students per teacher: 14.2

Teacher Recruitment:

- Our staff is recruited through established professional social networks, job fairs, post-secondary educational programs, & internships.

Teacher Quality:

- A part-time academic coach mentors all first year teachers.
- All core-subject teachers work closely with an academic coach.
- All core-subject teachers work within a structured professional learning community that meets daily.
- Teachers are evaluated through PDAS.

**Staff Quality, Recruitment, and Retention Strengths**

- Several teachers on staff are qualified Kagan instructors.
- New teachers are supported by the academic coach's involvement in their professional development and by the instructional support they receive in professional learning communities.

**Staff Quality, Recruitment, and Retention Needs**

- In order to accommodate the needs of a culturally diverse student population, our teachers would benefit from involvement in programs that focus on promoting cultural awareness and meeting the needs of culturally diverse student populations.
- Our new teachers would greatly benefit from even more support than just an academic coach and a professional learning community. Assigning an individualized mentor teacher or buddy teacher to each new teacher would provide even more support for our newest faculty members.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

- The professional learning communities on our campus plan their curriculum according to the state standards using the district's Planning for Learning protocols.
- Kilgo strategies are used to analyze each TEKS learning objective in order to best align the teacher's summative assessments with the state curriculum.
- Our learning teams utilize backwards design when planning for a unit of study. Using the standards, teachers will design summative assessments that align with learning standards and require students to use higher order thinking. Once the summative assessment is completed, teachers design lessons that are intended to guide learners through the unit of study in preparation.
- Our professional learning community teams assess the effectiveness of their planning and instruction through district benchmark exams called CBAs.
- RtI is used to identify students who are struggling and to provide research-based interventions for those students in order to eliminate the gaps in student achievement.

**Curriculum, Instruction, and Assessment Strengths**

- The planning for instruction is standardized using the Planning for Learning protocols. This allows horizontal and vertical teams to assess their instructional planning effectiveness efficiently.
- Professional learning community teams design common assessments; the results are used by the teams to evaluate the instruction for future planning and remediation for students who've yet to master the learning objectives.

**Curriculum, Instruction, and Assessment Needs**

- One in four students on our campus are English language learners. The task of learning is difficult in and of itself; however, the additional challenge of learning something new in an unfamiliar language can be a daunting task. Our campus is working on meeting the needs of all learning, including those whose first language isn't English. This is still a work in progress on our campus as we acquire new strategies to meet the needs of these students.

# Family and Community Involvement

## Family and Community Involvement Summary

- Our campus utilizes the power of social networking to engage the community. We have a Facebook account, a Twitter account, and our entire staff uses the Remind app to engage our community.
- Our PTSA is under new leadership with the focus on fidelity and trust.
- Our site-based community is made up of a diverse group of community members who play an active role in guiding the decision-making of the campus.

## Family and Community Involvement Strengths

- Our athletics and fine arts programs have been a great resource to connecting families in our community with our campus. Attendance at competitions and events by families to support their children is a great source of pride for our school.

## Family and Community Involvement Needs

- Many families in our attendance zones do not use English as their first language. Finding creative and innovative ideas for incorporating those families into our campus is particularly challenging opportunity for our campus.

# School Context and Organization

**School Context and Organization Summary**

- There are 8 class periods during the school day. Each class period is 46 minutes long, with a 4 minute passing period between each.
- The school doors open at 8 am. All students enter through the front doors where they go to the cafeteria for breakfast or the auditorium to wait for school to begin. Tutorials start at 8:15 am. At 8:35 the dismissal bell rings and classes start at 8:40.
- When school ends at 3:50, every student exits the building escorted by their 8th period teacher. Students with a tutorial pass or a band pass are allowed back into the building proper. ASPIRE students enter back into the building through the cafeteria.
- Lockers are not used for students, rather, each student carries their daily supplies in a backpack to decrease the number of tardies to class.

**School Context and Organization Strengths**

- Our campus utilizes pullout programs to provide additional time for students who need extra help in math and reading.
- Each teacher on campus provides tutorial opportunities before and after school during the week to accommodate the various needs of students and their families.
- Our campus provides an additional tutorial bus after school so that students who need additional assistance in learning can still get transportation home if their families are unable to arrange for rides.

**School Context and Organization Needs**

- Maximizing time in class for learning is an absolute for student achievement and success. We are exploring ways, as a campus, to minimize in class interruptions that limit the amount of time students have in class to learn.
- Currently, our campus is under construction to install several Science Learning Lab portables outside. The fencing has created challenges for the arrival and dismissal procedures.

# Technology

## Technology Summary

- Technology Inventory (726 total items):
  - COWs: 79 Latitude laptops, 25 Latitude 3340, 54 Latitude 5430, 35 Latitude 5430
  - Teacher laptops: 52 Latitude 3330, 8 Precision
  - Apple: 87 iPad 2, 60 iPad Air, 40 iPods, 18 iPad Minis
  - Math: 60 Chromebooks
  - Science: 30 laptops
  - CCR: 30 laptops
  - Other: 120 Dell Tablets, 38 Smart Slates
- Teacher workstations center around three pieces of technology: desktop computer, document camera, and digital projector.
- All teachers on campus have access to their own personal laptop computer as well as an iPad.
- Many teachers on campus utilize SmartBoard technology in the classroom.

## Technology Strengths

- All campus technology is supported by the Birdville ISD Technology Department. They respond to service HEAT tickets quickly and are thorough in addressing the technological needs of our campus.
- We are a Google campus that utilizes the Google drive to share information and collaborate on projects. We are in the beginning stages of implementing Google classroom to extend the learning and collaboration amongst teams on campus.

## Technology Needs

- We are exploring effective ways to integrate technology into the classrooms in ways that improve student learning and improve students' learning experiences. This is a challenging task, but we are working with our technology liaison, Michael Hanson, to implement effective strategies with technological implementation.
- Many of our students do not have access to the Internet at home which inhibits the extension of technology outside of the school.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Study of best practices
- Action research results

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 | | Assistant Principal | CBA data will show that students will continue to grow in areas as identified as gaps from STAAR 2015 data in Reading and Math | | | | |
| 1) Utilize Kilgo Data Driven Decision Making to inform instruction and address instructional gaps. | Funding Sources: 211 - Title I - $5000.00 | | | | | | |
| ✔ = Accomplished    ◕ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Federal System Safeguard Strategies** **Critical Success Factors** CSF 2 CSF 7 | 2, 3, 4, 8, 9, 10 | Academic Coach | Student writing sample, class counts of authentic vocabulary usage, and student completion of accelerated reader quizzes for outside reading. Student scores on CBAs | | | | |
| 1) Academic literacy initiative including whole campus emphasis on vocabulary, writing, and reading through lessons designed based on principles of quality teaching of English language learners. | Funding Sources: 404 - Grant - $10000.00 | | | | | | |
| **System Safeguard Strategies** **Federal System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) 100% of teachers will utilize SIOP to strengthen vocabulary and content knowledge of ELLs, and deliver differentiated lessons that utilize appropriate Kagan cooperative structures and best practices strategies | 1, 3, 4, 8, 9, 10 | Administrators | Lesson plans for all content areas include intentionally selected best practices structures and strategies. Completed student and class profile sheets. Seating plans that reflect intention seating of students in cooperative groups. Lesson plans that reflect the integration of student needs data into lesson design. Observation records confirm that ELAR and Math classes utilize a workshop model. Lesson design AND delivery provides high challenge and high support. | | | | |
| | Funding Sources: 263 - Title III | | | | | | |
| **Critical Success Factors** CSF 1 CSF 7 3) Communicate and implement district Tier 1 priorities for all core subject to teachers. | 1 | Administrators | 75% or more of all students will score Satisfactory or above on 2016 STAAR tests in Reading, Math, and Writing. Science performance will be above 70% and Social Studies above 65%. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** The campust student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors**<br>CSF 1 CSF 4 | 1, 2 | Secretary | Attendance rate up from previous school year. | | | | |
| 1) Reward drawings for perfect attendcance | Funding Sources: 211 - Title I - $1000.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** The campus staff attendance rate will be 96%.

**Summative Evaluation:** Munis records by six weeks

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 7<br><br>1) Staff must call an assistant principal before calling in sick | | Assistant Principal | Staff attendance improvement from 2014-2015 school year. | | | | |
| 2) Raffle at the end of six weeks for gift cards for staff with perfect attendance. | | Secretary | Staff attendance improvement from 2014-2015 school year. | | | | |
| Funding Sources: 199 - General Funds - $1000.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** 45% of students score Level II final or higher on reading assessments

**Summative Evaluation:** 2015-2016 STAAR

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Federal System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Utilize district content coordinator to articulate the vision (strategies 6-8) | 1, 4, 9 | Administrators | 2015-2016 reading STAAR/CBA Data | | | | |
| **Critical Success Factors** CSF 1 CSF 7 2) Focus on Tier 1 priorities for ELAR classrooms | 1 | Administrators, Content Coordinators, Academic Coach | Tier 1 priorities evident in ELAR Classrooms. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Utilize the district secondary ESL coach weekly to observe and assist SIOP implementation. | 1 | Administrators, Content Coordinators, Academic Coach | Weekly log from ESL Coach and data from assessments show that SIOP strategies are being implemented with fidelity. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 7 4) Provide SIOP training for all teachers and support implementation of strategies through monthly meetings with sheltered teachers to discuss data and pedagogical strategies for ELL students. | 1, 3 | Principal | Increased performance of ELL students on CBA/2015-2016 STAAR | | | | |
| = Accomplished   = Considerable   = Some Progress   = No Progress   = Discontinue | | | | | | | |

# Goal 2: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** 95% of staff and students will report that the school is responsive to their needs

**Summative Evaluation:** At the end of the 2015-2016 school year 100% of strategies outlined in plan will be in place.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 6 <br><br>1) Create PBIS team to guide positive climate work schoolwide | 1, 2 | Principal/ Assistant Principal | Decrease in disciplinary referrals. Agendas of PBIS meetings and Action plans that have been implemented | | | | |
| Funding Sources: 199 - General Funds: SCE - $5000.00 | | | | | | | |
| **Critical Success Factors** CSF 1 CSF 5 CSF 6 <br><br>2) Develop and deliver curriculum for CORE, Rachel's Challenge, Project Adventure, group counseling, and individual counseling. | 2, 4, 6 | Student Assistance Counselor | Record of sessions. Decrease in absenteeism & rates of disciplinary referrals. Observation records of activities and student gains in social and emotional skills as measured by attendance, grades, and disciplinary incidents. | | | | |
| Funding Sources: 211 - Title I - $5000.00 | | | | | | | |
| **Critical Success Factors** CSF 2 CSF 4 CSF 6 <br><br>3) Administrative response to areas of school where data show need for improvement (classroom/teacher level or school) | 1, 2, 10 | RtI Coordinator and Academic Coach | Classroom observation (for progress monitoring) and intervention (evidence of actions taken) records. Disciplinary/RtI referral data. Observation data from common areas | | | | |
| Funding Sources: 211 - Title I - $5000.00 | | | | | | | |
| **Critical Success Factors** CSF 4 CSF 6 CSF 7 <br><br>4) Implement restorative practices: restorative circles, classroom level "checkin/ check-out", restorative counseling, and mediation | 2, 4, 10 | Student Assistance Counselor | Observation records of activities and student gains in social and emotional skills as measured by attendance, grades, and disciplinary incidents. | | | | |
| Funding Sources: 211 - Title I - $5000.00 | | | | | | | |
| **Critical Success Factors** CSF 3 CSF 6 <br><br>5) Involve staff in activities developing student leadership skills. | 2, 4 | Principal | Records of leadership activities. Increase in number of students involved in leadership. | | | | |
| **Critical Success Factors** CSF 1 CSF 6 <br><br>6) Provide intensive interventions for students with persistent absences (e.g., home visits, mentoring, counseling, and progress monitoring) | 1 | Assistant Principal | Reduction in absenteeism as measured by attendance reports | | | | |
| **Critical Success Factors** CSF 1 CSF 6 <br><br>7) 100% of faculty and staff will demonstrate mastery of school wide expectations for CHAMPS . | | Administrators | Decrease in number of students with loss of instructional time and feedback from teachers with regard to classroom climate. | | | | |

✓ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Utilize Kilgo Data Driven Decision Making to inform instruction and address instructional gaps. |
| 1 | 2 | 1 | Academic literacy initiative including whole campus emphasis on vocabulary, writing, and reading through lessons designed based on principles of quality teaching of English language learners. |
| 1 | 2 | 2 | 100% of teachers will utilize SIOP to strengthen vocabulary and content knowledge of ELLs, and deliver differentiated lessons that utilize appropriate Kagan cooperative structures and best practices strategies |
| 1 | 5 | 1 | Utilize district content coordinator to articulate the vision (strategies 6-8) |
| 1 | 5 | 3 | Utilize the district secondary ESL coach weekly to observe and assist SIOP implementation. |
| 1 | 5 | 4 | Provide SIOP training for all teachers and support implementation of strategies through monthly meetings with sheltered teachers to discuss data and pedagogical strategies for ELL students. |

# Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 2 | 1 | Academic literacy initiative including whole campus emphasis on vocabulary, writing, and reading through lessons designed based on principles of quality teaching of English language learners. |
| 1 | 2 | 2 | 100% of teachers will utilize SIOP to strengthen vocabulary and content knowledge of ELLs, and deliver differentiated lessons that utilize appropriate Kagan cooperative structures and best practices strategies |
| 1 | 5 | 1 | Utilize district content coordinator to articulate the vision (strategies 6-8) |

# State Compensatory

**Personnel for Richland Middle School:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Amanda Brewster | Math Interventionist | RtI | 1 |
| Anton Ratliff | Educational Assistant | Special Education | 1 |
| Brittany Slay | Educational Assistant | RtI | 1 |
| Courtney Mata | Educational Assistant | RtI | 1 |
| Jennifer Jones | Reading Interventionist | RtI | 1 |
| Stephanie Fendri | Teacher | SPED | 1.0 |

# Title I

**Schoolwide Program Plan**

**Ten Schoolwide Components**

**1: Comprehensive Needs Assessment**

Data suggest additional, elaborate practice in reading and writing is necessary for increased academic achievement in all four core content areas. Lack of students achieving at level III and final phase standards suggest classroom learning tasks are not being designed, delivered, & completed at the level of STAAR rigor in 100% of classrooms. Observation data confirms.

Examination of student level achievement data (STAAR & Reading Progress Monitoring) indicate that students without phonemic awareness or limited vocabulary did not make progress with past interventions. Uneven gains in content areas suggest best practice structures and strategies are not being implemented with fidelity in 100% of classrooms.

Many RMS students are dependent upon school to provide models of social, emotional, and academic behaviors. Therefore, consistent expectations and direct teaching is necessary. Correlation between students receiving disciplinary consequences and STAAR failure suggests that current disciplinary and counseling processes are not providing students with the academic behaviors necessary to succeed.

**2: Schoolwide Reform Strategies**

Instructional rounds and progress monitoring will be utilized to promote/monitor academic literacy initiatives like whole campus emphasis on vocabulary, writing, and reading through lessons designed based on principles of quality teaching of English language learners.

**3: Instruction by highly qualified professional teachers**

Teachers will complete a reflection conference (based on evidence gathered in videos AND from student work samples), with admin, to demonstrate their improvement in the performance target selected at the BOY conference and tie personal growth to student achievement gains.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Teachers will complete a reflection conference (based on evidence gathered in videos AND from student work samples), with admin, to demonstrate their improvement in the performance target selected at the BOY conference and tie personal growth to student achievement gains. An assortment of research-based, powerful models for professional development will be provided to support teachers' professional growth.

Teachers and administrators will be trained in Kagan Cooperative Learning strategies to optimize student-centered learning.

Teachers and administrators will be trained in SIOP model for teaching ELL students.

**5: Strategies to attract highly qualified teachers**

Campus will build relationships with universities with a record of providing highly qualified teachers and continue to employ successful recruitment strategies -- targeted job fairs and supplemental recruitment materials.

**6: Strategies to increase parental involvement**

Campus will establish high expectation agreements between teachers and families to optimize student learning by forming engaging parents in learning opportunities in which parents come to school, at various times in the year, to get training on things related to adolesence and education (i.e. skyward, Grandparent raising kids support group, math help, ela, understanding STAAR, bullying, suicide prevention, etc.)

Partner with PTA to increase parental involvement at school activities.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Coordinate vertical planning sessions, common professional development, and networked instructional rounds visits. Middle school personnel will attend elementary school to promote enthusiasm for middle school clubs and organizations and to build incoming sixth grade students' sense of belonging and support at RMS.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Use of class profiles, RtI progress monitoring, assessment results, and student work portfolios will aid teachers in making data-informed decisions to improve the achievment levels of individual students.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Use of class profiles, RtI progress monitoring, assessment results, and student work portfolios will aid teachers in identifying students in need of assistance to master proficient or advanced levels of academic achievement.

**10: Coordination and integration of federal, state and local services and programs**

Campus improvement goals and funding are supported by and integration of Title funds and Priority Schools funding.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Christian Cater | Teacher | Reading Intervention | .5 |
| Elisa Hediger | Educational Assistant | RtI | 1 |
| Genevieve Vetter | Teacher | Math | 1 |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 4 | 2 | gift cards | | $1,000.00 |
| | | | | **Sub-Total** | $1,000.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 1 | 1 | | | $5,000.00 |
| | | | | **Sub-Total** | $5,000.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | | | $5,000.00 |
| 1 | 3 | 1 | | | $1,000.00 |
| 2 | 1 | 2 | | | $5,000.00 |
| 2 | 1 | 3 | | | $5,000.00 |
| 2 | 1 | 4 | | | $5,000.00 |
| | | | | **Sub-Total** | $21,000.00 |

## 263 - Title III

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 404 - Grant

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 1 | | | $10,000.00 |
| | | | | **Sub-Total** | $10,000.00 |
| | | | | **Grand Total** | $37,000.00 |

# Addendums

| | Richland Middle School  Parent Involvement Strategies | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 6. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents •  Tuesday Folder/Planner communication |

| | Richland Middle School  Parent Involvement Strategies | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 6. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. | • Parent Conferences • Parent Workshops • Sign in sheets • |

| | Richland Middle School  Parent Involvement Strategies | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 6. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents •  Tuesday Folder/Planner communication |

| | Richland Middle School  Parent Involvement Strategies | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 6. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations |

# Birdville Independent School District

# North Oaks Middle School

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

**The North Oaks staff will ensure high levels of learning for every student.**

# Vision

**In order to achieve our mission, we function collectively as a Professional Learning Community.**

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Oaks Middle School currently serves 580 students of which 38% are Hispanic, 10% Asian, 16% African American, and 32% are White. There are 45 identified as GT; 60 receive Special Education Services; and 330 are At-Risk. The mobility rate for the campus is 17% and the free and reduced lunch rate is 67%.

### Demographics Strengths

The following have been identified as demographics strengths:

- Campus has created a culture that is focused on learning and supportive of one another
- Enrollment in CTE courses and high school credit courses has continued to be high with the addition of Gateway to Technology at all grade levels and the addition of virtual courses for high school endorsements.

### Demographics Needs

The following has been identified as demographic needs:

- As a campus, we ranked in the third quartile for attendance when compared to 40 like schools.

# Student Achievement

## Student Achievement Summary

Based on analysis of data, North Oaks continues to make gains from the previous years in several tested areas. For two years in a row, six distinction designations were given by the state for Academic Achievement in Reading/ELA, Math, Science, and for Top 25% Student Progress, Top 25% Closing Performance Gaps, and Post Secondary Readiness. There was one system safeguard missed by 1%. Math: 82 receive Tier 2 intervention and 87 receive Tier 3 intervention; Reading: 118 receive Tier 2 intervention and 95 receive Tier 3 intervention. We have put a number of support measures in place this year to work with students not performing at grade level.

## Student Achievement Strengths

Based on analysis of STAAR data:

- Reading for all students has increased each year since 2013
- Sixth grade Math was 7% above the district average
- Social Studies scores continued have increased 12% since 2013
- State distinction earned in 6 of 7 categories for two consecutive years
- The number of students on Tiers 2 and 3 in both Reading and Math has decreased since 2013

## Student Achievement Needs

Based on analysis of STAAR and STAAR-M data:

- 7th and 8th grade have been below the district average since 2012
- Although there have been gains, 8th grade science has been at or below the district average since 2012
- Although there have been significant gains, 8th grade social studies has been at or below the district average since 2012

- System safeguard was missed in African American science

# School Culture and Climate

## School Culture and Climate Summary

At the beginning of the school year, the North Oaks' staff agreed to continue our mission which states that we will "ensure high levels of learning for all students." We want to establish and maintain a culture and climate that embraces and supports our mission. This can be accomplished through strong leadership, relevant professional development and training, recognition programs for students and staff, access to technology for students, and support for our Professional Learning Communities. In an effort to evaluate school culture and climate, staff and students provide feedback through surveys. The results from last year's surveys were very positive. Our score on our Organizational Health Inventory was a 90.

## School Culture and Climate Strengths

- Staff is committed to student learning and success
- Staff recognizes students for positive behavior, attendance, and academics
- Recognition for best practices
- Utilization of social media to publicize positives
- Staff provides environment conducive to learning
- Kagan training for all content area teachers has improved student engagement
- Staff works interdependently in collaborative PLC's

## School Culture and Climate Needs

Based on data and discussions with staff listed below are school culture and climate needs:

- Positive behavior system
- Professional development and training
- Additional technology for students
- Additional tools, resources, and technology for staff
- Personnel for support of RTI initiatives
- Tutors and substitutes for student enrichment

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

North Oaks generally has a very low turnover rate. Due to retirements and other movement, North Oaks hired 15 new staff members this year. The hiring process began in early May with two consecutive Saturdays with approximately 30 interviews. Second interviews were conducted for some and several new teachers were selected in May that had excellent credentials and work history.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

With the help of the district Curriculum and Instruction department, North Oaks is working to ensure alignment with state standards as well as appropriate depth and rigor of content. The campus assessment calendar demonstrates our commitment to continuous improvement and the success of our students. Campus common-based assessments are administered in all content areas every three weeks. Our professional Learning Communities meet regularly to evaluate data, design engaging lessons, develop common assessments, and align required curriculum with state standards and lesson activities.

## Curriculum, Instruction, and Assessment Strengths

- Teachers are developing common-based assessments
- Teachers are evaluating curriculum to ensure alignment with state standards and activities
- Teachers are evaluating data to determine gaps in student learning

## Curriculum, Instruction, and Assessment Needs

- Professional development and training that is aligned with campus and district goals, supports student learning and engagement, and promotes a positve school culture
- Resources and supplies that support district and campus initiatives and campus PLCs
- Access to technology that provides enrichment in all content areas
- Whiteboards for better presentation of material and enhanced student engagement

# Technology

**Technology Summary**

Although North Oaks is equipped with two learning labs, it is not enough to accommodate the large numbers of students on Tiers during the regular school day. Two RtI interventions, Think Through Math and I-Station, both require use of the learning labs. The district is also supplying 10 chrome books for each math class as well as new laptops. The laptops will be placed in the classes of the Reading teachers.

**Technology Strengths**

- I-Station and Think Through Math used extensively during the school day
- Two Learning Labs
- 10 Chrome books in all Math classes
- 5 Laptops in all Reading classes

**Technology Needs**

- There is not enough technology available to students during the school day. There is a need for additional computers and chrome books to be used during, before, and after the school day.
- Software programs to support Science and Social Studies

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area. Targets at Level II (final): Math-47, Reading-43, Writing-36, Science-44, SS-30. Level III (final) targets: Math-19, Reading-24, Writing-10, Science-26, SS-14.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide professional learning, resources, and support for improvement of Tier 1 instruction. This includes Bea Luchin, Abydos, Kagan, and any other district approved PD as well as substitute teachers. | 2, 3, 4, 10 | Principal, Academic Dean, Academic Coach, Department Chairs. | Walk-throughs, PLC attendance, student performance on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I - $15000.00, 211 - Title I - $4000.00, 211 - Title I - $10000.00, 199 - General Funds | | | | | | | |
| 2) Provide professional learning, resources, and staff to support Tier 2 and Tier 3 interventions. | 2, 4 | Principal, Academic Dean, Academic Coach, Department Chairs. | Student performance on district screeners, as well as campus, district and state assessments. | | | | |
| Funding Sources: 211 - Title I - $35000.00, 211 - Title I - $18000.00 | | | | | | | |
| 3) Provide technology resources to support all Tier 1 instruction and Tier 2 and Tier 3 interventions. | 2, 9 | Principal, Academic Dean, Department Chairs. | Walk-throughs, PLC discussions, student performance. | | | | |
| Funding Sources: 211 - Title I - $35000.00 | | | | | | | |
| 4) Provide tutorials before and after school and on Saturdays. Provide a summer enrichment program for students that includes compass learning; incoming 6th graders are included. | 2, 3, 7, 9 | Principal, Academic Dean | Student attendance, completion of work, student performance on CFAs. | | | | |
| Funding Sources: 211 - Title I - $10000.00 | | | | | | | |
| 5) Provide support and monitor the effective implementation of the PLC cycle and continuous improvement strategies. This includes utilization of protocols for lesson design, data review, rigor rubrics, and development of CFAs. | 2, 3 | Principal, Academic Dean, Academic Coach, Department Chairs | PLC rubric and attendance at PLCs. | | | | |
| 6) Develop and administer Common Formative Assessments in all content areas according to campus CBA calendar. | 8 | Principal, Academic Dean, Academic Coach, Department Chairs | Submission and scoring of tests in Aware. | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7) Provide opportunities and support through AVID. | 10 | Principal, Academic Coach, AVID teacher. | Increased student performance on campus, district, and state assessments. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2<br><br>8) Monitor performance of African American students in Science and provide intervention using additional tutorials and compass learning. | 2, 9 | Principal, Academic Dean, Science Department Chair, Teachers | Student performance on campus, district, and state assessments. | | | | |

✔ = Accomplished　◔ = Considerable　◕ = Some Progress　○ = No Progress　✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2016, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas. Targets: Math-51, Reading-26, Writing-24, Science-24, SS-24.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide training for Co-Teaching model to inclusion and regular education teachers. | 3, 4 | Principal. Academic Dean | Teacher attendance at PD and participation in follow-up activities. Increased discussion of co-teach strategies in PLC and implementation success using walk-through data. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By 2016, at least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas. Targets: Math-62, Reading-61, Writing-60, Science-56, SS-60.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide SIOP refresher at the beginning of the year and follow with monthly ESL/SIOP training with district ESL coordinator. | 3, 4, 10 | Principal, Academic Dean, District ESL Coordinator. | Teacher attendance at monthly meetings. Increased discussion of SIOP strategies in PLC and implementation success using walk-through data. | | | | |
| | Funding Sources: 255 - Title II, 263 - Title III | | | | | | |
| ✔ = Accomplished　◓ = Considerable　◔ = Some Progress　● = No Progress　✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades 6-9 will achieve reading screener scores at the 40th percentile or higher (Target: 70); and 80% of students in grades 6-9 will achieve math screener scores at the 40th percentile or higher (Target: 73).

**Summative Evaluation:** Reading and Math universal screeners, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Use of screener data to provide appropriate interventions for students. | 2, 3, 9 | Academic Dean, Reading and Math Interventionists | Assignment of students to tiers and appropriate use of data by collaborative teams. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** The overall campus student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Create an attendance committee responsible for tracking student attendance, providing intervention when necessary, as well as recognizing good attendance in six weeks assemblies. | | Assistant Principal, Attendance Committee, Truancy officer, Attendance clerk. | Student attendance at or above 96% on 6 weeks reports. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** The overall campus staff attendance rate will be 96%.

**Summative Evaluation:** End of year attendance monitored by six weeks

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Create an attendance committee responsible for tracking staff attendance, provide incentives, as well as recognizing good attendance at staff meetings. | | Assistant Principal, Attendance Committee | Attendance at or above 96% on each six weeks report. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance. Target: 50.

**Summative Evaluation:** Campus survey TBD

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Equip campus LoL teams with information and resources needed to develop and monitor classroom academic goals. | | Principal, Assistant Principal, LoL Team | Training during LoL meetings, discussions during PLCs relating to goals and continuous improvement. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, the campus will develop and monitor goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide daily announcements relating to a specific core values for each six week period. Students nominated by teachers and recognized at six week assemblies. | 2 | Student assistance counselor, Guidance Counselor | Student survey, staff survey | | | | |
| 2) Establish a student recognition committee that recognizes students that demonstrate core values. | | Student Assistance Counselor, Guidance Counselor | Student survey, staff survey | | | | |
| 3) Establish a student behavior recognition program that recognizes and rewards students for grades, attendance, citizenship, and responsibility. | | Student Assistance Counselor, Academic Dean, Guidance Counselor | Increase in students recognized, Student survey, Staff Survey, Referral data. | | | | |
| 4) Boys Town Model utilized for TEAMS and PASS programs | | Academic Dean, TEAMS and PASS instructors | SPED staff feedback and number of student collecting points. | | | | |
| ✔ = Accomplished    ◕ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, the campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) STUCO and NJHS will perform at least 1 community service project per semester. | | Organization sponsors, Student Assistance Counselor, Guidance Counselor | Attendance and reports from sponsors. | | | | |
| = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** North Oaks will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Create committee to establish expectations and goals for coming school year. | | Leadership team, LOL team | Exemplary rating | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Ninety percent of students in grades 6-8 will report that classrooms are nurturing and places where learning needs are met.

**Summative Evaluation:** Campus Student Surveys

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Student surveys will be administered at the end of each semester. | | Assistant Principal, Counselors | Electronic responses on surveys. | | | | |
| 2) Monitor implementation of Community of Respect Everywhere (CORE) program. | | Counselors | Presence of CORE components in hallways, classrooms, and on announcements. Students and teachers utilizing protocol for bullying. | | | | |
| 3) Monitor online Safe Schools training program | | Principal; Asst. Principals | Analysis of training reports. | | | | |
| 4) Implement a Title 1 parent and community involvement plan. | 6 | Principal | Increased parental and community involvement. Volunteers attending and participating in school events and programs. | | | | |
| 5) Provide classroom counseling lessons and assemblies addressing suicide prevention, drug prevention, bullying protocols, as well as graduation plans. All 8th grade students are required to take a semester course in college and careers. | | Student Assistance Counselor, Guidance Counselor | Analysis of campus data regarding bullying incidents. Staff and students reporting concerns using established protocols. | | | | |
| 6) Implement and monitor Mustang Recognition Program that rewards students for good grades, behavior, attendance, CORE values, and other good habits. | | Assistant Principal, Student Recognition Committee | Analysis of data for failure rates, discipline referrals, attendance, and lessons. Staff providing rewards with their signatures and being redeemed by students according to established criteria. | | | | |
| 7) Implement and monitor Mustang Recognition Program that rewards students for good grades, behavior, attendance, CORE values, and other good habits. | | Assistant Principal, Student Recognition Committee | Analysis of data for failure rates, discipline referrals, attendance, and lessons. Staff providing rewards with their signatures and being redeemed by students according to established criteria. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** North Oaks will ensure that all required emergency drills are performed in a timely manner and according to district guidelines.

**Summative Evaluation:** EOY compliance reports.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) The campus will maintain a log of fire drills, tornado drills, evacuations, and lockdowns. | | Assistant Principal | EOY reports and documentation of events | | | | |
| ✔ = Accomplished ◕ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** North Oaks will implement a behavior reward program that will decrease the number of school-wide referrals by 10%.

**Summative Evaluation:** EOY Referral Data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) A student recognition committee will create a behavior recognition program that recognizes and rewards students for grades, attendance, citizenship, and responsibility. | | Student Assistance Counselor, Academic Dean, Guidance Counselor | Increase in students recognized, Student survey, Staff Survey, Referral data. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all campus core departments will establish departmental improvement goals for PLCs.

**Summative Evaluation:** Completion of PLC rubric at beginning, middle, and end of year.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Establish expectations for completion of PLC rubric with departments. | | Principal, Academic Asst. Principal | Completion of rubrics at Beginning, Middle, and End of school year. | | | | |
| 2) Administer campus survey that evaluates office communication and functions. | | Principal | Completion of surveys as evident on the year end check-out sheet. | | | | |
| ✔ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ❌ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 8 | Monitor performance of African American students in Science and provide intervention using additional tutorials and compass learning. |

# State Compensatory

**Personnel for North Oaks Middle School:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Dawn Domasig | Math Interventionist | | .5 |
| Jeanetta Garcia | CM/Inclusion | | 1.0 |
| Katrina Reeves | Reading Interventionist | | 1.0 |
| Pedro Coneja | Educational Asst. | | 1.0 |
| Victor Ochoa | Educational Asst. | | 1.0 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Bryan Ramirez | Educational Assistant | | 1 |
| Dawn Domasig | Math Interventionist | | .5 |

# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | PD | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | Professional Development | 61006299 | $15,000.00 |
| 1 | 1 | 1 | Substitute teachers | 61006112 | $4,000.00 |
| 1 | 1 | 1 | Instructional materials | 63006399 | $10,000.00 |
| 1 | 1 | 2 | .5 Math Interventionist | 61006111 | $35,000.00 |
| 1 | 1 | 2 | Educational Assistant | 61006129 | $18,000.00 |
| 1 | 1 | 3 | Technology | 63006398 | $35,000.00 |
| 1 | 1 | 4 | Tutorials | 61006118 | $10,000.00 |
| | | | | **Sub-Total** | $127,000.00 |

**263 - Title III**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 3 | 1 | ESL Coach | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**255 - Title II**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 3 | 1 | Academic Coach | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $127,000.00 |

# Addendums

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** North Oaks Middle School
**Safeguard(s) Missed:** African American, Science
**Problem 1 Statement:** African American students had a 59% passing rate on STAAR Science in 2015
**Annual SMART Goal:** The African American student group will have a passing rate of of 65% on STAAR science for 2016
**Root Cause:** We are not tracking AA student progress on local assessments.
**Targeted Strategy to Address Root Cause:** Science teachers will track progress of AA students on local assessments and provide intervention for content not mastered.

**Turnaround Principles Addressed by Strategy:**

- [ ] 1 - Strengthen instruction
- [x] 2 - Use data to inform instruction
- [ ] 3 - Provide strong leadership
- [x] 4 - Increase learning time
- [ ] 5 - Improve family/community engagement
- [ ] 6 - Improve school environment
- [ ] 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the first 9 weeks, 65% of AA students will be passing assessments.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Science teachers will evaluate AA science scores every three weeks. | Local assessment data | | | |
| 2) AA students not mastering content will be assigned to tutorials for remediation using teacher provided materials or Compass Learning. | Attendance and completion | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of the first semester, 70% of AA students will be passing assessments.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Science teachers will evaluate AA science scores every three weeks. | Local assessment data | | | |
| 2) AA students not mastering content will be assigned to tutorials for remediation using teacher provided materials or Compass Learning. | Attendance and completion | | | |
| 3) | | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

|  |  |
|---|---|
| **Campus:** | North Oaks Middle School |
| **Safeguard(s) Missed:** | African American, Science |
| **Problem 1 Statement:** | African American students had a 59% passing rate on STAAR Science in 2015 |
| **Annual SMART Goal:** | The African American student group will have a passing rate of of 65% on STAAR science for 2016 |
| **Root Cause:** | We are not tracking AA student progress on local assessments. |
| **Targeted Strategy to Address Root Cause:** | Science teachers will track progress of AA students on local assessments and provide intervention for content not mastered. |

| 4) |  |  |  |  |
|---|---|---|---|---|

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of the 3rd 9 weeks, 75% of AA students will be passing assessments.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Science teachers will evaluate AA science scores every three weeks. | Local assessment data |  |  |  |
| 2) AA students not mastering content will be assigned to tutorials for remediation using teacher provided materials or Compass Learning. | Attendance and completion |  |  |  |
| 3) |  |  |  |  |
| 4) |  |  |  |  |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** By the end of the school year, 80% of AA students will be passing assessments.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Science teachers will evaluate AA science scores every three weeks. | Local assessment data |  |  |  |
| 2) AA students not mastering content will be assigned to tutorials for remediation using teacher provided materials or Compass Learning. | Attendance and completion |  |  |  |
| 3) |  |  |  |  |
| 4) |  |  |  |  |

**Problem:** African American students had a 59% passing rate on STAAR Science in 2015
**Goal:** The African American student group will have a passing rate of of 65% on STAAR science for 2016
**Root Cause** We are not tracking AA student progress on local assessments.
**Strategy:** Science teachers will track progress of AA students on local assessments and provide intervention for content not mastered.

| | Person/Group Responsible | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | District BL/ESL Dept. |
| **Quarter 1** Aug Sep Oct | Attend PLCs to monitor student performance and attendance at tutorials | Compass Learning and Aware reports | Provide student performance data by subgroup and attendance data | Missed objectives in Compass or specific teacher assignments | Attend PLCs | Review local assessments to ensure alignment and appropriate level |
| **Quarter 2** Nov Dec Jan | Attend PLCs to monitor student performance and attendance at tutorials | | Provide student performance data by subgroup and attendance data | Missed objectives in Compass or specific teacher assignments | Attend PLCs | Review local assessments to ensure alignment and appropriate level |
| **Quarter 3** Jan Feb Mar | Attend PLCs to monitor student performance and attendance at tutorials | | Provide student performance data by subgroup and attendance data | Missed objectives in Compass or specific teacher assignments | Attend PLCs | Review local assessments to ensure alignment and appropriate level |
| **Quarter 4** Apr May Jun | Attend PLCs to monitor student performance and attendance at tutorials | | Provide student performance data by subgroup and attendance data | Missed objectives in Compass or specific teacher assignments | Attend PLCs | Review local assessments to ensure alignment and appropriate level |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## North Oaks Middle School

**Campus Goal:** **All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:** **100% of core area teachers will be highly qualified.**
**100% of instructional paraprofessionals will meet the highly qualified standard.**
**100% of new hires will meet highly qualified status prior to employment.**
**The percentage of teachers receiving high-quality professional development will be 100%**

| Schoolwide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | Participate in recruitment activities to ensure highly qualified personnel in all positions. | All staff | Principal Designated teachers Personnel Director & Coordinators | Local funds Title III-A Title II-A | Number of positions posted Number of recruitment activities Number of applications completed | Personnel files 2013-2014 NCLB Highly Qualified Report 100% of teachers and paraprofessionals are highly qualified |
| 5 | Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. | First-year teachers | Principal Designated teachers Director of Curriculum and Instruction | Local funds Activity Account | List of first-year teachers List of mentors Schedule of planned activities | Personnel files Expenditure reports for mentor stipends Mentoring program evaluations All new teachers were provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## North Oaks Middle School

| 3 | Communicate with personnel department regarding highly qualified status of all teachers | All teachers | Principal Personnel Director & Coordinators | Local funds | Personnel files Teacher interviews Applications | Personnel files Principal attestations 100% of teachers and paraprofessionals are highly qualified |
|---|---|---|---|---|---|---|
| 3 | Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours | All teachers | Principal Personnel Coordinators ESL Consultant GT Consultant TIMS | Local funds Title I-A Title II-A Title III GT funds | Schedule of professional learning opportunities Schedule of certification study classes & exams | Eduphoria Records - Workshop Documentation of professional learning sessions attended Copies of certifications obtained |
| 3 | Communicate with personnel department regarding highly-qualified status of all instructional paraprofessionals | All instructional para-professionals | Principal Personnel Coordinator Federal Programs Coordinator | Local funds | Personnel records Paraprofessional applications Schedule of professional learning opportunities | Eduphoria Records - Workshop Personnel list of Highly-qualified Paraprofessionals |

| 3,4 | Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum and Instruction | Local funds Title I-A funds Title II-A funds | Schedule of professional learning opportunities | Eduphoria Records - Workshop Agendas of campus professional learning sessions Documentation of conferences attended |
|---|---|---|---|---|---|---|
| 5 | Provide strategies to attract highly qualified teachers | All teachers | Principal Personnel Director & Coordinators | Local funds Title I-A funds Title II-A funds | Surveys Schedule of professional learning opportunities Teacher interviews | Personnel files Surveys |

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | | | **North Oaks Middle School** Parent Involvement Strategies | |
| 6 | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through beginning of the year activities and monthly PTA meetings. | • PTA meeting attendance and minutes |
| 6 | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 6 | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • CIP •Parent Workshops | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3. State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • E-mails, Remind 101 |

| | North Oaks Middle School | Parent Involvement Strategies | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6 | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 6 | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations |
| 4 | Build capacities of staff | Aug. to May | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Sign in sheets |
| 10 | Coordinate and integrate Title I parent program with other parent programs | Aug. to May | Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21st Century, Communities in Schools • Information about other programs is sent home to parents to encourage participation. | • Parent training schedules • Session evaluations • Budget records |
| 7 | Ensure smooth transition for students and families from 5th grade to Middle School. | January March to Aug | Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten students; Meet the Teacher night; Pre-K 3 and 4 year program also provided on campus for eligible students | • Trip to middle school • Sign - in sheets • Pre-registered students for 6th grade • Preregistered students • Sign in sheets • PreK attendance |

# Birdville Independent School District

# Watauga Middle School

# 2015-2016 Campus Improvement Plan

# Mission Statement

Watauga Middle School will facilitate a cooperative effort among administrators, teachers, parents and students. Instruction will include curricula that apply to the lives of our diverse learning community of students. Each student will be expected to perform at his/her highest potential in order to become a responsible individual, lifelong learner, and productive citizen in a global society.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Suburb of Fort Worth located in Tarrant County
- Serves approximately 740+ students
- Student ethnicity
  - 45% white
  - 45% Hispanic
  - 6% African American
  - 3% Asian
- About 68% of students economically disadvantaged
- Over 13% of students English language learners
- Less than 10% of students served in special education
- Over 49% of students are At Risk
- Approximately 11% of students are served through the Gifted and Talented program
- Over 30% of students take one or more Career and Technology courses
- About 1.2% (9 students) were served in DAEP placements-down from last year

### Demographics Strengths

- Approximately 11% of students are served through the Gifted and Talented program
- Over 30% of students take one or more Career and Technology courses
- About 1.2% (9 students) were served in DAEP placements-down from last year

### Demographics Needs

These areas of needs are listed in priority order:

- ELL students in all subjects/all subpops in 6th grade math; ELL students have a translation barrier and comprehension struggle. It is also difficult for the Elementary students to transition from the 5th grade Bilingual program at WES to an all English program in MS.
- At-Risk population is over 49%. At-Risk students need more support having their "basic" needs met. Therefore, they don't always come to school in the learning mindset. This need results in lower performance in classes and on State Assessments.
- Economically Disadvantaged population is over 68%. Economically Disadvantaged students need more support having their "basic" needs met. Therefore, they don't always come to school in the learning mindset. This need results in lower performance in classes and on State Assessments.

# Student Achievement

**Student Achievement Summary**

- Met the 2015 TEA Accountability Standard
- Not all subpops are on track to meet 2016 Final Accountability Standards
- The scores of English language learners and students in special education continue to perform below their peers
- Almost 25% of our students scored at the Advanced Performance level in Reading/ELA.
- Earned Distinguished Achievement in the areas of Math, Science, Social Studies, Top 25% in Student Progress, Top 25% in Closing Performance Gaps, and Postsecondary Readiness.

**Student Achievement Strengths**

- Earned Distinguished Achievement in the areas of Math, Science, Social Studies, Top 25% in Student Progress, Top 25% in Closing Performance Gaps, and Postsecondary Readiness.

**Student Achievement Needs**

- RtI data indicate the percentage of students requiring interventions at Tier 2 and Tier 3 in reading and math exceeds percentages recommended by research.
- There is an inadequate number of WMS students scoring Advanced on state assessments in the areas of math and reading.
- The number of students achieving at 2016 standards is below what is estimated to be necessary in order to have 60% passing in 2016.
- The percent of English Language Learners (ELLs) performing satisfactorily on the STAAR test is insufficient to ensure 60% passing in 2016.

# School Culture and Climate

**School Culture and Climate Summary**

- Students have a wide variety of academic and extra-curricular activities available at Watauga Middle School. This provides a variety of activities that peak the student's interest and build on their academic and social growth.
- Bullying is an issue we take very seriously at Watauga Middle School, as we document each and every case where a student feels threatened or bullied. The administration team continually works to educate students and parents alike on the parameters of bullying and follows HB 1942 set forth by the state of Texas addressing cyber bullying, bullying, and harassment in schools. Campus administrators meet with victims of bullying and their perpetrators to resolve student issues and foster a culture of C.O.R.E. (Community of Respect Everywhere) values.
- Discipline data reveals a small percentage of students making up most of the office referrals. Four percent of the student body accounts for more than fifty percent of all referrals. These offenses typically are classroom disruptions that negatively affect the learning environment and these students are issued the appropriate consequence for their misbehavior.
- In the 2014-2015 school year, 1.2% (9) students were assigned to DAEP for campus infractions.

**School Culture and Climate Strengths**

- Teachers and students feel that they are safe while in school at WMS.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus C.H.A.M.P.'s (Communication – Help – Activity - Material – Participation) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.
- WMS supports the district C.O.R.E. initiative through a bi-monthly quote that is posted throughout the building and discussed by teachers in class.

**School Culture and Climate Needs**

- Increasing student involvement in their own learning through tardy parties, awards for attendance, and grade level data meetings.
- Increasing parental involvement in activities on our campus would increase the overall campus culture and climate.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

- All staff is highly qualified.
- Staff is recruited through job fairs, advertising, and staff recommendations.
- Professional development is often offered through the PLCs. That allows for frequent follow-up and discussions about new processes or methods.
- The PLC process was fine-tuned again this year to allow for vertical planning in the core content areas. Content teams are now meeting thus streamlining the PLC process and encouraging not only grade level collaboration but content collaboration as well.
- Walk-throughs aid in verifying the implementation of new ideas and protocols.
- CBAs and STAAR help to evaluate the impact our professional development has on our students.
- Teachers are evaluated yearly on the PDAS system.

**Staff Quality, Recruitment, and Retention Strengths**

- In 2015, we had a 21% turnover rate. About half of that were new positions created by the changes in the SPED program in the district. Several others accepted promotions or retired.
- We had a 95.3% staff attendance rate during the 2014-2015 school year.
- About 50% of the staff has been through KAGAN training to develop grouping processes and facilitate learning.

**Staff Quality, Recruitment, and Retention Needs**

- Need to promote cultural awareness among our staff to correlate to our student population.
- Need more clarity on new campus and district initiatives in order to ensure that all staff is fairly uniform in their utilization or performance of these initiatives.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

- Our campus strictly adheres to the state standards and the district curriculum.
- During PLC, our teachers align their classroom teaching to the rigor of the CBAs and STAAR. This is evidenced by the lessons and tests used in class to determine student retention of material.
- CBAs are used to determine the effectiveness of the district curriculum and the pacing of the teaching. These scores are not figured into the students' averages.
- Small group instruction has been implemented across all core classes to aid in remediation and differentiation.
- Student data folders and team SMART goals have been implemented to encourage goal-setting and behaviors that will help to reach those goals, both individual and group goals.
- RtI is being implemented through pull-out intervention programs based upon STAAR scores, CBA scores, Universal Screener results, and classroom teacher observations.

**Curriculum, Instruction, and Assessment Strengths**

- Common assessment results are used to inform future instruction, aid in remediation and reteaching, and adjust current lessons for future use.
- Common assessment protocols are completed after every common assessment in order to evaluate the validity of test questions and indicate changes to the test or teaching methods for the next year.

**Curriculum, Instruction, and Assessment Needs**

- The district continues to support the accumulation of resources needed, however, resources are not always readily available at the time of need.
- Continued training in the areas of small group instruction and differentiation is needed to support staff in fulfilling district initiatives.

# Family and Community Involvement

## Family and Community Involvement Summary

- Ethnically diverse parent representatives do participate in our site-based meetings on a voluntary basis and have a voice in campus decisions.
- We offer campus communications in several languages to accommodate our families that do not speak English as their first language.
- Our parent liaison supports our staff, students, and parents in communicating important information to all involved.

## Family and Community Involvement Strengths

- Our campus PTA has steadily increased its involvement on campus and with teachers.
- Each year families participate in the School Fun Run, Incredible Kid Day and we are implementing Math and Science Nights this year.
- Parents attend Choir and Band Concerts, as well as the Annual Student and Teacher Talent Shows.

## Family and Community Involvement Needs

- We need to increase the amount of parental involvement, especially the involvement of parents that may not speak English fluently.  The language barrier is sometimes an issue.

# School Context and Organization

## School Context and Organization Summary

- Our daily schedule consists of eight 46 minute class periods.
- We did away with locker use last year to reduce tardies and instances of necessary class work being left in lockers leaving students unprepared for class.
- State law helps to determine the amount of time assigned to each content area.
- A pull-out intervention program has been designed to aid those students needing more instructional time in math or reading.
- Each teacher offers several tutorial times each week with at least one morning tutorial session and at least one after-school tutorial session to accommodate the needs of our students and parents.

## School Context and Organization Strengths

- Teachers on our campus are aware of the importance of each class period and do not often hold students over into another class period in an effort to protect the instructional time in all classes.
- PLCs are strong at WMS. PLCs are formed of content area teachers collaborating to facilitate the planning of lessons and common assessments, as well as allow time for strong data analysis.
- Our campus principal ultimately makes decisions about new programs or changes to current programs. However, she often solicits the input of key members of the staff before making decisions.

## School Context and Organization Needs

- Teachers on campus make every effort to support district and campus initiatives. However, adhering to these initiatives with fidelity and commonality will aid greatly in having consistency for our students.
- Continued training and support for staff members in the areas addressed by campus and district initiatives will be a driving force behind the success of those initiatives.

# Technology

## Technology Summary

- Our campus has a vast number of resources available. Each classroom operates with a minimum of one (1) desktop computer and a projector. Many classrooms also have a document camera to use. ELA classrooms have additional three (3) desktop computers, one set of 30 iPads, and they have ten (10) Dell streak tablets available to be checked out from the library. Social Studies classrooms have 10 chrome books available for use in each classroom. Each math classroom has 10 Chromebooks and one math classroom has five (5) windows tablets as well. Science classrooms each have 12 Chromebooks. Additionally, the Science Department has 10 iPads and 12 Galaxy Tablets available to check out. Math Intervention has 5 windows tablets and 5 Chromebooks. Choir, Band and Theater have 3 laptops, 4 desktops, and 5 laptops respectively. Spanish has 6 iPads and 4 laptops. CTE has 33 laptops and 20 desktops. Reading Improvement has 3 desktops. SPED has 9 laptops and 3 desktops. Our Academic Coach has 10 iPads for use with GT classes. Our library has nine (9) student computers and two (2) teacher computers available. We also have one computer lab of twenty-nine (29) desktop computers to be used as an intervention lab and one reading improvement classroom of thirty-five (35) laptops and one portable computer lab of ten (10) desktops being used for math intervention. Each hallway has a network printer. Our library also has a Movi cart.
- BISD and WMS technology resources will be used only for learning, teaching, and administrative purposes consistent with district's and campus mission and goals.
- Teachers use technology to supplement their lessons on a daily basis. Document cameras, projectors and hand held devices allow teachers to engage students in daily lessons.
- Supporting BISD's technology resources along with district-wide projects is Technology Service Desk or TIMS.
- BISD employees use Skyward Student Management Suite (SMS) software to maintain and analyze student information such as attendance, grades, discipline, schedules, health and special education. Employees also use Eduphoria to analyze student assessment data.
- BISD offers workshops for teachers to learn how to maintain and use a school website. Other trainings include using personal technology in the classroom and incorporating them in the lessons. District also offers apps that can be downloaded for instructional use.

## Technology Strengths

- Teachers on our campus are aware of the importance of each class' time and do not often hold students over into another class period in an effort to protect the instructional time in all classes.
- PLCs are strong at WMS. PLCs are formed of content area teachers collaborating to facilitate the planning of lessons and common assessments, as well as allow time for strong data analysis.
- Our campus principal ultimately makes decisions about new programs or changes to current programs. However, she often solicits the input of key members of the staff before making decisions.

**Technology Needs**

- Teachers on campus make every effort to support district and campus initiatives. However, adhering to these initiatives with fidelity and commonality will aid greatly in having consistency for our students.
- Continued training and support for staff members in the areas addressed by campus and district initiatives will be a driving force behind the success of those initiatives.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- PDAS and/or T-TESS

**Support Systems and Other Data**

- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide professional learning, support, and resources to utilize identified structures and strategies in classroom instruction | 1, 2, 3, 4 | Administrators, Academic Coach | Improved instruction for all as evidenced by classroom observations and increased achievement on local and state assessments | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 2) Develop and implement effective teaching strategies in the math classrooms designed to address low performing TEKS | 1, 2, 3, 4, 8 | Administrators, Academic Coach, Facilitators, Math teachers, Math Interventionist | Use of district approved resources such as Compass Learning, Nimble with Numbers, Do the Math, etc.; small group instruction within classes based on tiering; regular progress monitoring | | | | |
| Funding Sources: 211 - Title I - $12330.00 | | | | | | | |
| 3) Develop and implement effective teaching strategies in the reading classrooms designed to address low performing TEKS | 1, 2, 4, 8 | Administrators, Academic Coach, Facilitators, Reading teachers, Reading Interventionist | Use of district approved resources and workshop model; use of Compass Learning; regular progress monitoring | | | | |
| 4) Develop and implement effective teaching strategies in the writing classrooms designed to address low performing TEKS | 1, 2, 4, 8 | Administrators, Academic Coach, Facilitators, Writing teachers | Use of district approved resources and workshop model; use of Compass Learning; regular progress monitoring | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 5) Develop and implement effective teaching strategies in the science classrooms designed to address low performing TEKS | 1, 2, 4, 8 | Administrators, Academic Coach, Facilitators, Science teachers | Use of district approved resources such as Gateways, Reading Comprehension Strategies MC Earth &Space, MS Life, MS Physical Science, and MS Nature of Science; Compass Learning for 6th grade Science; and ; additionally, the 8th grade is implementing a grade level wide Science Novel to connect Science concepts with ELAR processes | | | | |
| Funding Sources: 211 - Title I - $11500.00, 255 - Title II | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) Develop and implement effective teaching strategies in the social studies classrooms designed to address low performing TEKS | 1, 2, 4, 8 | Administrators, Academic Coach, Facilitators, Social Studies teachers | Use of district approved resources and the content coordinator to use strategies to support student learning in texts and visuals; use of DBQs (document based questions); use of Compass Learning | | | | |
| Funding Sources: 211 - Title I - $665.00, 255 - Title II | | | | | | | |
| 7) Utilize writing techniques in every content area to increase student achievement in all content areas through the use of reflective writing, writing assignments, and formative writing assessments. | 1, 2 | Administrators, Facilitators, Teachers | Students will demonstrate an increased ability to express themselves through the written word across all content areas thus increasing their achievement on state, district, and campus assessments | | | | |
| 8) Provide Kagan structures training for all teachers in all content areas to increase the overall student achievement on campus, district and state assessments | 1, 3, 4 | Administrators | Increased use of structures in classes as seen in lesson plans and walk-throughs | | | | |
| Funding Sources: 211 - Title I - $14000.00 | | | | | | | |
| 9) Utilize the academic coach in ways that will aid in increasing student achievement such as data analysis, assessment creation, activity development, professional development, development of extension lessons for Tier 1 students, and modeling lessons. | 1, 4, 8, 9 | Administrators, Academic Coach, Facilitators | Increased use of a variety of strategies in the classroom as evidenced by lesson plans in Forethought and classroom walk-throughs. | | | | |
| Funding Sources: 255 - Title II | | | | | | | |
| 10) Implement plans for developing common assessments and analyzing performance on campus, district, and state assessments through PLCs. | 1, 3, 8 | Administrators, Academic Coach, Facilitators, teachers | Increased student performance on campus, district, and state assessments. | | | | |
| 11) Provide professional learning and support to develop effective campus RtI programs based on the district model | 1, 4, 9, 10 | Administrators, Academic Coach, Interventionists | Increased percentage of students on Tier 1 as indicated by campus and district RtI summary reports | | | | |
| 12) Provide professional learning and coaching support in successful implementation of effective math strategies, such as Bea Luchin and Kagan | 1, 4, 9, 10 | Administrators, Academic Coach | Increased use of effective math strategies in the classroom as indicated by walk-through data and student performance on local and state assessments | | | | |
| Funding Sources: 199 - General Funds: SCE | | | | | | | |
| 13) Provide professional learning for secondary teachers in all content areas emphasizing writing in the content area, such as ABYDOS and Kagan | 1, 2, 3, 4 | ELAR Coordinator, ELAR Facilitator, Academic Coach | Improved literacy and writing instruction across all content areas as indicated by walk-through data and student performance on local and state assessments | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 14) Implement collaborative conferences with math and ELAR teachers and interventionists at regular intervals to ensure proper tier placement for all students. | 1, 3, 9 | Administrators, Interventionists | Decreased number of students served in Tier 3 intervention | | | | |
| 15) Monitor and promote use of district provided curriculum materials by PLCs and teachers through campus based training | 1, 2, 4 | Academic Coach, Facilitators | Improved instruction utilizing our resource-rich environment as evidenced by classroom observations and Forethought reports and CIR walkthroughs | | | | |
| 16) Incorporate grade-level data meetings to discuss student achievement data with the students. | 1, 2, 9 | Administrators | Increase in student involvement in the data process and increased student achievement on campus, district, and state assessments. | | | | |
| Funding Sources: 199 - General Funds - $700.00 | | | | | | | |

✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ● = No Progress  ✗ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize manipulatives, foldables, targeted vocabulary lessons, examples and non-examples of concepts, graphic organizers, and purposeful grouping techniques to increase the achievement of Special Education students. | | Administrators, Math Interventionist, Reading Interventionist, teachers, co-teachers | Increase in achievement of SPED subpop on STAAR using district approved resources and strategies | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| **Strategy Description** | **TITLE I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Utilize targeted vocabulary lessons, pictoral examples, graphic organizers, purposeful grouping techniques, and dictionaries and thesauri to enhance the reading skills of English Language Learners (ELLs). | 1, 2 | Administrators, Reading Interventionist, ESL Coach, ELL Reading Teacher | Increase in achievement of ELL subpop on STAAR using district approved resources and strategies | | | | |
| Funding Sources: 199 - General Funds - $300.00 | | | | | | | |
| 2) Provide SIOP training to core content-area teachers who have ELL students | 1, 4, 9, 10 | LPAC facilitator, ESL Coach | Improved instruction for ELL students as indicated by walk-through performance on local and state assessments | | | | |
| ✔ = Accomplished　🟠 = Considerable　🟠 = Some Progress　⚪ = No Progress　❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades K-9 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Support Tier 2 and Tier 3 intervention strategies to increase student achievement in the area of reading utilizing highly qualified staff | 1, 2, 3, 4, 9, 10 | Administrators, Academic Coach, Reading Interventionist | Reading universal screener performance will indicate 65% of students at Tier 1 at the end of the year | | | | |
| Funding Sources: 211 - Title I - $6200.00, 199 - General Funds: SCE, 211 - Title I, 255 - Title II | | | | | | | |
| ✔ = Accomplished      = Considerable      = Some Progress      = No Progress   ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-9 will achieve math screener scores at the 40th percentile or higher.
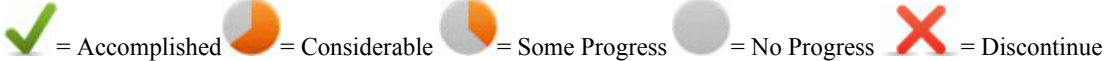
**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Support Tier 2 and Tier 3 intervention strategies to increase student achievement in the area of math utilizing highly qualified staff | 1, 2, 3, 4, 9 | Administrators, Academic Coach, Math Interventionist | Star Test performance will indicate 65% of students at Tier 1 at the end of the year | | | | |
| Funding Sources: 211 - Title I - $1350.00, 199 - General Funds: SCE, 211 - Title I, 255 - Title II | | | | | | | |
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**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Design and implement a continuous improvement model for use at the campus, PLC and classroom level | 1 | Administrators, Academic Coach | Improved data-driven decision making and continuous improvement practice at the classroom level as indicated by evidence such as student data folders and classroom PDSA | | | | |
| Funding Sources: 199 - General Funds - $700.00 | | | | | | | |
| 2) Provide professional learning and resources to equip campuses for systematic implementation of the PLC process | 1, 2, 3, 4 | Principal, Academic Coach, Facilitators | Improved functioning of PLCs as indicated by increased level of vertical and horizontal alignment of instruction, increased data-based decision making, and increased satisfaction on the end-of-year PLC survey | | | | |
| 3) Implement campus initiatives such as CHAMPs, campus and district Problem of Practice, and structured PLCs with fidelity in all subject areas | 1, 2, 9 | Administrators, Academic Coach, Facilitators | Improved instruction in all classrooms as evidenced by classroom observations and student achievement data | | | | |
| ✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** The overall district student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop strategies to encourage and increase student attendance | 1, 2 | Administrators and attendance clerk; truancy officer | Use incentives to increase student attendance such as tardy parties and attendance contests | | | | |
| Funding Sources: 199 - General Funds - $500.00 | | | | | | | |
| 2) Incorporate grade-level data meetings to discuss student attendance. | 1, 2, 9 | Administrators | Increase in student involvement in the data process and increased student achievement on campus, district, and state assessments. | | | | |
| 3) Develop plan for decreasing tardies and increasing student attendance including tardy parties, attendance contests, discontinue use of lockers, and implement a one-binder system campus-wide | 1, 2 | Administrators Teachers | Decrease in the number of tardies and and an increase in student attendance. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Monitor implementation of Community of Respect Everywhere (CORE) program | 1, 9, 10 | Counselor, Student Assistance Counselor | Improved delivery of CORE program training as determined by analysis of campus training agendas and increased satisfaction on the the campus Organizational Health Survey completed by staff at the end of the year | | | | |
| ✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚫ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** Eighty percent of students in grades 7-12 will participate in school-based co-curricular or extra-curricular activities that extend beyond the academic core classes.

**Summative Evaluation:** Annual review of student participation, Spring 2016

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop programs and create conditions and expectations for students to be involved in activities that extend and enhance their learning and develop their passion. | | Administration, Athletic Coaches, Fine Arts Teachers | Increased enrollment in these types of programs | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Arrange visits and summer camp for 5th graders enrolled in feeder campuses | 7 | Counselors | Decrease in office referrals and class tardiness | | | | |
| 2) Arrange informational visits with counselors and high school tours for current 8th grade students | 7 | Counselors | Increase in high school matriculation rates and decrease in drop out rate | | | | |
| 3) Incorporate grade-level data meetings to discuss behavior data with the students. | 1, 2, 9 | Administrators | Increase in student involvement in the data process and increased student achievement on campus, district, and state assessments. | | | | |
| 4) Develop a cohesive Leaders of Learners (LOL) team to aid in the implementation of appropriate campus initiatives designed to improve instruction in all content areas | | Administrators, Academic Coach, Facilitators | Focused and Cohesive PLCs | | | | |
| 5) Monitor implementation of the Safe Schools training program | 4, 10 | Administrators | All staff will complete all video training required by the district as determined through analysis of video training documentation | | | | |
| 6) Implement campus initiatives designed to address and decrease discipline issues in the classroom through use of CHAMP procedures and discipline management strategies | 1, 9 | Administrators | A decrease in the number of total discipline referrals to under 500 for the 2015-2016 school year | | | | |
| 7) Develop a faculty advisory committee (FAC) consisting of an administrator and a teacher representative from each discipline along with a paraprofessional representative in order to address general staff issues. | | Administrators and committee members | Increased staff morale. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grades 5, 8, and 12:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement a student to student mentoring program on campus to address issues facing at risk students and promote a safe environment for all students. | 1, 2 | Administrators, teachers | Greater involvement in classroom activities and campus activities by at risk students and a decrease in discipline referrals. | | | | |
| ✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Increase parental involvement in the ELL subpop

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Addition of a Bilingual Parent Liaison to facilitate communication between staff and parents of ELL students and other bilingual students to ensure open lines of communication regarding grades, conferences, campus meetings, home visits, absences, discipline, etc. | 1, 6, 9 | Administrators | Increased parental involvement and increased student achievement in the ELL subpop | | | | |
| | Funding Sources: 211 - Title I - $20000.00 | | | | | | |
| 2) Implement a Title I parent and community involvement plan that builds capacity of parents and creates a shared responsibility in student achievement | 1, 6 | Administrators | Increased parental and community involvement at each Title I campus | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for Watauga Middle School:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Carla Dalton | Math Interventionist | RtI | .5 |
| Diane Kissel | CM Teacher | Sped | 1.0 |
| Donna Herndon | Reading Interventionist | RtI | 1.0 |
| Gaye Barrett | Educational Assistant | RtI | 1.0 |
| Norma Pratt | Educational Assistant | CM/RtI | 1.0 |

# Title I

**Schoolwide Program Plan**

see addendum

**Ten Schoolwide Components**

**1: Comprehensive Needs Assessment**

**2: Schoolwide Reform Strategies**

**3: Instruction by highly qualified professional teachers**

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

**5: Strategies to attract highly qualified teachers**

**6: Strategies to increase parental involvement**

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**10: Coordination and integration of federal, state and local services and programs**

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Carla Dalton | Math Interventionist | RtI | .5 |
| Elizabeth Speaks | ELAR Teacher | GenEd | .5 |
| Esther Delgado | Parent Liaison | Other | 1.0 |

# 2015-2016 Site-Based Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Non-classroom Professional | Shannon Houston | Principal |
| Business Representative | Jesse Vasquez | CornerStone |
| Classroom Teacher | Lynn Breitinger | Math |
| Classroom Teacher | Donna Herndon | RtI |
| Classroom Teacher | Tom Lane | Social Studies |
| Classroom Teacher | Seini Mila | Fine Arts |
| Classroom Teacher | Heather Raynsford | ELAR |
| Classroom Teacher | Todd Tolbert | Social Studies/Athletics |
| Classroom Teacher | Matt Wisch | ELAR |
| Community Representative | Kip Woodruff | Insurance |
| Non-classroom Professional | Ryan Cantrell | Assistant Principal |
| Non-classroom Professional | Mike Drysdale | Assistant Principal |
| Non-classroom Professional | Thalia Ross | Student Assistance Counselor |
| Non-classroom Professional | Terri Staley | Guidance Counselor |
| Parent | Katie Stevens | Parent |
| Parent | Jared Teeter | Parent |
| Parent | Carin Teeter | Parent |
| Parent | Valerie Toconis | Belfour Business Manager |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 4 | | | $0.00 |
| 1 | 1 | 13 | | | $0.00 |
| 1 | 1 | 16 | | | $700.00 |
| 1 | 3 | 1 | | | $300.00 |
| 1 | 6 | 1 | | | $700.00 |
| 1 | 7 | 1 | | | $500.00 |
| | | | | **Sub-Total** | $2,200.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 12 | | | $0.00 |
| 1 | 4 | 1 | Interventionists | | $0.00 |
| 1 | 5 | 1 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Chromebooks | | $12,330.00 |
| 1 | 1 | 5 | Chromebooks | | $11,500.00 |
| 1 | 1 | 6 | Conference | | $665.00 |
| 1 | 1 | 8 | | | $14,000.00 |
| 1 | 4 | 1 | STAAR Review Materials | | $6,200.00 |
| 1 | 4 | 1 | Interventionist | | $0.00 |
| 1 | 5 | 1 | Site Licenses | | $1,350.00 |
| 1 | 5 | 1 | Interventionists | | $0.00 |

| 3 | 3 | 1 | | | $20,000.00 |
|---|---|---|---|---|---|
| | | | | **Sub-Total** | $66,045.00 |

**255 - Title II**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | Academic Coach | | $0.00 |
| 1 | 1 | 6 | Academic Coach | | $0.00 |
| 1 | 1 | 9 | Academic Coach | | $0.00 |
| 1 | 4 | 1 | Academic Coach | | $0.00 |
| 1 | 5 | 1 | Academic Coach | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $68,245.00 |

# Addendums

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Watauga Middle School

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations<br><br>2015-16  NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files<br><br>Expenditure reports for Stipends<br><br>Certifications of completion of training<br><br>Eduphoria Workshop files |

## 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus: Watauga Middle School

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities Information regarding campus incentives for staff 100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files Mentor training modules All first-year teachers are provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Watauga Middle School

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Watauga Middle School Parent Involvement Policy

**OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act,* Watauga Middle School has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

**REQUEST FOR SUGGESTIONS**

The staff at Watauga Middle School invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Esther Delgado at (817) 547-4800 or email Esther Delgado at esther.delgado@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 6. | Participation in parent involvement policy development | Annual Meeting | Involve parents in policy development through.. SBDM Distribute at registration, inviting comments | • Campus policy<br>• Written parent suggestions |
| 6. | Participation in decision making for Title I Program | Annual Meeting | Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings | • Site-based meeting sign-ins<br>• Agenda |
| 6. | Communicate program information to all parents | Annual Meeting | Provide information about: Participation in Title 1 Program Description | |
| | | | Curriculum | |
| | | | State and local assessments and expectations for student proficiency | |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6. | Shared responsibility for student achievement | First of Year | Utilize the school-parent compact Develop Distribute Evaluate Revise | • Signed compacts on file |
| 6. | Build capacities of parents | Annual Meeting | Assist parents in understanding: State academic content (TEKS) State academic achievement standards (STAAR) Ways to monitor progress (Skyward) Ways to work with teachers to improve achievement (Conferences, Social Media posts, phone calls, emails, etc.) | • Data reports |

The table is titled: **Watauga Middle School Parent Involvement Strategies**

| (Campus) Parent Involvement Strategies | | | | |
|---|---|---|---|---|
| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| | | | Provide training and materials to parents to help them work with their children (Conferences, Social Media posts, phone calls, emails, etc.) | |
| 4., 6. | Build capacities of staff | All Year | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Agendas, Meeting minutes, Workshops |
| 10. | Coordinate and integrate Title I parent program with other parent programs | All Year | Coordinate parent involvement under Title I, Title III, and other grant programs | • Parent training schedules<br>• Session evaluations<br>• Budget records |
| 7. | Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade | End of Year | Students participate in visits to the feeder campus during the school year prior to transition. Students meet with counselors to build a schedule that meets their needs. | • Agendas<br>• Student feedback<br>• Schedules |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# Smithfield Middle School

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness

# Mission Statement

Pursue excellence by providing a safe campus in a challenging learning enviroment.  We will empower students to develop strong moral character, expect high achievement, and provide an opportunity for all students to pursue an education based on their individual strengths and interest.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 800 students in grades 6-8. Both the 6th and 7th grade classes have an enrollment of approximately 270 student apiece, while the 8th grade has an enrollment of 281. These classes are comprised of the following demographics:

- Male Students-50%
- Female Students-50%
- White-71%
- Hispanic-18%
- Asian-3%
- Black-4%
- Other-4%
- Special Education-9.3%
- Gifted and Talented-23.50%
- Economically Disadvantaged-21%
- Students taking at least one Pre-Advanced Placement Class-67.19%

### Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be directly involved in their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the school must be established. Our goal is to form this partnership with every one of our parents. The demographic of this area certainly allows us opportunities to get our parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students come from homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students are at school but also at home.

**Demographics Needs**

Smithfield Middle School has the opportunity to educate a diverse population of children.  Smithfield Middle currently has the following special educaition groups: Regional Day School for the Deaf, resource/inclusion, and the PASS program for ED students.

Smithfield serves as the regional middle school for the deaf as 16 deaf students are being served in grades 6-8.  While a few of these students are mainstreamed into our regular education classes, most are contained within the deaf education classroom.  Often, deaf students' hearing disability is compounded by cognitive disabilities.

Students with learning disabilities that are served through the resource and inclusion settings make up a majority of our special education students.  Resource classes range from 10-14 students for a small group setting and a more intensive educational environment.  Students that perform high enough to be in a mainstream setting are placed in an inclusion classroom with special educational staff support.

Finally, the PASS program serves 18 emotionally disturbed students in grades 6-8.  Many of these students receive inclusion support to assist students and teachers with behavior interventions.

Smithfield Middle School serves students within and outside of our district in our special education programs.  Teachers, special education teachers, and educational aides all serve our special education students in various ways and in many settings.  All of the programs combined mean that our staff can often be spread thin in the areas of coverage and needs.

# Student Achievement

**Student Achievement Summary**

Smithfield Middle School has a tradition and culture of academic excellence. Success in academics is not only encouraged, it is expected from students, staff, and community. Data indicates positive growth in most areas of the state assessment with gains ranging from 1-8% in five of the nine assessments given. Gains in those students who achieved the "advanced performance" level ranged from 5-19% in six of the nine assessments given by the state.

The Texas Education Agency recognizes Smithfield Middle School as one of only 37 middle schools in the state of Texas that earned all 7 distictions: Science, Math, Social Studies, ELAR, Top 25% Student Progress, Top 25% Closing Achievement Gap, Top 25% Post Secondary Readines.

Furthermore, the organization "Students at Risk" recognizes SMS as in the top 5% of all public middle schools in the state of Texas.

**Student Achievement Strengths**

In 2015, Smithfield Middle School was rated in the top 15% of middle schools in Tarrant County and rated in the top 6% of middle schools in the state of Texas by the organization Children at Risk. Children at Risk's ranking system represents a compilation of factors that indicate the degree to which a campus has prepared students for secondary and post-secondary success.

On the 2014-15 state assessment, Smithfield Middle School students posted a 90% or above passing rate on eight of the ten assessments. Including a 100% passing rate in 8th grade math and an 11% increase in 6th grade math. In addition, huge gains were made in closing the gap as we continue to prepare for the final passing standards. We credit these gains to the continued focus our teachers and students have to reach the yearly performance indicators given to us by the district. These performance indicators ensure that all of our students are on track to perform at these standards by the final phase in.

**Student Achievement Needs**

Based upon district data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

1. The STAAR-A assessment replaced the STAAR Modified assessment for special education and dyslexic students. Our overall passing rate for all students who took the STAAR-A was 25%. Smithfield expects to see an increase in the passing rate on the STAAR-A by focusing on tier 3 intervention.

2. 7th grade writing scores increased slightly by 1%. This is the second year that we have seen an increase in the writing scores. Our goal is to see student achievement of 90%, which we are just below at 89.92%. We will continue to support the district's writing initiative in all subject areas, which will increase writing scores.

3. 8th grade social studies made significant progress by increasing their scores by 4% from 2013-2014. The gains from 2014-2015 puts us just below our goal of 90%. By focusing on tier 3 instruction in reading, it will increase students' comprehension level in social studies.

Student improvement in reading RtI will drive the success in all the content areas. Smithfield has seen improvements in overall student achievement, and some of the success is attributed to the RtI program. Students have begun to track their progress on the targeted areas of weaknesses in the RtI program. Tracking data will help create ownership in their learning and provide a roadmap to where they need to go.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent Involvement Rate

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of students in designated classrooms will develop and monitor individual goals in the area of academics through the use of digital portfolios.

**Summative Evaluation:** All students will maintain a digital portfolio to showcase their individual work, track progress, and set goals. (This is our campus Problem of Practice for 2015-16)

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Research and secure appropriate digital tool for students. | Advanced Academic Specialist-Hadley, Principal-Pekurney Assistant Principal-Turner | Secure access to digital portfolios for all SMS students. | | | | |
| Funding Sources: 199 - General Funds - $1000.00 | | | | | | |
| 2) Develop clear expectations, guidelines, and procedures for use of Digital Portfolios. This includes-data tracking, goal setting, teacher expectations, student expectations, and safeguards against failure. | All Staff, Department Chairs, F-Troop, digital portfolio team | Students will maintain digital portfolio throughout the year. Digital portfolio team will review 10 student portfolios from each grade level at the end of each semester to gather evidence of use as well as feedback on how to improve the process. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** All student groups at SMS will meet performance targets or exceed state and national standards in all subjects tested, and will improve advanced performance in the 2015-2016 school year. (Goal of 90% in all areas using current standards)

**Summative Evaluation:** Targets for subject areas are as follows: With the long term goal of having a 90% or above the final passing rate in all subjects by final phase in. Math-75% Reading 65% Writing 60% Science 80% Social Studies 60%

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Develop and implement systemic approach for teacher made Common Based Assessments that fill gaps between district CBA's with the focus of using the data from these assessments to drive future instruction. | PLC, Department Chairs, Administration, | Quality of CBA's will improve, thus allowing teachers to compare data to determine where weaknesses are in instruction and focus on best practices. Evidence of success noted by all core subject teachers given two common based assessments per six weeks. (New focus will be on using the data from these assessments in a more productive way than we did in 2014-15.) | | | | |
| 2) Master use of all Eduphoria programs with focus targeted at the AWARE portion. | Principal, District TI support, | Student data, teacher collaboration and overall communication process will be enhanced. Evidence of success based on 100% of teachers being trained in all aspects of Eduphoria program by end of the first semester with goal of 75% of teachers having the ability to pull and run multiple types reports. | | | | |
| 3) Send campus leaders to "Leaders of Learners" sessions | Principal | More effective and cohesive design and implementation of district initiatives will occur at SMS. Evidence of success will be based on teachers attending trainings and implementing changes at the campus level. | | | | |
| 4) Improve performance, functionality and productivity of campus PLC (See Goal 3:Performance Objective 2 for details) | teachers, department chairs, assistant principals, principal | Increased student performance, more cross curricular lessons, common assessments, and lesson design will occur.Evidence of success will be at least a 4.0 rating (Likert scale of 5) by administrators at end of year survey. (2014-15 Likert results-3.5) | | | | |
| 5) All core classes will use data to guide student driven decision about instruction. Core teachers will utilize test data to identify prior knowledge and remediation needs, determine best practices and deliver curriculum. Teachers will develop and use personal data binders. | Pekurney, Turner, Spurlock, Shannon, Hadley, Department Chairs, David Holland. | Benchmarks, lesson plans, PLC discussions, walkthrough/observation, Raider Round data. Evidence of success based on use of at least two common assessments per team as well as evidence of how lesson plans were changed to reflect use of data. | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6) Teachers in core areas will enhance their technology skills and increase the rigor in the classroom. | The campus instructional technology facilitator/administrators/special guest will teach teachers new tech skills relevant to their instruction. This will be done in monthly Lunch and Learns, staff meetings. | Higher student engagement, less direct instruction, faster feedback on both formative and summative assessments.Evidence of success based on 15% increase in lessons given where technology is used to enhance student learning as noted in walkthroughs. (Focus will be on student use of technology instead of teacher use.) | | | | |
| 7) Ensure effect communication about instructional goals through weekly meetings with Department Chairs and instruction coach. | Principal, Department Chairs, instructional coach | Administration will be able to address teacher/student needs as well as communicate issues back to the staff. Evidence of success based on 4.0 rating on Likert scale of 5 at end of year teacher survey. | | | | |
| 8) Align budget to reflect instruction needs of campus. Budget should also reflect beliefs of SMS. | Principal, with input from the following: Site Based, SMS staff, PTA. | Monies will be spread out based on needs and goals of school/district. Resources allocated based on needs not by wishes. Evidence of success based on completion of budget and feedback from staff and site-based. | | | | |
| 9) Grade level mentors will conduct regular meetings with SINA (Students In Need of Assistance) Mentors will monitor and meet with students who have been identified by based on Tyler Pulse data sent out during weeks 2,4,6 of every grading period. (With focus on Special Education/504 students.) | Student Assistance Counselor, Hix-Focus on repeats, Hadley-Focus on 7th, APs-Foucs 8th, Pekurney-Focus on 6th | Decreased failure rate of SINA, Student data per three weeks, Students In Need of Assistance Feedback form. Evidence of success based on 90% or higher passing rate of students who were failing at progress report time per six weeks. | | | | |
| 10) Extend hours of our SMS "Achievement Center" starting at 7:45 a.m and closing at 4:30 for students who need assistance with assignments. (Targeted at Special Education/504 students but offered to all students at SMS) | Special Ed Teacher-Hix | Fewer Special Education/504 students will struggle, students will be able to get tutoring regardless of their individual teacher is present at tutorials, greater access to assignments, books, and supplies during non-school hours. Evidence of success based on 10% decrease of Sped Ed students failing per six weeks. | | | | |
| 11) Maintain and implement school wide zero recovery program for students who do not turn in school work based on the belief that student cannot learn the material if they do not complete the work. | SMS Teachers, Administration Team, | Higher grades, fewer discipline issues in the classroom, review of the kind of work we are giving our students, higher student performance on state assessments, more kids receiving positive incentives. Evidence of success based on less than 10% failure rate per grade level per six weeks for students failing at least one class. With a less than 5% rate per grade level of students who are failing multiple classes. (After 4 years with this program we finally had our first grade level meet this goal in early 2015-16 school year.) | | | | |
| | Funding Sources: 199 - General Funds - $2000.00 | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12) Plan, implement, and maintain Bring Your Own Device (BYOD) program in all core classes with the intent of moving to school wide program by 2016-17 school year. This will include sending a core group of teachers to visit other districts where this model is being successfully implemented, working with TMIS to ensure that we have the necessary systems tools in place to proceed, and train staff on a variety of tools that increase student learning. | Principal-Kyle Pekurney, TMIS Director-Randy Summrall, District Technology Specialist | 15% increase in technology use by students for learning in core academic classes as evident in walk-through data. | | | | |
| 13) Create a period for 504 supervisor to work exclusively with teachers/students/parents to monitor and manage 504 files. This will include communication with parents, staff, and monitoring of students. | Hix, Sparkman, Shannon | 5% increase passing rate at both progress report and report card time for 504 students. 5% Decrease in students who require additional accommodations, | | | | |
| ✔ = Accomplished ◗ = Considerable ◖ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** Maintain student performance on the Science state assessment using the final standard, with the goal to reach 90% by final phase in. (Goal of 90+% on 2016 standard)

**Summative Evaluation:** Achieve a 80% or above passing rate (Using the final standard).
Maintain Advanced Performance level at 40% or higher.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Identify target objectives, SE's, and individual students to increase passing rate in 8th grade science. Use Compass Learning program as RTI for science | 8th grade science teachers, PLC, facilitator, principal | Teachers will be able to identify individual as well as class weaknesses thus allowing for more effective reteaching and intentional lesson design. Evidence of success will be noted by completion of Kilgo training and data collection using the Kilgo model. | | | | |
| 2) Science department will increase lessons involving labs by 20% from previous year with the goal to become 40% lab based instruction by 2016-17. | Pekurney, Department Chair-science PLC, District Science Coordinator | Students will have more experience dealing with actual application rather than theory. Higher level thinking in lab settings, guided/independent discovery, higher student engagement. Evidence of success-walkthrough observations/lesson plans. In addition, teachers will organize science equipment in a way that is more efficient for lab usage. This will prepare SMS to be able to transition into our new science classrooms in 2016-17. | | | | |
| | Funding Sources: 199 - General Funds - $500.00 | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** Increase student performance by 1% on the Social Studies state assessment using the final standard, with the goal to reach 90% by final phase in. (Goal of 90+% on 2016 standard)

**Summative Evaluation:** Achieve a 60% or above passing rate (Using the final standard). Increase Advanced Performance level at least 3% to reach a minimum of 30% at the Advanced level.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Identify target objectives, SE's, and individual students to increase passing rate in 8th grade social studies. Use Compass Learning program as RTI for SS | 8th grade social studies teacher, PLC, facilitator,Principal | Teachers will be able to identify individual as well as class weaknesses thus allowing for more effective reteaching and intentional lesson design. | | | | |
| 2) Breakdown 2015 released state assessment for the purpose of creating a vocabulary word bank to use during warm-ups/instruction/assessment at all three grade levels. With the purpose of using common vocabulary vertically and creating grade level word walls. | Social Studies Department | Students will build the vocabulary specific to this subject matter thus increasing understanding of subject.Evidence of success-creation of vocabulary list, word walls in classroom, CBA results. | | | | |
| 3) In collaboration with ELAR department, create a list of historical figures/events to use as possible research topics for research section of ELAR TEKS in all three grade levels. Thus ensuring learning across the curriculum and reinforcing learning. | Social Studies Department, ELAR Department | This will allow our students the opportunity to reinforce their learning and go deeper into the subject. Students will make links across subject matters.Evidence of success-creation of list, research papers, lesson plans. | | | | |
| ✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ● = No Progress  ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** Increase student performance by 5% on the math state assessment using the final standard, with the goal to maintain/reach 90% by final phase in. (Goal of 90+% on 2016 standard)

**Summative Evaluation:** Achieve a 75% or above passing rate (Using the final standard). Maintain Advanced Performance level at 35% at the Advanced level

| **Strategy Description** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Identify target objectives, SE's and individual students to increase passing rate in 8th grade math | 8th grade math teachers, PLC, facilitator, principal | Teachers will be able to identify individual as well as class weaknesses thus allowing for more effective reteaching and intentional lesson design.Evidence of success will be noted by completion of Kilgo training and data collection using the Kilgo model. | | | | |
| 2) Students will have access to Chromebooks to reinforce math concepts in the classroom when teachers deem appropriate. | Math Department, interventionist | Reinforcement of knowledge, TEKS driven and STAAR formatted questions will be presented to students, easy access to student data, individualized plans while students move through at their own pace. Evidence of success will be based on 90% of students in on level math successfully completing at least 5 lessons in Think Through Math. | | | | |
| 3) Math and reading teachers will administer regular benchmarks (outside of CBAs) and use this data for remediation/review prior to STAAR testing. This data, along with other sources, will be used to continually monitor and place students in the appropriate RTI tier. Thus ensuring that the instruction and support is at the proper level. | Math Department, Turner, RTI Interventionist-Henley/King | Struggling students will be identified quickly. Students who are usually successful but suddenly start to struggle will be identified and remediation can begin before large gaps in learning develop. Evidence of success will be based on 100% of SMS students being reviewed and appropriately placed on RtI tiers at least once every six weeks. | | | | |
| 4) Implement regular usage of UPSC technique among students in all math classes including special ed classes. | Math department, Math interventionist, | Walkthrough data will indicate knowledge and usage of CPSU techniques in all 100% of math classes. | | | | |
| ✔ = Accomplished       = Considerable       = Some Progress       = No Progress   ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** Increase student performance by 5% on the writing state assessment using the final standard, with the goal to reach 90% by final phase in. (Goal of 90+% on 2016 standard)

**Summative Evaluation:** Achieve a 70% or above passing rate (Using the final standard). Increase Advanced Performance level to at least 25%.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) SMS Academic Coach will monitor the deliver of the 6th and 7th grade ELA curriculum to ensure that strategies/structures are consistent with best practices. | Hadley, Pekurney | Increase student engagement, work more collaboratively within department, focused objectives that tie in directly with the TEKS. Evidence of success based on lesson plans being 100% aligned with TEKS and scope and sequence (within reason) per six weeks as well as two common assessments given per six weeks within the 6th and 7th grade ELA departments. | | | | |
| 2) Design and implement school wide writing initiative in all core academic classes. This will include a common rubric and form as well as a minimum number of writing task for each academic class. Teachers will tie this campus initiative in with our SMS problem of practice of using more formative assessments. | ELAR teachers, SMS staff, Academic Coach, Administration | Become much more aligned both vertically and horizontally, Students will be exposed to many more opportunities to write and see how writing is important to express ideas in any context. Evidence of success based on observation of additional questions on all assessments in all core classes grades 6-8 that are based on open-ended writing responses. | | | | |
| 3) A beginning of the year ELA/Writing diagnostic exam will be given to all incoming 6th/7th graders. Data will be collected to see where areas of weakness exist as well as ongoing themes. This diagnostic exam and results will be shared with our elementary feeder schools. | ELA Department chair, ELA department, elementary schools, Academic Coach, Administration from SMS and feeder schools. | Become much more aligned both vertically and horizontally both at our campus and at our feeder schools, discover gaps in curriculum/instruction, higher student performance on 7th grade writing state assessment. Evidence of success based on creation and implementation of test and use of data to develop basic warm-up questions as observed in walkthroughs. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** Increase student performance by 5% on the reading state assessment using the final standard, with the goal to reach 90% by final phase in. (Goal of 90+% on 2016 standard)

**Summative Evaluation:** Achieve a 65% or above passing rate (Using the final standard). Maintain Advanced Performance level at 35%+.
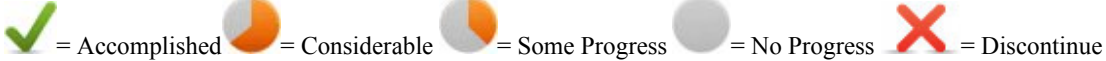
| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Reading teachers will work in conjunction with reading interventionist to identify students who are struggling and place in appropriate RTI Tiers. | Reading Department, Interventionist-King, RTI Coordinator-Turner | Struggling students will be identified quickly. Students who are usually successful but suddenly start to struggle will be identified and remediation can begin before large gaps in learning develop. Evidence of success based on 100% of SMS students being evaluated and appropriately placed in RTI reading tiers at least once per six weeks. | | | | |
| 2) All Reading teachers will visit Indian Springs Middle School in KISD whose demographics almost mirror those of SMS. This school has performed very high on the reading portion of the state assessment. Teachers will observe and bring back best practices from that school. | Pekurney, Handley, Reading Department Chair-Webb, | Build collaboration between a greater number of educators, implement best practices that seem to work for same demographic as SMS. Build teacher knowledge base thus increasing capacity within our Reading Department and entire building. | | | | |
| 3) Purchase of reading supplements that SMS used last year and felt they were useful resources to help our students master the objectives of STAAR. (Upon district approval) | Pekurney/Webb/Reading Department | Provide students access to STAAR formatted questions, increase student performance on reading portion of state assessment. | | | | |
| | Funding Sources: 199 - General Funds - $2500.00 | | | | | |

✔ = Accomplished  ◕ = Considerable  ◐ = Some Progress  ⬤ = No Progress  ✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** Faculty and staff will work to increase the use and effectiveness of formative assessments during Tier I instruction. assessment tools.

**Summative Evaluation:** The use of formative assessments will increase by 30-40% as evident through both instructional rounds and administrative walk-through. Evidence of INTENTIONALLY PLANNED formative assessments will be included into lesson plans. Evidence

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Campus administration will use at least one formative assessment tool during each staff meeting with the intent of modeling and introducing new assessment tools and how they can be used effectively at the classroom level. | Administrative team, department chairs, | Lesson plans show evidence of formative assessments included in plan. Teacher data binders show evidence of how data was used to shape future lesson. | | | | |
| ✔ = Accomplished  ◓ = Considerable  ◓ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) 1. Through the use of their individual digital portfolios students will develop their own personal goals for each CORE value. Students create products for their portfolios based on these values. | Student Assistant Counselor | Student work will be publicly displayed on campus website. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Host an SMS Day of Giving during the spring semester of 2016. This day will focus on ways that all of our student organizations/clubs can give back to their community. Planning and promotion of this event should start by November 1, 2015. | Student Assistant Counselor, Student Leadership Group, Club/Organization Sponsors | At least 80% of our organizations/clubs have at least 60% of their members participate in this event. | | | | |
| 2) SMS will develop a Pay It Forward program with the intent of positively impact our community by doing random acts of kindness that will spread. | Students Assistance Counselor, Student Leadership Groups, Various organizations, | We will track the impact of this program on a webpage dedicated to solely for this purpose. | | | | |
| | Funding Sources: 199 - General Funds - $600.00 | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ● = No Progress  ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** Eighty percent of students in grades 7-12 will participate in school-based co-curricular or extra-curricular activities that extend beyond the academic core classes.

**Summative Evaluation:** Annual review of student participation, Spring 2016

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Increase the number of before/after school clubs/student organizations by 5% during the 2015-16 school year by encouraging the students to create clubs based on their own interest. (2014-15 saw an increase from 5 clubs to 12 total clubs) | Student Assistance Counselor, Teachers, | At least 4 more clubs/student organizations will be added during the 2015-16 school year. Students will present club opprotunities during our 2016-17 6th grade Raider Roundup. | | | | |
| | Funding Sources: 199 - General Funds - $300.00 | | | | | |
| 2) Develop and maintain SMS "Maker Space" program in library with intent to increase participation in outside organizations for our 6th grade students. This includes finding a permanent dedicated location this program. | Librarian, Academic Coach | Maker Space program established with clear procedures. | | | | |
| | Funding Sources: 404 - Grant - $500.00 | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Staff will conduct safety drills that cover before, after, and during school hours. 2014-15 Safety audit will be discussed during staff training and target areas of improvement will be identified. | Principal, Assistant Principal, Custodian, SRO, | Training completed, Drill feedback forms sent out to staff, Drills completed per BISD calendar, Areas of concern targeted with action plans on how to improve in those areas created. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Science PLC will conduct one safety check/clean up once every grading period. In addition, PLC will create checklist to be turned into campus administration after each safety check is complete. | Assistant Principal-Spurlock, Science Coordinator-Kirspel, | Creation of safety checklist and completion of safety checks. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** 95% of staff and students will report that classrooms are safe, secure, and nurturing places for increased learning and productivity.

**Summative Evaluation:** Student/Parent survey will be 4 or higher (Likert scale) in the areas of campus culture, safety, and moral. (2014-15 survey results indicated a 4)

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Review and discuss 2014-15 safety audit with SMS staff. This will include discussions with staff about what needs need to be addressed in the future and a creation of possible improvements that might be recommended for the future. | Principal, buildings and grounds supervisor, head custodian | Increase building safety for students and staff by improving on areas of need.Evidence of success based on fewer incidents reported in 2015-16 which will allow us to focus on our core business of teaching students. | | | | |
| Funding Sources: 199 - General Funds | | | | | | |
| 2) Finalize and tweak post orders for campus security guard | Assistant Principal over building, security officer-Spurlock | Better day to day security that will allow us to address needs as they arise. Higher visibility with students, staff, and community, better student behavior will occur if we put our security guard at certain hot spots during the appropriate time. Example-morning duty before school starts, bus pick up, locker banks during passing periods. | | | | |
| 3) Train all staff through the Safe Schools online program | Principal | School staff will be able to identify problems before they arise, respond appropriately should an incident arise. Evidence of success based on completion of program by 100% of staff. | | | | |
| Funding Sources: 199 - General Funds | | | | | | |
| 4) Recognize the top academic class for each six week grading period with free ice cream during lunch. | | Students holding each other accountable for grades, fewer missing and late assignments, class pride. | | | | |
| Funding Sources: 199 - General Funds - $680.00 | | | | | | |
| 5) Increase attendance at Monthly meetings with Student Leadership group composed of students grades 6-8. This group provides feedback to the building administrators on various topics from school climate and culture, instruction techniques, school wide policies, and general day to day operations of building. | Administrators, Student Leadership Sponsors. | Changes to policies based on student request, incentives that interest students provided, clubs and organizations formed that students wanted. | | | | |
| Funding Sources: 199 - General Funds - $150.00 | | | | | | |
| 6) Incoming 6th grade students will be invited to attend our annual "Raider Round-up" and new student orientation each August the week before school starts with goal of at least 95% attendance. | Student Assistance Counselor | 6th grade students start the school year off more prepared, less confusion on the first day of school, many of the start of year procedures (issuing books, lockers, paperwork) are completed during this day. | | | | |
| Funding Sources: 199 - General Funds - $350.00 | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7) Principal will attend monthly meetings with PTA Board of Directors to address ideas, concerns, and questions. | Principal | School events and issues are addressed early with fewer surprises during the school year, PTA will be in a better position to offer assistance with necessary supplies, volunteer hours are consistent throughout the year as opposed to one big end of year push, volunteer readers for semester exams are lined up at least five weeks in advance. | | | | |
| 8) Accomplish two "Raider Phone Blitzkrieg" prior to both administrations of the STAAR test. Teachers will divide students and contact every student at SMS at home the night prior to the STAAR test to wish them good luck and encouragement. | Principal, Assistant Principals, | Better relationships with teachers, more confidence during state assessment, teacher morale is lifted. | | | | |
| 9) Complete one "sticky note fairy visits" each semester by leaving a note of encouragement on every student locker in the building. | All SMS staff, PTA | Student morale will increase, less discipline referrals, stronger teacher/student bonds. | | | | |
| Funding Sources: 199 - General Funds - $45.00 | | | | | | |
| 10) Each administrator and select teachers will contact 10 parents of students new to our building (6th graders included) during the first week of school just to give the parents an update on how they are doing. Administrator touches base with student during the first week to just check up on them then reports home about the conversation. | Administrators, Hix, Slead, | Quickly build positive relationship with parents, public relations increases, makes unpleasant phone calls later in the year easier to handle,new students will be connected with administrator on the first week of school. | | | | |
| 11) Maintain "SMS Supply Depot" for students who do not/forgot classroom supplies. This service is open to all students throughout the day. | Hix, Shannon | Students have supplies ready and excuses for not doing school work are reduced, more work is completed and turned in, Student Assistance Counselor is able to identify students who may face financial hardships quickly, Achievement Center-Hix-teacher can quickly identify those students who have organizational issues and offer assistance with student/parent/teacher organizational skills training. | | | | |
| Funding Sources: 199 - General Funds - $100.00 | | | | | | |
| 12) Perform bi-weekly building walk with head custodian using SMS building walk form. One administrative team member will perform this task on a rotating basis per week. This will ensure that a different set of eyes is monitoring and evaluating cleanliness and building safety issue every week. | Principal, Administrative Team, Custodian | SMS Building Walk Forms completed on a bi-weekly basis. Score of at least 3.5 on Likert scale of 5 on staff survey at end of year. | | | | |
| 13) Celebrate "Red Ribbon" week with various activities to spread the message of being drug free. | Student Assistance Counselor, Student Leadership Group | Implementation and planning of Red Ribbon Week where students plan and implement 80% of activities for the week. | | | | |
| Funding Sources: 199 - General Funds - $200.00 | | | | | | |
| 14) Host a parent information meeting in conjunction with PTA meeting that covers a variety of topics including technology safety, study skills tips, high school transition, etc. Offer this parent informational meeting to entire district if possible. | Student Assistance Counselor, PTA | Higher turnout for meetings. | | | | |
| Funding Sources: 199 - General Funds | | | | | | |
| 15) Continue "Worth the Wait" program for all students through Science classes. | Student Assistance Counselor, Nurse | Fewer incident reports regarding matters that involve sexually inappropriate actions and/or words. | | | | |

| 16) Host one "Survivor Bunch" meeting per grading period. This group focuses on Social Skills and students will learn appropriate ways to interact with peers and adults on a social level. This will help address those Special Education students who have social goals on their Individual Education Plans. | Speech Pathologist-Hamilton, Administration | Social goals on student IEPs will be accomplished, fewer disciplinary referrals from special ed students. | | | |
|---|---|---|---|---|---|

✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** Reduce number of discipline referrals by 5% over previous year.

**Summative Evaluation:** In the 2014-15 SMS had 852 discipline referrals, our goal this year will be under 800.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Train staff to monitor and implement the, Community of Respect Everywhere (CORE) | Crisis Counselor | Number of students recognized for CORE values throughout the year, decreased numbers of bullying reports and repeat offenses | | | | |
| 2) Reinforce appropriate behavior through the use of "Raider Bucks" and accompanying Raider Bucks store ran by the PTA. | Student Assistance Counselor, PTA | Decrease in reported incidents in minor classroom disruptions as evident in teacher referrals/detentions. | | | | |
| 3) Recognize students who exemplify the CORE value of the six week grading period. | Student Assistance Counselor, Principal | Decrease in number of bullying reports, observations and recognition of students caught modeling these behaviors. | | | | |
| 4) All Smithfield Middle School administrators will practice a high visibility philosophy before, during, and after school as well at all school sponsored activities. | SMS Administration, | Decrease in number of incidents during passing periods as well as a reduction in the number of tardies. | | | | |
| 5) Reward 8th graders who "Stay inside the Circle" with TRUST Card program. This provides incentives for good behavior instead of group consequences for undesirable behavior. Move to expand program to all 7th grade students who are inducted into the NJHS in January of 2016. | 8th grade teachers, Student Assistance Counselor, Administration | Reduction of minor offenses reported to office, fewer incomplete/not done assignments, academic success over year before, positive feedback from Student Leadership Council. | | | | |
| | Funding Sources: 199 - General Funds - $2000.00 | | | | | |
| 6) Create and implement campus wide reward program based on scaled down version of 8th grade TRUST Card program with goal of every adult in the building recognizing at least one student a six weeks through this program. This should lead to 90 plus kids being rewarded for being "inside the circle." | Crisis counselor, all staff | Number of "Inside the Circle" cards being returned to the office by the end of every six weeks period. | | | | |
| | Funding Sources: 199 - General Funds | | | | | |
| 7) Create and implement campus wide discipline plan that uses same basic terminology and techniques when dealing with day to day classroom disruptions. This model should include an easy way to keep documentation on minor non-office incidents. | Assistant Principals, Department Chairs, and individual classroom teachers. | Documentation forms in teacher data folders, mid-year/end of year survey of staff. Overall goal is to select a campus wide discipline management plan for the 2016-17 school year. | | | | |
| 8) Revise all emergency plans for SMS. Including: Fire, Inclement Weather, AED, Soft & Hard Lockdown, and campus wide evacuation plans. Hold ongoing drills and informational discussions with all staff/students throughout the school year. | Assistant Principal- Jason Turner, School Nurse-Jennifer Rodriquez. | Observation of drills, post drill feedback form given to staff after each drill/incident with a goal of having 95-100% of ALL procedures during all drills. (All doors locked, emergency folders with teachers, communication systems, etc.) | | | | |

| 9) Work in conjunction with the city of North Richland Hills to find most efficient and effective use of SRO officer starting in January. This will include: daily schedule, inclusion into all current/new emergency procedures, crime stoppers, partnership with current security guard, etc. | Assistant Principals- Turner/Spurlock, Principal-Pekurney, School Resource Officer | Change in update of emergency procedures/daily operating procedures by the end of the year. | | | | |
|---|---|---|---|---|---|---|

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 5:** Both student and staff attendance will increase over the 2014-15 school year data.

**Summative Evaluation:** Student attendance rate will be higher or maintain 97%, while staff attendance will be at or higher than 96.6%

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Use School Messenger to contact parents when students are absent. | Attendance Clerk | Decrease in overall number of absences as well as decrease in absences reported as "Unexcused." Evidence of success based on student attendance rate of at least 97 %. | | | | |
| 2) Monitor daily attendance reporting by teachers. | SMS Staff, Attendance Clerk, Assistant Principal-Spurlock, Principal | Fewer reporting errors, fewer parent calls, more funding. Evidence of success based on 100% of teachers inputting in attendance. | | | | |
| 3) Identify students who have excessive absences and are in danger of receiving an "NC" for the state 10% rule. | Attendance Clerk, Administration, Grade Level Mentors, Truancy Officer | Decrease in the amount of students who owe time both at semester and the end of the year, fewer "NC" reports given, higher passing rates. | | | | |
| 4) Create monthly prize give away as well as other incentives (Parking spots, catered lunch, etc) for teachers who have had perfect attendance during the six week grading period. | Administrative Assistant-Hale, Principal, | Decrease in staff absences, fewer disruptions to the normal delivery of the curriculum. Evidence of success based on a staff attendance rate of at least 96.6% | | | | |
| | Funding Sources: 199 - General Funds - $500.00 | | | | | |
| 5) Based on current legislative changes to truancy laws, SMS will develop a comprehensive plan to address ways to assist those students who are experiencing attendance issues. | Administrative Leadership Team, Attendance Clerk, | Plan will be in place by November 1 of 2015 that will include a review of students every 3 weeks. | | | | |
| ✓ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** SMS will create, monitor, and maintain and effective RTI system for the 2015-16 school year that will reduce Tier III students by 15% and Tier II students by 15%.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Identify math and reading students for Tier 2 intervention | interventionist, classroom teacher, assistant principal | Struggling students will be identified quickly. Students who are usually successful but suddenly start to struggle will be identified and remediation can begin before large gaps in learning develop. | | | | |
| Funding Sources: 199 - General Funds | | | | | | |
| 2) Identify math and reading students for Tier 3 intervention | interventionist, classroom teacher, assistant principal | Struggling students will be identified quickly. Students who are usually successful but suddenly start to struggle will be identified and remediation can begin before large gaps in learning develop. | | | | |
| 3) Train support staff to operate Compass Learning to replace TTM. | interventionist, classroom teacher, advanced academics specialist, assistant principal | RTI students in Tier II will have more support from lab EAs and should have less difficulty navigating the system. Thus, allowing them more instruction time. Interventionist will not be disrupted as much to fix problems since EAs now share that knowledge, reduce workload with reports as it can now be shared among staff. | | | | |
| 4) Attend Collaborative Conferences to determine appropriate Tier and/or Watch List | classroom teacher, interventionist, assistant principal, | Struggling students will be identified quickly. Students who are usually successful but suddenly start to struggle will be identified and remediation can begin before large gaps in learning develop | | | | |
| 5) Administer progress monitoring assessments for student data/collaborative meetings | classroom teacher, interventionist | Struggling students will be identified quickly. Students who are usually successful but suddenly start to struggle will be identified and remediation can begin before large gaps in learning develop | | | | |
| 6) Conduct monthly RTI meetings with interventionist, academic coach, and administration to ensure effective communication and best teaching practices throughout the campus | Principal, RTI Coordinator, interventionist, Academic Coach | Students will be quickly identified, no student will fall through the gaps or be placed in a Tier that might provide inappropriate intervention and instruction. | | | | |
| 7) RtI lab will be be fully operational with supplies and equipment necessary to meet the needs of every student | assistant principal, head custodian, principal | Students will have access to the needed supplies as soon as they arrive in the lab, reduce wait time | | | | |
| Funding Sources: 199 - General Funds - $300.00 | | | | | | |

| 8) Effectively communicate RTI program to students and parents focusing on the need and importance for early intervention. | Math and Reading interventionist, AP-Turner, Principal Pekurney | Send out informational letter within first 3 weeks of school to all Tier II and Tier III students. Reduce number of phone calls about RTI by 50% from 2014-15. | | | | |

✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue

**Goal 4:** All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 2:** SMS will maintain an effective PLC program with the goal to move to the "High Performing" domain by the end of April as indicated on PLC surveys.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Master Schedule will be designed to allow each core teacher a common PLC period within their departments. This should also include a way to combine both Reading and ELA | Sparkman, Pekurney | Common planning time, collaborative lessons, more data informed decisions being made at both the classroom and building level. | | | | |
| 2) Each PLC will be assigned an administrator to monitor the work of the PLC. | Pekurney, Turner, Spurlock, Hadley | Needs of individual PLCs will be addressed quickly, data folders will be up to date, regular meetings will function at a high level, adjustments will happen as needed. | | | | |
| 3) Each PLC will keep a digital portfolio with will contain artifacts of their work. This should include notes, common assessments, schedules, etc. | Department chairs, Administration over PLC, SMS teachers | Common assessments will be viewed by others, data will be shared, lessons that expand across the curriculum will be seen. | | | | |
| 4) All core subject teachers will create a minimum of two common assessments per grading period. Data from these exams will be used to guide instruction. | Administration | Teachers can adjust teaching to what works best based on data, scope and sequence will be tighter between teacher to teacher, more common lessons will begin to occur. | | | | |
| ✔ = Accomplished     ◔ = Considerable     ◔ = Some Progress     ⬤ = No Progress     ✗ = Discontinue | | | | | | |

**Goal 4:** All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 3:** Maintain an effective campus wide communication system that includes communication with the following groups: Parents, students, community, and staff.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Post daily announcements on various social network sites for students, parents, and community to view daily.These will include videos, public service announcements, and pictures geared toward promoting a positive school culture. (CORE) | Turner, Pekurney, Hadley | Student and parent involvement in school activities will increase, climate will be positive, phone calls requesting basic information will be less frequent. | | | | |
| 2) Weekly Schedule of Events will be sent out to staff every Thursday for the upcoming week. | Pekurney, Hale, Admin Team | More staff will attend student events, district and campus deadlines will be accomplished on time more frequently,day to day operations will run more smoothly. | | | | |
| 3) Use automated e-mail system to inform parents about the following things: Upcoming events, volunteer opportunities, academic progress of students, emergencies. | Turner, Pekurney | Students will be held accountable by parents for detentions and Saturday School, parent involvement increases, front office has more time to support teachers | | | | |
| 4) Regularly scheduled set meetings with the following groups: Entire SMS staff-first Monday of the month, Department Chair meetings-Tuesday during 3rd lunch, RTI meetings-Every other Friday during 3rd lunch, Administrative Team meetings-Thursdays at 9:30, PTA meetings-per PTA schedule, Para-Professional meetings-Last Friday of the month. | Pekurney, Turner, Interventionist, PTA President, Department Chairs, Academic Coach, SMS Staff, | Teacher and student needs are addressed quickly, systems will not overlap each other, scheduling conflicts will be decreased, administration will be more in tuned with what is occurring and how systems are running. | | | | |
| 5) Perform weekly building walk with head custodian using SMS building walk form. One administrative team member will perform this task on a rotating basis per week. This will ensure that a different set of eyes is monitoring and evaluating cleanliness and building safety issue every week. | Administrative Team, Head Custodian. | Building issues will be addressed quickly, small facility issues will not become major problems, building will look clean, less accidents will be reported, school pride will increase | | | | |
| 6) Use Constant Contact and Skyward e-mail tools to send SMS newsletter out to parents on a six weeks basis. Newsletter will inform parents of various activities at SMS, update them on student progress, share campus data, and communicate basic information. | PTA Communication Rep, Principal, Turner | Student and parent involvement in school activities will increase, climate will be positive, phone calls requesting basic information will be less frequent. | | | | |
| ✔ = Accomplished  ◓ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

# State Compensatory

**Personnel for Smithfield Middle School:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Barbara Hix | Content Mastery | Special Education | 1.0 |
| Heather Henley | Math Interventionist | RTI | 0.5 |
| John Garcia | RTI Lab EA | RTI | 1.0 |
| Lisa King | Reading Interventionist | RTI | 1.0 |
| Samantha Sleadd | RTI Lab EA | RTI | 1.0 |

# 2015-2016 Campus Improvement Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Kyle Pekurney | Principal |
| Administrator | Jason Turner | Assistant Principal |
| Business Representative | Jimmy Lucas | Business Owner |
| Community Representative | Taylor Anderson | Community Member |
| District-level Professional | Julie Hyman | Central Administration |
| Paraprofessional | Gayle Hale | Administrative Assistant |
| Parent | Koleen Dupuy | Parent |
| Parent | Rick Hurt | Grandparent |
| Teacher | Ryan Buchanan | Teacher |
| Teacher | Susan Henry | Teacher |
| Teacher | Kelly Hurst | Teacher |
| Teacher | Susan Youngblood | Teacher |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | Funds for portfolio liscense | | $1,000.00 |
| 1 | 2 | 11 | Teachers to cover Saturday School/Weekend Tutorial program | | $2,000.00 |
| 1 | 3 | 2 | Basic organization supplies | | $500.00 |
| 1 | 7 | 3 | STAAR workbooks | | $2,500.00 |
| 2 | 2 | 2 | | | $600.00 |
| 2 | 3 | 1 | | | $300.00 |
| 3 | 3 | 1 | Copy of safety audit | | $0.00 |
| 3 | 3 | 3 | Safe Schools Program | | $0.00 |
| 3 | 3 | 4 | Funds for ice cream | | $680.00 |
| 3 | 3 | 5 | Lunch for Student Leadership Group 3 times a year | | $150.00 |
| 3 | 3 | 6 | Local business sponsor in exchange for advertisement on school webpage | | $350.00 |
| 3 | 3 | 9 | Sticky notes and volunteers | | $45.00 |
| 3 | 3 | 11 | School Supplies | | $100.00 |
| 3 | 3 | 13 | Supplies | | $200.00 |
| 3 | 3 | 14 | | | $0.00 |
| 3 | 4 | 5 | Student incentives | Donation from Susan Fisher | $2,000.00 |
| 3 | 4 | 6 | | | $0.00 |
| 3 | 5 | 4 | Teacher incentives | | $500.00 |
| 4 | 1 | 1 | Inova, Think Through Math, iStation, Eduphoria, AIMSWeb, TMSFA, | | $0.00 |
| 4 | 1 | 7 | headphones, headphone jack splitters, cleaning materials | | $300.00 |
| | | | | **Sub-Total** | $11,225.00 |

## 404 - Grant

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 3 | 2 | | | $500.00 |
| | | | | **Sub-Total** | $500.00 |
| | | | | **Grand Total** | $11,725.00 |

# Birdville Independent School District

# North Ridge Middle School

# 2015-2016 Campus Improvement Plan

BIRDVILLE INDEPENDENT SCHOOL DISTRICT

North Ridge Middle School

All students succeed in a future they create.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Middle School currently serves 776 students:

- 63.6% White
- 22.6% Hispanic
- 6.5% African-American
- 4.1% Asian
- 2.4% Two or More Races
- 0.5% American Indian or Alaska Native

There are:

- 74 Students receive Special Education Services
- 151 Students identified as Gifted and Talented
- 404 Students taking one or more Career and Technology courses
- 31 LEP Students
- 266 Economically Disadvantaged Students
- 173 Students Identified at Risk

### Demographics Strengths

North Ridge Middle School has a welcoming, positive and collaborative culture focused around student learning and achievement. Our teachers demonstrate the culture by attending PLC's everyday in department and grade level meetings. The time is used to collaborate, create, review, and problem solve concerns and questions surrounding the curriculum and lesson planning. Our students are the direct beneficiaries of our collaborative PLC"s and culture.

52% of students take one or more Career and Technology courses.

20% of students are identified as Gifted and Talented.

31% of students perform in Band:  6th-100  , 7th-87  , 8th-50.

45% of students compete in Athletics:  7th Girls-100, 8th Girls-71, 7th Boys-89, 8th Boys-84.

**Demographics Needs**

The number of Economically Disadvantaged Students has decreased very slightly.  Based on North Ridge Middle School's data, our focus remains on the Economically Disadvantaged,Special Education and English Language Learners.

Economically Disadvantage has improved scores from 2013-2014 in every grade level and tested subject between 2-13% with the exception of:  7th grade Writing decrease by 1%, 8th grade Science decreased by 6%, and 8th Grade Social Studies decrease by5%.

Special Education has improved scores from 2013 to 2014 in every grade level and tested subject between 3-16% with the exception of 6th grade Math decreasing by 6%.

English Language Learners are currently posting the 2014 baselines.

# Student Achievement

**Student Achievement Summary**

North Ridge Middle School Met Standard under 2014 TEA Accountability System

 Phase-in Satisfactory Standard or Above

**Grade 6 - 2014**            **2013**

Reading:  89%              89%

Math:  86%              84%

**Grade 7 -2014**            **2013**

Reading:  94%             89%

Math:  90%             74%

Writing:  90%              89%

**Grade 8 - 2014**            **2013**

Reading:  98%              98%

Math:  98%             94%

Science:  91%             88%

Social Studies: 83%          84%

**Student Achievement Strengths**

North Ridge Middle School's Distinction Designations:

    Top 25 Percent:  Student Progress

    Top 25 Percent:  Closing Performance Gaps

    Post-secondary Readiness

**Student Achievement Needs**

7th Grade Pre-Ap students are preparing to take the the 8th grade STAAR instead of the 7th grade test.

Special attention has been given to the process and selection of Pre-Ap and Algebra students based upon the district criteria.  We are determined to have our students be challenged appropriately at their academic level.

6th and 7th Grade Reading scores will be improved by drilling down into the lessons as well as identifying and using carefully planned strategies to place students into Tier 2 and 3 interventions.  These strategies will accompany our continuous improvement and PDSA protocol.

All academic areas at North Ridge will fully be engaged into the continuous improvement and PDSA protocol by semester.

We are in need of a full time Math Interventionist to help with scheduling of our Tier 3 students.  Currently, our Math Interventionist is only available for 3 periods during the middle of the day, which puts significant constraints on availability.

# School Culture and Climate

## School Culture and Climate Summary

At North Ridge Middle we strive to maintain a culture and climate predicated on ensuring that high levels of learning take place every day for all students. Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning Community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy when it comes to bullying and we take preventative measures at the beginning of the school year by bringing in one of the best presenters in the area, Dr. David Fraze, to speak with our young people about the negative affects of bullying. We also bring Dr. Fraze in to speak with our incoming 6th grade parents about the transition to middle school and what they can expect, with the hopes of relieving any sense of uncertainty they may have about the middle school experience.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to attribute to a positive esteem building experience for our students.

## School Culture and Climate Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior.  NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement:  Attendance and academic goal boards are in front of the school to promote positive growth in these areas.  Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building.  In the main hall on display are the values as well as in every classroom.  Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month.  The students are acknowledged and rewarded.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are evaluated yearly on the PDAS statement.

We seek teachers that are talented, highly motivated, student-centered and that are able and willing to go the extra mile for students.

All staff are highly qualified in the content area that they teach.

**Staff Quality, Recruitment, and Retention Strengths**

High-quality staff.

NRMS has attracted several Master Teachers from various campuses district-wide.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

**Staff Quality, Recruitment, and Retention Needs**

Need more of a ethnically diverse staff to correlate to our student population. Also, we need bilingual teachers.

A full-time Math Interventionist is needed to support our Tier 2 and 3 students.

A full-time elective teacher.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

At North Ridge Middle School we strictly adhere to the state standards and the district curriculum. We work diligently to make sure that there is the appropriate alignment and that the TEKS are taught at the appropriate depth, complexity and rigor.

Our Professional Learning Communities meet daily to look at data from common assessments, engaging lesson design and ensure that there are no gaps in our system.

**Curriculum, Instruction, and Assessment Strengths**

PLC are highly functioning and there are numerous examples of continuous improvement in our hallways displayed by teachers. We utilize common assessments to guide future instruction and aid in remediation

We utilize the district content area consultants to come out and meet with content areas regularly.

As we grow in the PLC process we are more intentional with our approach and dive into the data at a much deeper level than before when planning lessons.

**Curriculum, Instruction, and Assessment Needs**

Continued professional development (Kilgo, Bea Luchin, Learning Platform rubrics, Solution Tree, Pearson, etc.)

# Family and Community Involvement

**Family and Community Involvement Summary**

Our stakeholders are highly involved in our school and take great pride in it.

Average North Ridge Parent or fan:

Choir average attendance:  150 to 200

Band average attendance:  600-700

Theater average attendance:  100-125

Football average attendance:  100-150

Volleyball average attendance: 30-60

Basketball average attendance: 60-80

National Jr. Honor Society Induction:  175-200

**Family and Community Involvement Strengths**

Strong PTA involvement

High turnout for extra curricular activities and Meet the Teacher events.

Parent communication has greatly improved as use the Remind101 system, school-wide, Facebook, Instagram, Twitter, and teacher web-pages.

Each teacher is required to contact every family within the first six-weeks of school to touch base with the parents/guardians. We feel this will help our bond with the parents and help with our partnership.

## Technology

**Technology Summary**

Technology Summary

Tier 2 Math - Installing wireless access points and providing 10 Chromebooks in each math classroom for Think Through Math.

Tier 2 Reading - A lab with new laptops for interventions.

Tier 3 - Some computers in the smaller math and reading interventionists rooms

We have computers for use in the content mastery room.

4 student computers in each ELA classroom.

**Technology Needs**

Additional laptops and more tablets needed for remediation and to make up for the lack of general use computer lab.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

## Goal 1: Students will exceed district, state and national standards in all subject areas.

**Performance Objective 1:** 93% of students will exceed district, state and national standards in the content areas.

**Summative Evaluation:** By the end of the 2015-2016 school year, STAAR Satisfactory Performance Target will be as follows: Level II: Math 62% Reading/ELA 61% Writing 61% Science 51% Social Studies 45% Level III: Math 26% Reading/ELA 33% Writing 18% Science 24% Social Studies 26%. Special Education performance targets will be: Math 67%, Reading/ELA 41%, Writing 34%, Science 36%, Social Studies 33%. ELL performance targets: Math 69%, Reading/ELA 60%, Writing 61%, Science 54%, Social Studies 60%. By the end of the 2016 school year, the campus will receive an index score of 92% or higher.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize KILGO data, practices and curriculum evaluation model to guide Problem of Practice to improve commended performance on STAAR in all content areas.<br><br>Use AWARE to help support assessments and plans.<br><br>PLC collaboration to support curriculum and SE full understanding and to align lessons. | Administration Department Chairs | Lesson Plans<br>STAAR Data<br>PLC's will have conversations around the standards and there will be improved alignment around the SEs, common assessments and instructional lessons developed by the PLCs.<br>As evidenced by observation of PLC work, lesson plans in Forethought and walkthrough data. | | | | |
| Funding Sources: 199 - General Funds - $5000.00 | | | | | | |
| 2) Implement AWARE to analyze and predict student achievement. | Principal, Assistant Principals, Math and Reading Interventionists, Academic Coaches, Teachers. | 90% of all students on Tier 1 (Math and Reading). | | | | |
| 3) Align lesson plans closely with TEKS and common assessments. | Core Content teachers | Campus PLC<br>Data Binder<br>Student Data folders | | | | |
| 4) Provide professional learning and resources to equip campus for systematic implementation of the PLC process | Principal, Academic Coach | Improved functioning of PLCs as indicated by increased level of vertical and horizontal alignment of instruction, increased data-based decision making, and increased satisfaction on the end-of-year PLC survey | | | | |

| 5) Utilize Forethought as a means to create aligned lesson plans | Campus Administrators, Academic Coach, Teachers | Improved instruction as evidenced by walkthroughs and observations. | | | | |
|---|---|---|---|---|---|---|
| 6) Utilize Aware as a means to analyze and interpret data. Work closely with subject area coordinators and Dr. Uphoff. | Teachers, Administrators, Academic Coach Interventionists | Assessment data improvement in areas that may have once been weak, as suggested by data. | | | | |
| ✔ = Accomplished    ◔ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✖ = Discontinue | | | | | | |

**Goal 1:** Students will exceed district, state and national standards in all subject areas.

**Performance Objective 2:** By the end of the 2016 school year, 90% of students in grades 6-8 will perform at Tier 1 level in Math and in Reading, score 96% of all students at Satisfactory Standard and above.

**Summative Evaluation:** By the end of the 2016 school year, Math students will be accessed by the universal screener and through collaboration to determine what percentage of students are on Tier 1. By the end of the 2016 school year, Reading will be determined by the STAAR results on the Texas Academic Performance Report.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide professional learning, resources, technology and support to develop an effective campus RtI program based on the district model. | Administrators, Academic Coach, Interventionists | Increased percentage of students on Tier 1 as indicated by campus and district RtI summary reports | | | | |
| 2) Provide professional learning and coaching support in successful implementation of effective math strategies. Effective use of PDSA. | Administrators, Academic Coach | Increased use of effective math strategies in the classroom as indicated by walk-through data and student performance on local and state assessments. | | | | |
| 3) Utilize and support Tier 2 and Tier 3 intervention strategies to increase student achievement in the area of math | Administrators, Academic Coach, Math Interventionist | Math Universal Screener performance will indicate 90% of students at Tier 1 at the end of the year | | | | |
| 4) Utilize and support Tier 2 and Tier 3 intervention strategies to increase student achievement in the area of reading | Administrators, Academic Coach, Reading Interventionist | Reading performance will be measured by the STAAR assessment and will indicate that overall students at Satisfactory and Above will be at 96%. | | | | |
| 5) 5) Provide and utilize (32) IPAD mini 2's for the entire student body to support curriculum, instruction and interventions. | Teachers, Interventionists, Academic Coaches, Librarian | Increased engagement, digital resource to support instruction, interventions, and to enhance and increase student achievement. | | | | |
| Funding Sources: 244 - CTE - $12000.00 | | | | | | |
| ✔ = Accomplished  ◔ = Considerable  ◖ = Some Progress  ⚪ = No Progress  ✘ = Discontinue | | | | | | |

# Goal 2: All classrooms and the school itself will be a safe, secure and nurturing place for students, staff and parents.

**Performance Objective 1:** 95% of staff and students will report that all classrooms and the school itself are safe, secure and nurturing places for increased learning and productivity.

**Summative Evaluation:** By the end of the 2016 school year, the average student attendance will be 97%. By the end of the 2016 school year, the average staff attendance will be 97%. By the end of the 2016 school year, discipline referrals will be at or below 750 (Tardies and behavior).

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Monitor implementation of Community of Respect Everywhere (CORE) program at each campus | Counselor, Crisis Counselor | Improved delivery of CORE program training as determined by analysis of campus training agendas and increased satisfaction on the the campus Organizational Health Survey completed by staff at the end of the year | | | | |
| 2) Monitor implementation of the Safe Schools training program | Administrators | All staff will complete all video training required by the district as determined through analysis of video training documentation | | | | |
| 3) Improve campus incentive program that encourages increased attendance that includes a North Ridge Wildcat Attendance Chart that will be displayed in the building entry. Attendance rates will be posted by grade level, by six weeks. Also provide incentives for staff for the highest attendance rates by subject area by six weeks | Administrators | Increased number of staff and students recognized for perfect attendance | | | | |
| | | Funding Sources: 199 - General Funds - $500.00 | | | | |
| 4) Provide additional security measure by requiring all visitors to check in with the "Raptor" and to wear a picture ID and front entrance controlled access. | Administrators | Improved security as collected from staff surveys. | | | | |
| 5) Hire, train and supervise campus security guard | Administrators | Decrease in tardies, discipline referrals and increase security around the building. | | | | |
| 6) Conduct Middle School Survival Assemblies for all grade levels presented by Dr. David Fraze. Dr. Fraze will present twice, Fall and Spring. | Administrators, Counselors | Decrease by 90% incidents of bullying | | | | |
| 7) Training of A.E.D. Team | Assistant Principal, Nurse | Documentation of drills. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✗ = Discontinue | | | | | | |

# Goal 3: Staff will implement systemic and systematic improvement practices in all departments.

**Performance Objective 1:** 98% of all methods/actions delineated in the district and campus plans will be completed.

**Summative Evaluation:** By the end of the 2016 school year, 98% of actions listed in the annual campus plans will be completed.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Complete implementation of the district initiatives such as PDSA, student data folders, and PLCs with fidelity in all subject areas | Administrators, Academic Coach, Facilitators | Improved instruction in all classrooms as evidenced by classroom observations and student achievement data | | | | |
| 2) Provide quarterly review to monitor progress of campus plan. | Administrators | Improved tracking of strategy implementation with quarterly reviews. | | | | |
| 3) Improve communication amongst staff and stakeholders by use of Remind, Edmodo, FaceBook, Twitter, Instagram and SchoolMessenger. Additionally, all teachers are required to communicate with each parent by the end of the first six weeks of school | Administrators | Positive feedback from stakeholders. Decrease in issues arising from mis-communication. | | | | |
| ✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# State Compensatory

**Personnel for North Ridge Middle School:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Kristen Leidolf | Math Interventionist | SCE | .5 |
| Sarah Thompson | Reading Interventionist | SCE | .5 |
| Tracy Schneider | Learning Lab | SCE | 1.0 |

# 2015-2016 Site-Based Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Steve Ellis | Principal |
| Administrator | Marty Blowers | Assistant Principal |
| Administrator | John Davis | Assistant Principal |
| Business Representative | Scott Vickers | Business Partner |
| Classroom Teacher | Shelly Boren | ELA 8th Grade |
| Classroom Teacher | Lesley Francis | Social Studies 6th Grade |
| Classroom Teacher | Heidi Lord | Science 6th Grade |
| Classroom Teacher | Leslie Vasquez | Social Studies 7th Grade |
| Parent | Sherri Creech | PTA President |

# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 1 | | 199 | $5,000.00 |
| 2 | 1 | 3 | | 199 | $500.00 |
| | | | | **Sub-Total** | $5,500.00 |

**244 - CTE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 5 | | 199 | $12,000.00 |
| | | | | **Sub-Total** | $12,000.00 |
| | | | | **Grand Total** | $17,500.00 |

# Birdville Independent School District

# Birdville Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

We engage and encourage students and staff every day through meaningful work in a safe and caring environment.

# Vision

All students succeed in a future they create.

# Core Beliefs

*We believe learning is a meaningful, engaging, and life-long process resulting in successful individuals.

*We believe that we are ALL learners collaborating and building relationships to achieve our goals.

*We believe that a welcoming atmosphere where our students and families feel valued and loved in a safe environment promotes learning.

*We believe that building self-confidence while mastering district and campus goals will promote students' growth both academically and personally.

*We believe that promoting student success through learning and parent involvement supports the whole child.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Elementary K-5 campus
- Serves approximately 450 students
- Student ethnicity
- 24% white
- 67% Hispanic
- 4% African American
- 4% Asian
- Approximately 84% of students economically disadvantaged
- Approximately 42% of students English language learners
- Approximately 9% of students served in special education
- Approximately 24 % mobility rate
- 100% staff meet federal highly qualified requirements

### Demographics Needs

- Approximately 84% of students  are economically disadvantaged
- Approximately 42% of students  are English language learners
- Approximately 9% of students served in special education
- Approximately 24% mobility rate

# Student Achievement

## Student Achievement Summary

Birdville Elementary earned the highest accountability rating under the TEA 2015 Accountability System.

Birdville Elementary met standards in all 4 indexes and scored above the state target scores in: Student Achievement; Student Progress; Closing Performance Gaps; and Postsecondary Readiness.

## Student Achievement Strengths

3rd Grade Reading scores increased from 2014 to 2015 across all subgroups except LEP an average of 17% to 26%.

4th Grade Reading scores increased from 2014 to 2015 across all subgroups except white/LEP an average of 4% to 10%. The 4th Grade reading scores of the economically disadvantages students also increased by 7%.

4th Grade Reading scores were above the district and state passing percentages in the Hispanic and Economically Disadvantages subgroups.

4th Grade Math scores fell at or above the district and state passing percentages across all subgroups.

5th Grade Reading scores increased from 2014 to 2015 in the white subgroup by 21%.

## Student Achievement Needs

Even though there was a marked improvement in 3rd grade reading scores from 2014 to 2015 - the overall passing percentages still fell at or slightly below the state and/or district percentages.

Overall, the math passing percentage scores were below the district and state averages in grades 3 & 5.

Science passing percentage scores for 5th grade fell below the district and state averages across all subgroups.

Writing passing percentage scores for 4th grade fell below the district and state averages for the all and white subgroups.

Safeguards were not met in 5th Grade Science - All students; Hispanic; Economically Disadvantaged

Safeguard was not met in 4th Grade Writing:  Economically Disadvantaged

There remains an inadequate number of students scoring Advanced on state assessments.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** The percentage of all students performing at STAAR Level II Phase 2 will increase to a percentage of 65% or higher for reading and math. By the end of the school year, 58% of students in grades K-5 will achieve reading screener scores at the 40th percentile or higher and 72% will achieve math screener scores at the 40th percentile or higher. 76% of second grade students will read on grade level or above.

**Summative Evaluation:** 2016 STAAR performance in reading and math; Standardized reading assessment; Reading universal screener, May 2016; Math universal screener (STAR Math), May 2016

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) The Accelerated Reading program will be implemented in order to increase our students' time spent on reading outside of the classroom which will directly impact their reading comprehension and fluency. | 1, 2 | Principal | Increase in student's reading time outside of the school day as evidenced by the AR reports; DRA2; running records; CFA; CBA; STAAR Reading scores | | | | |
| Funding Sources: 211 - Title I - $4300.00 | | | | | | | |
| 2) All teachers will be trained in Bea Luchin/small group math instruction and all teachers will utilize the UPSC method for problem solving during daily instruction. | 1, 2, 3, 4, 9 | Principal | Classroom observations; CFA; CBA; Grades; STAAR Math scores | | | | |
| 3) Title I Reading/Math Interventionists will serve targeted students on Tier III in a pull-out program utilizing research-based materials 4-5 days per week. | 2, 3, 9, 10 | Principal; Asst. Principal; Interventionists | Schedules, documentation of interventions; students moving off of Tier III | | | | |
| Funding Sources: 211 - Title I - $96188.00 | | | | | | | |
| 4) Provide a part-time math intervention teacher to target and serve Tier II & III students in grades 2-5. | 2, 3, 9 | Principal | RtI documentation; students moving off of Tier II & III | | | | |
| Funding Sources: 211 - Title I - $12452.00 | | | | | | | |
| 5) Provide a parent information night at the beginning of the school year for all grade levels in understanding the state standards (TEKS); State academic achievement standards (STAAR); ways to monitor their child's progress; and ways to work with teachers to help their children to make progress and to be more successful. | 6 | Principal | Parents' attendance; parent feedback on daily communication tools; student academic progress on formative and summative assessments | | | | |
| 6) Provide a Family Literacy Night and a Family Math/Science Night to further develop parent involvement. | 1, 6 | Principal; interventionists; team leads; Math & ELAR/SLAR Goal Teams | Family attendance; parent feedback on survey; student academic progress | | | | |
| Funding Sources: 211 - Title I - $250.00 | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7) Participate in recruitment activities to ensure highly qualified personnel in all positions. | 3, 5 | Principal | 100% of staff hired meet highly qualified criteria | | | | |
| 8) Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. | 3, 5 | Principal | Reduced teacher turnover rate | | | | |
| 9) Selected staff will attend the CAMT state conference to help in targeting needs in the area of mathematics. | 3, 4 | Principal | Improved math scores on: CBA; CFA; STAAR; STAR Math Screener; and daily grades/test grades. | | | | |
| Funding Sources: 211 - Title I - $3400.00 | | | | | | | |
| 10) Provide a part-time/certified reading intervention teacher to target and serve Tier II students in kindergarten and first grade. | 2, 3, 9 | Principal; RtI Campus Coordinator | RtI Documentation; students moving off of Tier II. | | | | |
| Funding Sources: 211 - Title I - $11232.00 | | | | | | | |
| 11) Ensure a smooth transition for students and families into Kindergarten by hosting a KinderKamp night for prospective kindergarten students. | 6, 7 | Principal; Kinder teachers | Increase in student/parent participation as evidenced by sign-in sheets; increase in skills at BOY | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>12) All grade level teams will develop a calendar at the beginning of the year to establish dates to meet in a structured PLC time every 2-3 weeks to focus solely on data and planning for learning. | 2, 4, 8, 9 | Principal; Asst. Principal | PLC tool feedback to be turned in each meeting time; increase in assessment scores | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2<br><br>13) All classrooms will develop a system to develop and post class goals, to monitor class goals, and to reflect on class goals. | 2, 8 | Principal; Asst. Principal | Class goals and results are posted on a consistent basis; increase in overall student performance on CBA &CFA; increased performance on STAAR assessments | | | | |
| 14) Parents will participate in the development of the campus parental involvement policy. The Title I schoolwide program information will be communicated to all parents by facilitating a Title I parent information session in conjunction with a PTA meeting in order to capture the highest amount of parent participation. | 6 | Principal | Completed parent involvement policy; sign-in sheets indicating parent attendance during Title I parent information session | | | | |
| 15) All teachers will participate in the T-TESS teacher evaluation system pilot program to further their growth and development in order to positively and directly impact student success. | 2, 3, 4 | Principal; Asst. Principal | Teacher growth; increase in student achievement | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** At least 65% of all students to include economically disadvantaged students will meet the STAAR Level II phase 2 standard in Writing. By the end of the year, at least 72% of 2nd grade students will write at Stage 6 or higher on the Writing Expectations Rubric.
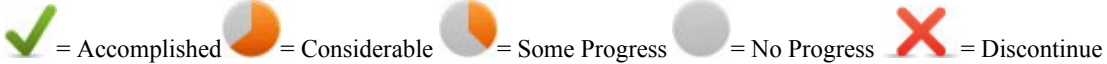
**Summative Evaluation:** 2016 STAAR performance in Writing; Writing Expectations Rubric

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>1) 4th Grade teachers will be trained in ABYDOS strategies and will implement these strategies into their daily instruction. | 1, 2, 3, 4 | Principal | Classroom observations; CFA; CBA; STAAR Writing results | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>2) All teachers will display the Norma Jackson writing rubric and will calibrate students' writing samples collaboratively within their teams at least one time each quarter of the year. | 1, 2, 4, 8 | Principal; Asst. Principal; Instructional coaches | Rubrics displayed; samples scored/calibrated each 6 weeks | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>3) On-going professional development will be provided in utilizing the Norma Jackson rubric and anchor charts across all grade levels. Norma Jackson will come to our campus to provide more professional development in the use of the rubric and anchor charts in small groups (individual grade level teams). | 1, 2, 4, 8 | Principal | Classroom observations; attendance at trainings; writing scores on the rubric; CFA; CBA | | | | |
| | | | Funding Sources: 211 - Title I - $1800.00 | | | | |
| ✔ = Accomplished    ◕ = Considerable    ◔ = Some Progress    ⚪ = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of the all students, Hispanic students, and economically disadvantaged students will meet the STAAR Level II phase 2 standard in Science.

**Summative Evaluation:** STAAR performance in Science

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 4 <br><br> 1) All classrooms campus-wide will utilize the science lab a minimum of one time per week in providing students with engaging and hands-on activities aligned with the Science standards for their respective grade level. | 1, 2, 9 | Principal | Science lab schedule; science lab observations; CBA; CFA | | | | |
| **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 <br><br> 2) The 5th grade science teacher and the 5th grade self-contained bilingual teacher will meet each 6 weeks with the science content coordinator in a PLC format to discuss the upcoming 6 weeks curriculum and to plan for learning collaboratively based on data. | 1, 4, 9 | Principal; Science content coordinator | Lesson plan development; classroom observations; grades; CBA; CFA; STAAR science scores | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 | 1, 2, 9, 10 | Principal | Lesson plans; classroom observations; grades; CBA; CFA; STAAR science scores; AVID walk-through observations | | | | |
| 3) A daily emphasis on science vocabulary will be included in daily instruction through the use of AVID strategies, Marzano 6-step vocabulary approach, and the utilization of Lone Star science vocabulary cards in grades 4-5. | Funding Sources: 211 - Title I - $350.00 | | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 5 | 1, 6 | Principal; Science team lead; interventionists; Math Goal Team | Family attendance; parent feedback on survey; student academic progress | | | | |
| 4) Provide a Family Math/Science night to further develop parental involvement across these two content areas. | Funding Sources: 211 - Title I - $250.00 | | | | | | |

| System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 7 | 3, 4 | Principal | Improved science scores on: CBA; CFA; STAAR science; and daily grades/test grades. | | | | |
|---|---|---|---|---|---|---|---|
| 5) Selected staff will attend the state CAST conference to help in targeting needs in the area of science. | Funding Sources: 211 - Title I - $910.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** The overall student and staff attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission; Munis records by 6 weeks

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) The attendance committee will develop a comprehensive attendance plan to include parameters and incentives for both students and staff. | 2 | Principal; Asst. Principal | Increased attendance percentage; completion and implementation of plan | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress   ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will address character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Train staff and implement the CORE values program in which students are taught the C.O.R.E. values. A plan will be developed in which student efforts will be recognized in a variety of ways. | 2, 4, 10 | Counselor; Principal | Decrease in discipline referrals; increase in students Making Their Day | | | | |

✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits to include the science lab meeting district safety requirements.

**Summative Evaluation:** Annual safety audit

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Campus Safety Team will review campus procedures regarding safety/security to include drills and meeting science safety lab requirements. | 1 | Asst. Principal; Principal; Science lab resource teacher | Scoring at the proficient or higher level on safety audits | | | | |
| = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Conduct guidance lessons covering topics that enhance student safety, social skills, bullying, and emotional well-being. | 2 | Counselor; Principal | Annual student survey; reduction in discipline referrals | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: Birdville Elementary will establish learning environments to foster the implementation of 21st Century learning skills.

**Performance Objective 1:** All students will increase their knowledge and use of technology to enhance their own learning.

**Summative Evaluation:** 100% of BES students will increase their knowledge and use of technology as measured by BrightBytes.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students will utilize various technology tools such as the iPad/iPad minis, laptops, etc. in stations during ELAR, math, and science small group instruction time utilizing a variety of programs/apps to minimumally include the following: 1) ELAR - RAZ Kids, Audiobooks, Treasures, and various other apps. in literacy stations; 2)Math - Go Math, Xtra Math, Big Brainz, Focus Math, iXL math, and various other apps. in math stations 3) STEMscopes | 2, 9, 10 | Principal; Asst. Principal | Program reports; lesson plan documentation; observations | | | | |
| | | Funding Sources: 211 - Title I, 199 - General Funds | | | | | |
| 2) Students will utilize various technology tools for project based learning, inquiry based lessons, in creating videos and class presentations, research, skyping, and distance learning. | 2 | Principal; Asst. Principal | Student products; lesson plans; observations | | | | |
| 3) Students will have the opportunity to utilize the computer lab a minimum of 2 hours per week. | 2, 8, 9 | Principal; Asst. Principal; Technology Manager | Schedule; attendance; program reports | | | | |
| 4) Recent immigrant ELL students will be ale to access translation programs/apps to help them to further strengthen their English skills. | 2, 9 | Principal; Counselor; Instructional coaches | Data demonstrating student growth | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

**Goal 4:** Birdville Elementary will establish learning environments to foster the implementation of 21st Century learning skills.

**Performance Objective 2:** All teachers will increase their knowledge and use of technology to enhance their own learning, as well as, of their students.

**Summative Evaluation:** 100% of BES teachers will increase their knowledge and use of technology as measured by BrightBytes.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will have opportunities to attend technology training provided by the district throughout the school year and during the summer. | 2, 4 | Principal; Asst. Principal | eduphoria porfolios; certificates of attendance | | | | |
| 2) A minimum of 3 selected staff members, LMS (Library Medial Specialist), and Asst. Principal will attend the TCEA conference annually. The expectation is that they will return back to the campus and share the ideas gained from the conference with the entire staff. | 2, 4, 10 | Principal | eduphoria portfolios; certificates of attendance; staff presentation/sharing | | | | |
| | | Funding Sources: 211 - Title I - $4052.00 | | | | | |
| 3) Teachers will utilize their teacher iPads and desktop machines to include but not limited to: *Record, monitor, and share student data using various formats such as excel spreadsheets, googledocs, etc.; *Create and share engaging lesson plans and activities; *Record student data; *Create, model, and share project based learning and inquiry based learning lessons; *Use during professional development & committee meetings | 2, 8 | Principal; Asst. Principal | AWARE reports; other data reports; lesson plans; PLC tool notes | | | | |
| 4) Teachers will use the DLS staff during their Wacky WOW PLC time to assist them in actively integrating technology into their lesson plans for the upcoming 6 weeks. Teachers will use the DLS staff as needed during their Extended Art PLC days as well. | 2, 4 | Principal; Asst. Principal; campus assigned DLS | Lesson plans; PLC tool notes | | | | |
| 5) Teachers will measure their technology knowledge and skills by taking a survey BOY/EOY. | 2, 4 | Principal; Asst. Principal | Data from survey | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 4:** Birdville Elementary will establish learning environments to foster the implementation of 21st Century learning skills.

**Performance Objective 3:** Staff will implement a systematic management system for the use and storage of all campus technology.

**Summative Evaluation:** 100% of technology devices will be accounted for at the end of each year and will be securely stored and utilized in an appropriate manner.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) A technology committee will be formed to develop a technology management plan for the use and storage of all technology equipment to include by not limited to: <br> 1) Proper storage; <br> 2) Securing the equipment both during/after school hours; <br> 3) Charging devices; <br> 4) Check-out/in procedures; <br> 5) Labeling/recording equipment; <br> 6) Training in the proper use/handling of technology equipment | 2, 4 | Principal; Asst. Principal; Technology Manager | Completed plan; equipment accounted for at the EOY | | | | |
| 2) The technology committee will develop procedures for troubleshooting problems first at the campus level before reporting concerns at the district level. | 2, 4 | Principal; Asst. Principal; Technology Manager | Procedures identified and implemented; reduction in the district tickets | | | | |
| 3) When/if a problem cannot be solved at the campus level, staff will follow BISD district guidelines in reporting the issue(s). | 2, 4 | Principal; Asst. Principal; Technology Manager; district tech personnel | Procedures are consistently followed. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 12 | All grade level teams will develop a calendar at the beginning of the year to establish dates to meet in a structured PLC time every 2-3 weeks to focus solely on data and planning for learning. |
| 1 | 1 | 13 | All classrooms will develop a system to develop and post class goals, to monitor class goals, and to reflect on class goals. |
| 1 | 2 | 1 | 4th Grade teachers will be trained in ABYDOS strategies and will implement these strategies into their daily instruction. |
| 1 | 2 | 2 | All teachers will display the Norma Jackson writing rubric and will calibrate students' writing samples collaboratively within their teams at least one time each quarter of the year. |
| 1 | 2 | 3 | On-going professional development will be provided in utilizing the Norma Jackson rubric and anchor charts across all grade levels. Norma Jackson will come to our campus to provide more professional development in the use of the rubric and anchor charts in small groups (individual grade level teams). |
| 1 | 3 | 1 | All classrooms campus-wide will utilize the science lab a minimum of one time per week in providing students with engaging and hands-on activities aligned with the Science standards for their respective grade level. |
| 1 | 3 | 3 | A daily emphasis on science vocabulary will be included in daily instruction through the use of AVID strategies, Marzano 6-step vocabulary approach, and the utilization of Lone Star science vocabulary cards in grades 4-5. |
| 1 | 3 | 4 | Provide a Family Math/Science night to further develop parental involvement across these two content areas. |
| 1 | 3 | 5 | Selected staff will attend the state CAST conference to help in targeting needs in the area of science. |

# State Compensatory

## Personnel for Birdville Elementary:

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Bridget Huckabee | Reading Interventionist | | 1.0 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Cheryl Lotto | Math Interventionist | | .5 |
| Deborah Jackson | Reading Interventionist | | 1.0 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Tammy Pope | Asst. Principal |
| Administrator | Cherie Wagonen | Principal/Chairperson |
| Business Representative | Tina Carter | Parent |
| Classroom Teacher | Lidia Donohue | Special Education Teacher |
| Classroom Teacher | Kris Fletcher | 1st Grade Teacher |
| Classroom Teacher | Chrystal Hand | 3rd Grade Teacher |
| Classroom Teacher | Kristi Leinneweber | 4th Grade Teacher |
| Classroom Teacher | Gabe Nogueras | 5th Grade Bilingual Teacher |
| Classroom Teacher | Mary Renfrow | Kindergarten Teacher |
| Classroom Teacher | Jana Simmons | PE Teacher |
| Classroom Teacher | Jean Talent | 2nd Grade Teacher |
| Non-classroom Professional | Laurie Hindman | Counselor |
| Paraprofessional | Melanie Steinhebel | PEIMS/Attendance |
| Parent | Martha Ascencio | Parent |
| Parent | Kim Francis | Parent |
| Parent | Amber Gehring | Parent |
| Parent | Deserie Hinojosa | Parent |
| Parent | Heather Humphreys | Parent |
| Parent | Amber Martin | Parent |
| Parent | Joyce Moody | Parent |
| Parent | Jaclyn Rosario | Parent |
| Parent | Cindi Runnels | Parent |

# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 4 | 1 | 1 | Technology tools | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | | | $4,300.00 |
| 1 | 1 | 3 | | | $96,188.00 |
| 1 | 1 | 4 | | | $12,452.00 |
| 1 | 1 | 6 | | | $250.00 |
| 1 | 1 | 9 | | | $3,400.00 |
| 1 | 1 | 10 | | | $11,232.00 |
| 1 | 2 | 3 | Rubric; Anchor charts | | $1,800.00 |
| 1 | 3 | 3 | Science vocabulary cards | | $350.00 |
| 1 | 3 | 4 | | | $250.00 |
| 1 | 3 | 5 | | | $910.00 |
| 4 | 1 | 1 | Technology tools including earphones | | $0.00 |
| 4 | 2 | 2 | | | $4,052.00 |
| | | | | **Sub-Total** | $135,184.00 |
| | | | | **Grand Total** | $135,184.00 |

# Addendums

**Campus:** Birdville Elementary

**Safeguard(s) Missed:** Writing - Economically Disadvantaged

**Problem 1 Statement:** ED had a 58% passing rate; all students had a passing rate of 60% in writing

**Annual SMART Goal:** At least 65% of all students to include economically disadvantaged students will meet the STAAR Level II phase 2 standard in Writing.

**Root Cause:** Lack of teacher understanding in utilizing strategies to effectively address the needs of all students

**Targeted Strategy to Address Root Cause:** Implement Norma Jackson rubric/tools campus-wide; 4th Grade will implement ABYDOS strategies into their daily instruction.

**Turnaround Principles Addressed by Strategy:**

- [✓] 1 - Strengthen instruction
- [✓] 2 - Use data to inform instruction
- [ ] 3 - Provide strong leadership
- [ ] 4 - Increase learning time
- [ ] 5 - Improve family/community engagement
- [ ] 6 - Improve school environment
- [✓] 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the first quarter, 100% of classrooms will display & utilize the Norma Jackson tools/rubric.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Ensure that all teachers have the N. Jackson resources | Principal will gather input from staff regarding whether or not they had these resources. | | | |
| 2) Ensure that all classrooms are displaying and utilizing the N. Jackson resources | Principal/AP will go into all classrooms to visually check. Review of lesson plans and evidence in the classroom to support the use of the tools. | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of the second quarter, 100% of teachers will calibrate at least one writing sample together within their PLC's.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Ensure that all staff have attended training on calibration | Principal will gather input from staff directly regarding whether or not they have had this specific training | | | |
| 2) Train staff who have not had the training either by Norma Jackson or by the ELAR content coordinator. | Record of training | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** Birdville Elementary
**Safeguard(s) Missed:** Writing - Economically Disadvantaged
**Problem 1 Statement:** ED had a 58% passing rate; all students had a passing rate of 60% in writing
**Annual SMART Goal:** At least 65% of all students to include economically disadvantaged students will meet the STAAR Level II phase 2 standard in Writing.
**Root Cause:** Lack of teacher understanding in utilizing strategies to effectively address the needs of all students
**Targeted Strategy to Address Root Cause:** Implement Norma Jackson rubric/tools campus-wide; 4th Grade will implement ABYDOS strategies into their daily instruction.

| | | | | |
|---|---|---|---|---|
| 3) Each teacher will submit one writing sample that has been calibrated collaboratively with their respective teams. | Writing samples submitted by the end of the quarter | | | |
| 4) | | | | |

## Quarter 3 (Jan - Mar)
### Q3 Goal:

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 4 (Apr - Jun)
### Q4 Goal:

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 2

**Campus:** Birdville Elementary
**Safeguard(s) Missed:** Science - All, Hispanic, Economically Disadvantaged
**Problem 2 Statement:** For grade 5, all students had a passing rate of 56%; Hispanic students had a passing rate of 57%; and Economically Disadvantaged
**Annual SMART Goal:** At least 60% of all students, Hispanic, and Economically Disadvantaged students will meet the STAAR Level II phase 2 standard in
**Root Cause:** Lack of consistency in delivering more hands-on small group instruction/activities to effectively meet the diverse needs of all students.
**Targeted Strategy to Address Root Cause:** All grades K-5 will do weekly science lab/hands-on small group activities to include an emphasis on vocabulary development.  Grades 4-5 will use AVID strategies, STEMScopes activities, and science vocabulary cards/activities.

**Turnaround Principles Addressed by Strategy:**

| | | |
|---|---|---|
| ☑ 1 - Strengthen instruction | ☐ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☐ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the first quarter, 100% of classrooms will be doing weekly science lab/hands-on activities in small groups that are

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Ensure that science lab is fully equipped with all materials needed to carry out activities. | Principal will discuss and/all needs with the science lab manager and purchase supplies needed. | | | |
| 2) All teachers in grades K,3,4, & 5 will sign up and participate in a weekly science lab time.  1st & 2nd grades will be doing Super Science Fridays which involve hands-on science activities in a rotation format for an extended period of time. | Science lab schedule; Super Science Friday lesson plans | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of 5th grade science teachers will plan for learning collaboratively weekly and for an extended time at least once per each 6

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Schedule collaborative planning times with the 5th grade science teachers and the science content coordinator. | Schedule of meetings; standards mapping | | | |
| 2) Schedule weekly meetings | Schedule of weekly meetings | | | |
| 3) | | | | |

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 2

| | |
|---|---|
| **Campus:** | Birdville Elementary |
| **Safeguard(s) Missed:** | Science - All, Hispanic, Economically Disadvantaged |
| **Problem 2 Statement:** | For grade 5, all students had a passing rate of 56%; Hispanic students had a passing rate of 57%; and Economically Disadvantaged |
| **Annual SMART Goal:** | At least 60% of all students, Hispanic, and Economically Disadvantaged students will meet the STAAR Level II phase 2 standard in |
| **Root Cause:** | Lack of consistency in delivering more hands-on small group instruction/activities to effectively meet the diverse needs of all students. |
| **Targeted Strategy to Address Root Cause:** | All grades K-5 will do weekly science lab/hands-on small group activities to include an emphasis on vocabulary development.  Grades 4-5 will use AVID strategies, STEMScopes activities, and science vocabulary cards/activities. |

| | | | | |
|---|---|---|---|---|
| 4) | | | | |

## Quarter 3 (Jan - Mar)
**Q3 Goal:**

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 4 (Apr - Jun)
**Q4 Goal:**

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

| | **Birdville Elementary Parent Involvement Strategies** | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 1. | Participation in parent involvement plan development | End of 1st semester | Involve parents in policy development • Survey comments | • Campus policy • Written parent suggestions |
| 2. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 3. | Communicate program information to all parents | November PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Planners used at appropriate grade levels for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Thursday Folder communication |

| | **Birdville Elementary Parent Involvement Strategies** | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in May and Revise for fall registration | • Compacts • Surveys |
| 5. | Build capacities of | All year | Assist parents in understanding 1. State academic contents | • Parent • Sign in sheets |

| | | | | |
|---|---|---|---|---|
| **Birdville Elementary Parent Involvement Strategies** | | | | |
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 1. | Participation in parent involvement plan development | End of 1st semester | Involve parents in policy development • Survey comments | • Campus policy • Written parent suggestions |
| 2. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 3. | Communicate program information to all parents | November PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Planners used at appropriate grade levels for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Thursday Folder communication |

| | | | | |
|---|---|---|---|---|
| **Birdville Elementary Parent Involvement Strategies** | | | | |
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in May and Revise for fall registration | • Compacts • Surveys |
| 5. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR, ISIP) 3. Ways to monitor progress. 4. Ways to work with | • Parent • Sign in sheets |

# Birdville Independent School District

# David E. Smith Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

*The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.*

# Strategic Objectives

*1. All students will realize their full potential and apply themselves to academic excellence without self-imposed limitations.*

*2. All students will own their learning and aspire to achieve high academic goals.*

*3. All students will demonstrate personal responsibility and integrity reflective of noble character.*

*4. All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.*

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. David E. Smith was built in 1954 and serves students in grades Pre-Kindergarten through Fifth Grade. In addition, we have Bilingual classes in Pre-Kindergarten through Third Grade. We currently serve 477 students of which 67% are Hispanic, 22% are White, 4% are African American, and 7% are American Indian, Asian and Pacific Islander. We have 55 staff members at David E. Smith and 100% of staff meets federal highly qualified requirements. David E. Smith is a title I campus with an Economically Disadvantaged rate of 82% and At-Risk population of 69%. Our mobility rate is 12%. In addition, 38% of our students are LEP and 20% of our students are in our Bilingual program in grades Pre-Kindergarten through Third grade.

### Demographics Strengths

- 20% of our students are currently enrolled in bilingual classes which provide them the opportunity to be biliterate.

- 82% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

### Demographics Needs

- 5th grade science all students' performance in STAAR and additionally ELL, Economically Disadvantaged and Hispanic students.

- 4th grade writing Hispanic students' performance in STAAR

- Increase STAAR performance for all Economically Disadvantaged Students in all subjects (3rd-5th)

- Increase STAAR performance for all Special Education Students in all subjects (3rd-5th)

# Student Achievement

**Student Achievement Summary**

Our campus goals for the 2015-2016 school year focus on a systematic way of learning for our students and staff. Our overall student achievement focuses on 2015 Reading STAAR and EOY Reading Tier data reflecting gaps in student performance suggesting there is a lack of alignment in our literacy learning expectations specifically with content and context. We continue to focus on DES Student Learning Expectations by using a posting of standards & connecting learning rubric. In addtiion, we continue implementation of continuous improvement practices as outlined in a 6 week focused plan during PLCs with emphasize on class missions, data folders and the PDAS cycle. Our ongoing focus is to continue to strengthen Tier I instruction, standards, developing common assessments & increasing rigor of work products/tasks.

**Student Achievement Strengths**

- An accountability rating under the 2015 TEA standard of "Met Standard"

- 3rd grade STAAR Reading increased 6% in one year from 2014-2015.

- 3rd grade STAAR Reading Level III Advanced Performance increased 11% in one year from 2014-2015.

**Student Achievement Needs**

- 58% of 5th grade students passed Science STAAR.

- 50% of 4th grade students passed Reading STAAR.

- 65% of 4th grade students passed Writing STAAR.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize updated curriculum documents to build capacity for tier I instruction including attending curriculum previews, and focusing on clarifying documents and unit overviews within the curriculum. | 3, 4 | Classroom teachers & interventionist Campus administration District coordinators | Forethought lesson plans Increase in CBA scores Campus walk throughs | | | | |
| 2) Strengthen our balanced literacy ELAR and math structures by including interactive journals, guided reading, literacy stations, math workshop, and targeted interventions and enrichment | 1, 2, 8, 9 | Classroom teachers Campus interventionist Campus coaches Administration Content coordinators | campus walk throughs lesson plans increase in campus/district assessment decrease in Tier II/III percentages in reading & math | | | | |
| Funding Sources: 211 - Title I - $58000.00, 211 - Title I - $26000.00, 211 - Title I - $22000.00 | | | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 4 <br><br> 3) Implement interactive science journals, weekly lab schedule and continue vertical alignment practices including stemscopes and 5E model within tier I instruction. | 1 | Campus science teachers campus instructional coaches administration science coordinator | increase in science lab time across campus increase in Science CBA increase in Science STAAR increase usage in Stemscopes | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 4 <br><br> 4) Design and implement a targeted tutorial structure for grades 2-5 to provide individualized instructional needs in literacy and math (2-5) and science (5) and continue use of mentoring minds for intervention and enrichment. | 1, 2, 8, 9 | Campus administration classroom teachers campus instructional coaches science content coordinator | Decrease in Tier II & III students Increase in CBA performance Increase in STAAR performance | | | | |
| Funding Sources: 211 - Title I - $12000.00, 211 - Title I - $6000.00 | | | | | | | |

| 5) Utilize campus technology including Smartboards, classroom laptops for stations/assessment and project based learning to support Tier I instruction. | Campus administration classroom teachers district technology department | increase in student based technology projects increase in STAR screener reading and math performance | | | | |
|---|---|---|---|---|---|---|
| | Funding Sources: 211 - Title I - $15000.00, 199 - General Funds | | | | | |

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✕ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.
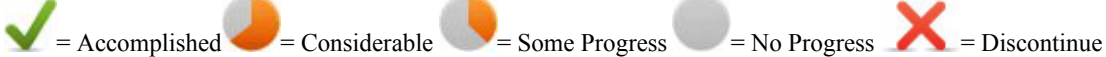
**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize student data folders to differentiate special education students' instructional needs based on performance data and provide targeted tutorials and interventions. | 1, 8 | classroom teachers resource teacher inclusion EA SpEd coordinator campus administration campus interventionist | Increase in SpEd performance on campus and district assessment | | | | |
| 2) Provide resources and training for special education and general education teachers on implementing accommodations with targeted support from Special education teachers and department. | 1, 3, 4, 9, 10 | classroom teachers Resource teacher Inclusion EA District SpEd department Campus Administration | Increase in SpEd performance on campus and district assessment | | | | |
| ✔ = Accomplished ◑ = Considerable ◐ = Some Progress ⬤ = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 4 <br><br> 1) Provide all bilingual students small-group, targeted intervention/enrichment instruction daily for literacy and math. | 9 | Campus Administration ELL teachers ESL EA campus LPAC coordinator Bilingual coordinator | Increase performance in ELL groups on STAAR. Decrease of ELL students on tier II and III Increase in CBA performance of bilingual students | | | | |
| 2) Continue vertical teaming across campus and district for support of resources, best practices, planning and implementation of curriculum. | 1, 2, 9, 10 | Campus administration Campus instructional coaches ELL teachers ELL coordinator for district | Increase in ELL campus and district assessment Campus walk throughs lesson plans | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades K-9 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Continue implementation of ELAR framework with focus on literacy stations, interactive journals and guided reading groups. | 1, 2, 4, 8 | Classroom teachers Campus Administration Campus Interventionist Campus & District coaches and coordinators | STAR screener in reading STAAR scores increase CBA data running records/DRA levels Increase STAAR writing scores Increase in on level writing per rubric scoring. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-9 will achieve math screener scores at the 40th percentile or higher.
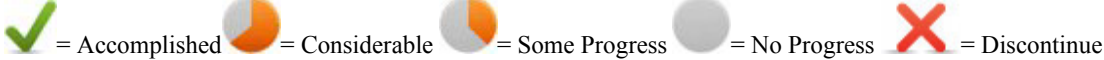
**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Deepen the usage of math resources and assessment items with quality lesson plans through forethought to assure planning for learning in math. | 8 | All math teachers Campus Administration Campus Instructional Coaches | District/campus walk throughs Monitoring of eduhporia PLC agenda/minutes Campus & District assessment results | | | | |
| 2) Implement math workshop models of math stations in grades K-5 including attending math station training provided by the district. | 1, 2, 3, 4 | All math teachers Campus administration Campus instructional coaches District math coordinator | Campus & district data attendance of trainings Increase in STAR math screener results Increase in STAAR math | | | | |
| 3) Continue implementation of Texas Go Math and UPSC model within our tier I instruction. | 2, 4 | Classroom teachers Campus administration Campus instructional coaches | Forethought lesson plan checks Classroom walk throughs STAR math screener data STAAR math data Increased number of teachers trained in Bea Luchin strategies | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 8 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Strengthen our balanced literacy ELAR structures through literacy stations, guided reading and reading/writing notebooks. | 1 | Classroom teachers Interventionist District Coordinators Campus Instructional Coaches Campus Administrators | Reading screener data STAAR data Running records/DRA levels CBA Campus assessments | | | | |
| Funding Sources: 211 - Title I - $2000.00 | | | | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 2) Continue implementation of Norma Jackson writing rubric at all grade levels and continue professional development for classroom teachers. | 1, 3, 4, 8 | Classroom teachers ELAR coordinator Campus coaches Campus administrators | Increase in students writing on level at end of the year per writing stages' rubric. STAAR writing data Writing CBA data Spotlight on writing campus data collected each 6 weeks | | | | |
| Funding Sources: 211 - Title I - $1000.00, 211 - Title I - $1000.00 | | | | | | | |
| 3) Continue daily targeted, intervention instruction for all tier II and III students. | 1, 9, 10 | Campus Interventionist Classroom teachers | Decrease of students on Tier II and III at MOY and EOY RTI collaboratives and monthly data collaboratives. Increase in STAAR performance for all students. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ● = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 <br><br> 1) Implement a DES Continuous Improvement timeline for each six weeks that includes implementation of class missions, data folders and PDSA work through our PLCs. | 2, 8, 9 | Classroom teachers Campus Coaches Campus Administrators Campus Interventionist | Campus STAAR data Campus/District CBA data Campus formative assessment data Decrease in Tier II and III students | | | | |
| ✔ = Accomplished      = Considerable      = Some Progress      = No Progress   ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Continue implementation of CORE through campus programs that focus on students from each classroom demonstrating CORE values such as:<br><br>-Eagle of the Day<br>-Super Hero Fridays<br>-6 week celebrations<br>-SOARING citizen parties | 1 | Campus administration<br>Campus counselor<br>Classroom teachers | decrease in discipline referrals<br>increase in student "hero bucks"<br>increase in students' recognized at each 6 weeks assembly. | | | | |
| | | Funding Sources: 199 - General Funds - $300.00 | | | | | |
| ✓ = Accomplished    ◕ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✗ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Design 2 student community projects (1 in fall and 1 in spring) with campus operational team that involves the staff, students and parents. | 1, 6 | campus administration campus operational team parents all staff campus counselor | increase in parents' satisfaction survey on community/school involvement | | | | |
| ✓ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✕ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Complete a campus formative review four times a year on campus responsibilities of safety and security standards. | | Campus administration district officials | monitoring of campus audit report | | | | |
| ✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All staff members teaching science will complete science safety training within the 1st 6 weeks of school. | 4 | Science teachers district content coordinator campus administration | eduphoria/workshop sign in | | | | |
| 2) Implement science contracts in all students' interactive science journals. | | Classroom teachers | classroom walk throughs and observation of science journals | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** All students and staff will learn and work in a safe and responsive environment

**Summative Evaluation:** 95 % of staff and students will report that classrooms are safe, secure, and nurturing places for increased learning and productivity.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) 100% of staff will complete Safe School training by October 2015. | | campus administration district officials | documentation of training | | | | |
| 2) Administer 2 safety and nurturing surveys throughout the year to staff and students. | 6 | Campus Administration Classroom teachers | analyze results of surveys 2xs per year. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** Campus will establish mission statements, set campus improvement goals, and develop annual campus improvement plans.

**Summative Evaluation:** 90% of actions listed in our campus improvement plan will be accomplished.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Continue implementation of quarterly review process with campus leadership team for monitoring the progress of strategies and action plans. | 8 | Campus administration Campus leadership team Campus operational team Classroom teachers | data on quarterly formative reviews | | | | |
| 2) Implement class mission statements, campus and staff branding words and a campus mission statement. | 2 | Classroom teachers Campus leadership team Campus operational team Classroom teachers | increase in performance on assessment data increase in staff/parent satisfaction surveys | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 3 | Implement interactive science journals, weekly lab schedule and continue vertical alignment practices including stemscopes and 5E model within tier I instruction. |
| 1 | 1 | 4 | Design and implement a targeted tutorial structure for grades 2-5 to provide individualized instructional needs in literacy and math (2-5) and science (5) and continue use of mentoring minds for intervention and enrichment. |
| 1 | 3 | 1 | Provide all bilingual students small-group, targeted intervention/enrichment instruction daily for literacy and math. |
| 1 | 6 | 1 | Strengthen our balanced literacy ELAR structures through literacy stations, guided reading and reading/writing notebooks. |
| 1 | 6 | 2 | Continue implementation of Norma Jackson writing rubric at all grade levels and continue professional development for classroom teachers. |
| 1 | 7 | 1 | Implement a DES Continuous Improvement timeline for each six weeks that includes implementation of class missions, data folders and PDSA work through our PLCs. |

# State Compensatory

**Personnel for David E. Smith Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Gina Giacommarro | Reading Interventionist | | 1.0 |
| Victoria Powers | Math Interventionist | | .5 |

# Title I

**Schoolwide Program Plan**

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Darla Sawyer | Reading Interventionist | | 1.0 |
| Mary Ohnstad | EA | | 1.0 |
| Victoria Powers | Math Interventionist | | .5 |

# 2015-2016 Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Jessica Sandoval | Principal |
| Administrator | George Garcia | Assistant Principal |
| Committee Member | Shelly Villa | 4th Team Lead |
| Committee Member | Ginger Rocha | 5th Team Lead |
| Committee Member | Mallory DiGionvanni | EA Team Lead |
| Committee Member | Julie Herring | K Team Lead |
| Committee Member | Megan Hewitt | 1st Team Lead |
| Committee Member | Morgan Martinez | 2nd Team Lead |
| Committee Member | Katherine Mongan | 3rd Team Lead |
| Committee Member | Darla Sawyer | Intervention Team Lead |
| Community Representative | Michael Eason | DES Community Partner |
| Counselor | Paula Keller | Counselor |
| Parent | Rachel Jones | PTA Rep |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | District Devices | | $0.00 |
| 1 | 3 | 2 | Instructional Coach | | $0.00 |
| 2 | 1 | 1 | resources for CORE implementation | | $300.00 |
| | | | | **Sub-Total** | $300.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 6 | 3 | Math Interventionist, Reading Interventionist | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | Interventionist for reading and math | | $58,000.00 |
| 1 | 1 | 2 | Interventionist for math | | $26,000.00 |
| 1 | 1 | 2 | inteventionist EA for reading and math | | $22,000.00 |
| 1 | 1 | 4 | Mentoring Minds English and Spanish 1st-5th | | $12,000.00 |
| 1 | 1 | 4 | Target tutuorials | | $6,000.00 |
| 1 | 1 | 5 | SMART Boards | | $15,000.00 |
| 1 | 3 | 2 | Dual Language Coach | | $0.00 |
| 1 | 6 | 1 | Mentoring Minds Reading Grade 2 | | $2,000.00 |
| 1 | 6 | 2 | Mentoring Minds writing | | $1,000.00 |
| 1 | 6 | 2 | Norma Jackson PD | | $1,000.00 |
| 1 | 6 | 3 | Math Interventionist, Reading Interventionist | | $0.00 |
| | | | | **Sub-Total** | $143,000.00 |
| | | | | **Grand Total** | $143,300.00 |

# Addendums

**Campus:** David E. Smith Elementary

**Safeguard(s) Missed:** 5th Grade Science All Students, Hispanic, Economically Disadvantaged and ELL

**Problem 1 Statement:** 56% of all students passed Science in 2015. 52% of Hispanic students passed. 54% of Economically Disadvantaged students passed.

**Annual SMART Goal:** All students will have a 61% passing rate on 2016 Science STAAR. | 60% of Hispanic students will pass Science STAAR. | 60% of Economically Disadvantaged students will pass STAAR. | 60% of ELL students will pass STAAR.

**Root Cause:** Lack of understanding how to implement science best practices.

**Targeted Strategy to Address Root Cause:** Implement best practice instructional strategies vertically as a campus (K-5).

**Turnaround Principles Addressed by Strategy:**

- [✓] 1 - Strengthen instruction
- [✓] 2 - Use data to inform instruction
- [ ] 3 - Provide strong leadership
- [✓] 4 - Increase learning time
- [ ] 5 - Improve family/community engagement
- [ ] 6 - Improve school environment
- [✓] 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the 1st 6 weeks of school (October 2, 2015) all teachers will attend training on Stemscopes and 100% of grades 3rd-5th

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Implement Campus-wide professional development in Stemscopes. | sign-in sheets from August 2015 PD | | | |
| 2) Design campus science lab schedule that allows all students K-5 to be in the science lab 1x per week. | campus administration monitor implementation/schedule of science lab | | | |
| 3) District Science coordinator attends PLC to follow up on stemscopes training and science scope & sequence. | campus walk throughs | | | |
| 4) Grades 3-5 are implementing interactive science notebooks. | campus walk throughs/observations | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of teachers teaching science have attended 1 curr. Preview

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** David E. Smith Elementary

**Safeguard(s) Missed:** 5th Grade Science All Students, Hispanic, Economically Disadvantaged and ELL

**Problem 1 Statement:** 56% of all students passed Science in 2015. 52% of Hispanic students passed. 54% of Economically Disadvantaged students passed.

**Annual SMART Goal:**

| All students will have a 61% passing rate on 2016 Science STAAR. | 60% of Hispanic students will pass Science STAAR. | 60% of Economically Disadvantaged students will pass STAAR. | 60% of ELL students will pass STAAR. |

**Root Cause:** Lack of understanding how to implement science best practices.

**Targeted Strategy to Address Root Cause:** Implement best practice instructional strategies vertically as a campus (K-5).

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) All teachers teaching science will have attended at least 2 curriculum previews | sign in sheets/eduphoria and Campus PLC discussions | | | |
| 2) District Science coordinator will meet with 1st and 2nd grade teachers regarding notebooks. | Utilize district science coordinator once during the fall and spring semester during PLCs. | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of the 1st semester, 100% of 1st and 2nd grade teachers will be utilizing science interactive notebooks in

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Introduce science journals in 1st and 2nd grade | PLC agendas and visit from science coordinator in spring semester campus walk throughs | | | |
| 2) targeting tutorial in science | CBA scores, and data from targeted tutorial 1x a week. | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** By the end of the year, all 1st-5th classrooms are using interactive journals and 61% of all students pass Sci. STAAR.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) 5th grade science boot camp | daily assessment data of quizzes | | | |

**Campus:** David E. Smith Elementary

**Safeguard(s) Missed:** 5th Grade Science All Students, Hispanic, Economically Disadvantaged and ELL

**Problem 1 Statement:** 56% of all students passed Science in 2015. 52% of Hispanic students passed. 54% of Economically Disadvantaged students passed.

| **Annual SMART Goal:** All students will have a 61% passing rate on 2016 Science STAAR. | 60% of Hispanic students will pass Science STAAR. | 60% of Economically Disadvantaged students will pass STAAR. | 60% of ELL students will pass STAAR. |

**Root Cause:** Lack of understanding how to implement science best practices.

**Targeted Strategy to Address Root Cause:** Implement best practice instructional strategies vertically as a campus (K-5).

| | | | |
|---|---|---|---|
| 2) target tutorials for 5th grade | Data from formative assessments and boot camp & tutorial sessions. | | |
| 3) | | | |
| 4) | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 2

**Campus:** David E. Smith Elementary
**Safeguard(s) Missed:** 4th Grade Writing Hispanic students
**Problem 2 Statement:** 58% of Hispanic students passed STAAR Writing in 2015.
**Annual SMART Goal:** 63% of Hispanic students will pass Writing STAAR in 2016.
**Root Cause:** Lack of best practices in writing instruction and a campus writing program.
**Targeted Strategy to Address Root Cause:** Implement new ELAR curriculum that connects reading and writing and is structured vertically (K-5) with Norma Jackson writing rubrics and structures.

**Turnaround Principles Addressed by Strategy:**

| ☑ 1 - Strengthen instruction | ☑ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
|---|---|---|
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☐ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By October 2015, 100% of ELAR teachers will attend district training of curriculum preview & writing best practices.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Professional learning opportunity offered for all ELAR teachers on Norma Jackson strategies & rubric writing. | sign-in sheets (100% of ELAR teachers attend district training) | | | |
| 2) Implmeent 1st 6 weeks of spotlight on writing in K-5 | campus writing rubric data at the end of each six weeks | | | |
| | | | | |
| | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of the 1st semester, Norma Jackson will train 100% of ELAR teachers on more rubric writing.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Continue Spotlight on writing each six weeks. | student writing samples scored K-2 each six weeks as a campus. | | | |
| 2) Norma Jackson PD for all grade levels. | Norma will have campus PD for all grade levels 1 time in the fall and 1 time in the spring. | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of the 4th 6 weeks, 90% of students will be writing on grade level in (grades K-2)

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 2

**Campus:** David E. Smith Elementary
**Safeguard(s) Missed:** 4th Grade Writing Hispanic students
**Problem 2 Statement:** 58% of Hispanic students passed STAAR Writing in 2015.
**Annual SMART Goal:** 63% of Hispanic students will pass Writing STAAR in 2016.
**Root Cause:** Lack of best practices in writing instruction and a campus writing program.
**Targeted Strategy to Address Root Cause:** Implement new ELAR curriculum that connects reading and writing and is structured vertically (K-5) with Norma Jackson writing rubrics and structures.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) campus targeted writing tutorials | CBA data and formative campus data and data from targeted tutorial program. | | | |
| 2) campus Norma Jackson PD | feedback from campus PD from teachers and monitoring of spotlight program of campus scoring. | | | |
| 3) | | | | |
| 4) | | | | |

### Quarter 4 (Apr - Jun)

**Q4 Goal:** By the end of the 6th 6 weeks, 90% of students in grades 3-5 will write on grade level according to the writing rubric and 70% of all students will pass writing STAAR (increase of 5% from 2015)

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Continue spotlight on writing for 5th and 6th six weeks | campus scoring 90% or above on grade level rubric. | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

**David E. Smith Parent Involvement Policy 2015-2016**

**Overview**

As per Public Law 107-110, the *No Child Left Behind Act,* David E. Smith has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

**Request for Suggestions**

The staff at David E. Smith Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Jessica Sandoval, Principal at (817) 547-1600 or email jessica.sandoval@birdivlleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

**(Campus) Parent Involvement Strategies**

| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 6. | Participation in parent involvement | | Involve parents in policy development through.. Campus leadership team Distribute at registration | • Campus policy <br> • Written parent suggestions |
| | policy development | | | • Surveys |
| 6. | Participation in decision making for Title I Program | | Involve parents in planning, implementing, and evaluating Title I Program: campus leadership team | • Site-based meeting signins <br> • Agenda |
| 6. | Communicate program information to all parents | Annual Meeting On Thursday 9/24/15 | Provide information about … Participation in Title 1 Program Description | • Agenda <br> • Minutes <br> • Invitation <br> • |
| | | | Curriculum | |
| | | | State and local assessments and expectations for student proficiency | |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |

| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact<br>Develop<br>Distribute<br>Evaluate<br>Revise | |
|---|---|---|---|---|

| 6. | Build capacities of parents | | Assist parents in understanding curriculum with parent information/curriculum nights at each grade level<br>State academic content (TEKS)<br>State academic achievement standards (TAKS, TPRI)<br>Ways to monitor progress<br>Ways to work with teachers to improve achievement | Parent sign-in sheets |
|---|---|---|---|---|

| (Campus) Parent Involvement Strategies | | | | |
|---|---|---|---|---|
| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| | | | Provide training and materials to parents to help them work with their children | |
| 6. | Build capacities of staff | | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | |
| 10. | Coordinate and integrate Title I parent program with other parent programs | | Coordinate parent involvement under Title I with Head Start, Title III, and other grant programs | • Parent training schedules<br>• Session evaluations<br>• Budget records |

| 7. | Ensure a smooth transition for students from 5<sup>th</sup> grade into 6<sup>th</sup> grade and from 8<sup>th</sup> grade into 9<sup>th</sup> grade | | 5th grade parent information night (about middle school)<br><br>Visit HMS in Spring for tour & 6<sup>th</sup> grade information | Parent invitations and school messenger/social media reminders regarding the event. |
|---|---|---|---|---|

Title I School-wide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## David E. Smith Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations<br><br>2013-14 NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## David E. Smith Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files<br><br>Expenditure reports for Stipends<br><br>Certifications of completion of training<br><br>Eduphoria Workshop files |
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
# David E. Smith Elementary

| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |
|---|---|---|---|---|---|---|
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files<br><br>Mentor training modules<br><br>All first-year teachers are provided a mentor |
| 4 | 6. Ensure that teachers receive highquality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

**2015-2016 Highly Qualified Recruitment and Retention Plan**
**David E. Smith Elementary**

Title I Schoolwide Components

1. Comprehensive Needs Assessment       6. Parental Involvement
2. Reform Strategies       7. Transition
3. HQ Staff       8. Teachers Inv. In Assessments
4. Professional Development       9. Mastery
5. Attract HQ Staff       10. Coordinate Programs

# Birdville Independent School District

# W.T. Francisco Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Reading/English Language Arts
Postsecondary Readiness

# Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Vision

# Core Beliefs

- Provide a safe and positive learning environment
- Teach in a manner that motivates and encourages all students
- Keep an open line of communication between school and parents
- Maintain high standard of academic achievement and positive behavior
- Respect the diversity of students and families

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our W.T. Lions are a diverse population centered in Haltom City. We hold a Title 1 status and currently have 349 students enrolled.

Some of our demographic highlights are:

- 63.9% Hispanic,
- 14% Asian,
- 1.8% African American,
- 18.8% White,
- .5% American Indian
- Pre-K-2 Bilingual program
- 9.4% Special Education
- 68.2% At risk students
- 78.4% Economically Disadvantaged
- 52.7% LEP
- 6.4% Gifted and Talented

### Demographics Strengths

Students are not very transient at our school. Although our academic performance fell this year parents are interested in being involved with their children's school. Since January, 2015, the number of individuals attending community events has increased by more than 100 attendees, evidencing a deeper community involvement and school pride.

Our Hispanic community is the most involved demographic group in PTA, school events, and in classroom activities. This group provides support and feedback to the campus.

**Demographics Needs**

Additional staffing is needed to provide targeted instruction for our LEP students in order to provide intervention in their native language.

A campus liaison located at W.T. would be of great value so that teachers can better communicate with the Asian and Hispanic communities.

# Student Achievement

**Student Achievement Summary**

In 2014-2015 Tier placement indicates that in Math that grades K,1st ,2nd and 3rd move students to Tier 1 by the end of the year with an average in the 80% range, but in grades 4th and 5th Math Tier 1 dropped to 60% at the end of the year.

### *Math Tier EOY*

K-85%

1st-83%

2nd-78%

3rd-81%

4th-62%

5th-60%

Tier placement for Reading indicates that grades K & 2nd moved students to Tier 1 by the end of the year with an average in the 74% range, but in 1st,3rd,4th, & 5th Reading Tier 1 drops to 60% at the end of the year.

### *Reading Tier EOY*

K- 78%

1st-59%

2nd-70%

3rd-63%

4th-57%

5th-62%

STAAR results in grades 3rd,4th, and 5th were average except in 3rd grade Math which was a strength and 5th Science which is an area of growth for W.T.

|  | **Math** | **Reading** | **Writing** | **Science** |
|---|---|---|---|---|
| *3rd* | *96%* | *80%* | | |
| *4th* | *77%* | *82%* | *74%* | |
| *5th* | *89%* | *71%* | | *53%* |

**Student Achievement Strengths**

STAAR 3rd grade Math was a strength for W.T. with 96% meeting standard.

***Distinctions earned were in:***

Academic Achievement in Reading/ELA

Post-secondary Readiness

***Target met on accountability ratings were in:***

Student Achievement

Student Progress

Closing Performance Gaps

**Student Achievement Needs**

Increased performance in CBA's, STAAR and common assessments to see growth in achievement of Science standards.

Looking at data from Reading and Math tiers, there is a need to be aligned in reading, writing and science through vertical teaming in all grades to see increased progress. Areas to be specifically addressed in vertical teams are in writers workshop, guided reading and increased use of the science lab with hands on experiments.

Teachers need to own teacher data binders, common assessment data and utilize student owned data folders to collaborate, communicate, and guide their instruction to create personal Smart goals.

# School Culture and Climate

## School Culture and Climate Summary

School culture and climate is inviting and open to discuss any concerns or topics by all stakeholders. Parents want to be involved more but work restraints and language barriers prevent this from happening at the levels we want to see at W.T.

School staff wants to do their best and expect clear expectations to be given. They are always willing to try new things to ensure best practices are in place.

W.T. is a safe place to learn as well as make mistakes. This year conversations have been around the thinking that failure is okay as long as when we fail we are motivated to strive and look for better ways to teach our Lions.

## School Culture and Climate Strengths

Parents are interested in their child's education and are extremely supportive of the efforts the school makes to fund raise, keep them informed, and attend school events.

Teachers love our community and want to find the best ways to ensure success. All staff are willing to help anywhere they can, they believe it's all of our job to make our Lions succeed.

## School Culture and Climate Needs

Our needs are in the area of parent involvement and clear communication with parents.

Lack of technology in the homes makes it challenging to communicate in modern ways.

Two way communication in parent's home language creates a barrier between home and school.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

All staff members keep current with district trainings and certifications to best serve our community.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Learning new ELAR curriculum more deeply so it can be taught with fidelity and rigor.

Common assessments given using like questions through all grades.

To move away from a traditional learning environment, Kagan engagement strategies as well as technology use moves towards a more interactive, reflective environment that interacts with the curriculum.

With 53% passing STAAR the instructional focus is on science. In vertical teams all grades will use the district science curriculum documents to align instruction.

**Curriculum, Instruction, and Assessment Strengths**

Math is a campus strength specifically in 3rd grade where 96% passed STAAR. In order to continue to perform well and strengthen instruction campus wide, vertical alignment planning is necessary.

**Curriculum, Instruction, and Assessment Needs**

With 53% passing STAAR Science the instructional focus is on science where there appears to be an alignment issue. There is a need to work with curriculum documents vertically as well as increased hands on lessons and science lab use.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- NCLB Report Card data

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent Involvement Rate

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance Targets in Reading/ELA 41%, Mathematics 46%, Science 29%, and Writing 38%:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 4 <br><br> 1) Increase science lab use by providing teachers a schedule for K-5. | 1, 2 | Teachers and administrators | Walk through data will indicate lab is in use in all grade levels. | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 7 <br><br> 2) At least 3 teachers will attend the CAST science conference to gain additional learning strategies to apply in science instruction. | 1, 3, 4 | Teachers and administrators | Increased performance in science common assessments in K-5. In grades 2nd-5th increased performance in CBA's and grades 3rd-5th increase in STAAR. performance. | | | | |
| | | Funding Sources: 211 - Title I - $400.00 | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 7 <br><br> 3) Train teachers to use Science curriculum documents. | 1, 3, 4 | Administrators and academic coaches | Evidence during planning and PLC that documents are utilized. Evidence that stemscopes is embedded in lesson plans in Eduphoria. High level questions from clarifiers are being copied into lesson plans and asked in a regular basis during lessons. | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 7 <br><br> 4) Vertical planning with 4th and 5th grade science teachers along side science coordinator, to align use of mentoring minds, lab experiments, and curriculum documents. | 3, 4 | Science coordinator, administrators, teachers, and academic coaches | Calendar invites for planning meetings, lesson plans are aligned, increase in CBA's and 5th grade Science STAAR as well as common assessment data in hallways and student data folders. | | | | |
| | | Funding Sources: 211 - Title I - $300.00 | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 4 <br><br> 5) Implement science after school club for students. | 1, 2 | teachers, administrators, para- professionals | Increase in student performance on science CBA's, common assessments and Science STAAR. | | | | |
| | | Funding Sources: 211 - Title I - $500.00 | | | | | |

| Critical Success Factors<br>CSF 1 CSF 7 | 1, 2, 4 | Teachers, coaches, administrators | Increase on rubric scores K-5, STAAR writing, and CBA's | | | | |
|---|---|---|---|---|---|---|---|
| 6) Norma Jackson Writing Workshop Training for K-5 with follow up visits | Funding Sources: 211 - Title I - $1500.00 | | | | | | |

✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 1  1) Digital Target Math and Reading will be utilized in all classrooms for spiral review. | 1, 9 | Teachers, students, academic coaches and administration | Growth in common assessments, STAAR Math, CBA's and increase in progression lines in graphs of individual student data folders. | | | | |
| | Funding Sources: 211 - Title I - $3000.00 | | | | | | |
| **Critical Success Factors** CSF 1 CSF 4 CSF 5  2) Raz Kids A to Z Reading software will be utilized at home and school at each student's level and will test their comprehension. | 1, 2, 6 | teacher, coaches, administrators | Increase in reading comprehension in STAAR as well as RTI reading screeners, and CBA Reading assessments. | | | | |
| | Funding Sources: 211 - Title I - $1699.00 | | | | | | |
| **Critical Success Factors** CSF 1  3) Grades 3-5 will utilize mentoring minds to compliment district curriculum. | 1, 2, 8, 9, 10 | coordinators, coaches, teachers, administrators. | Increase performance in CBA's, STAAR, and RTI screeners, and Common assessments | | | | |
| | Funding Sources: 211 - Title I - $4209.23, 199 - State Special Ed. - $1620.00 | | | | | | |
| **Critical Success Factors** CSF 1  4) Utilize the book Words their Way in grades K-5 to enhance ELAR instruction in spelling. | 1, 2, 9 | Teachers, coaches, administrators | Increase in Tier 1 in Reading, CBA Reading and Writing increase compared to 2014. | | | | |
| | Funding Sources: 211 - Title I - $390.00 | | | | | | |
| 5) Kagan Day 2 training for all staff | | Administrators, teachers, coaches, and students | Engagement and interaction among students discussing the curriculum in classrooms will increase. as well as structures used are noted in lesson plans weekly. | | | | |
| | Funding Sources: 199 - General Funds - $4799.00 | | | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus data folders will be complete with data points from all RTI screeners, Pre & Post Science and Math data, and CBA's in grade 2nd-5th.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 1 1) Student data folders kept by all students in K-5 classrooms and will track common assessments in Math, Science, CBA's, and RTI screeners. | 2 | Teachers, Administrators and students. | Increased performance in Math and science common assessments in K-5. In grades 2nd-5th increased performance in CBA's and STAAR. | | | | |
| | Funding Sources: 211 - Title I - $350.00 | | | | | | |
| **Critical Success Factors** CSF 2 2) Discuss common assessments and data protocols in PLC and RTI collaboratives to plan appropriate interventions | 8, 9, 10 | teachers, coaches, interventionists, and administrators | Products of common assessments and graphs that track data | | | | |
| | Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors**<br>CSF 5 CSF 6<br><br>1) Each grade level and/or department will develop a plan to serve others in our community. | 2 | teachers, principal assistant principal | Percentage of students participation community service project products, invitations, and data of items or dollars given back to community. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** W.T. Francisco will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 6 1) Safe Haven Anti-bullying program presented to grades 3-5. | | counselor, administrators, teachers | student and teacher surveys | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 5  1) Implement Latino Literacy program for parents | 6 | district liaison, administrators | Parent survey | | | | |
| **Critical Success Factors** CSF 5  2) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in the student achievement. | 6 | administrators and teachers | Attendance at school events, sign in sheets, and agendas | | | | |
| ✔ = Accomplished  ◓ = Considerable  ◕ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Leader of Learners team will develop a campus brand that describes what we are about at W.T. Francisco. | | Teams leaders and administrators. | Brand will be posted on website and visibly placed on campus. | | | | |
| ✔ = Accomplished    ◕ = Considerable    ◑ = Some Progress    ⬤ = No Progress    ✖ = Discontinue | | | | | | | |

## Goal 5: Staff will utilize BISD Digital Learning Platform as well as technology provided such as IPads, laptops, and smartboards to move from traditional learning to digital learning.

**Performance Objective 1:** 95% of teaching staff will increase their use of digital tools to increase student achievement, engagement, and provide daily online experiences by using IPADS, laptops, and Smart Boards for digital learning.

**Summative Evaluation:** At the end of the 2015-2016 at least two tasks and/or products will be created in a digital format by each student(examples listed in Digital Learning Platform by clicking tasks and products).

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Communicate vision of shifting from traditional to digital learning to community and all stakeholders. | | Principal, Asst.Principal, teachers | community newsletters,PTA meeting agendas, Facebook page | | | | |
| 2) Weekly lesson plans document use of technology utilized on the grade level and/or classrooms. | | Principal, Asst. Principal, Team leaders and/or LOL members. | apps, websites, programs, and digital tools used are listed in lesson plans | | | | |
| 3) Grade level teams and/or departments will showcase digital tools they use at staff meetings, and/or vertical PLC's, and communicate on campus wide Google classroom. | | Principal, Asst. Principal, Team leaders and/or LOL members | Staff meeting agendas, handouts, products | | | | |
| 4) Workstations will include digital tools for core content areas. | | Principal, Asst. Principal, Team leaders and/or LOL members | Lesson plans, walk throughs, examples of products and/or tasks | | | | |
| ✔ = Accomplished　　 = Considerable　　 = Some Progress　　 = No Progress　　✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Increase science lab use by providing teachers a schedule for K-5. |
| 1 | 1 | 2 | At least 3 teachers will attend the CAST science conference to gain additional learning strategies to apply in science instruction. |
| 1 | 1 | 3 | Train teachers to use Science curriculum documents. |
| 1 | 1 | 4 | Vertical planning with 4th and 5th grade science teachers along side science coordinator, to align use of mentoring minds, lab experiments, and curriculum documents. |
| 1 | 1 | 5 | Implement science after school club for students. |

# State Compensatory

**Personnel for W.T. Francisco Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Beth Brimer | Math Interventionists | | .5 |
| Maricela Arreguin | PK 3 Teacher | | .5 |
| Theresa Wiseman | Reading Interventionists | | 1.0 |

# Title I

**Schoolwide Program Plan**

**Ten Schoolwide Components**

**1:  Comprehensive Needs Assessment**

**2:  Schoolwide Reform Strategies**

**3:  Instruction by highly qualified professional teachers**

**4:  High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

**5:  Strategies to attract highly qualified teachers**

**6:  Strategies to increase parental involvement**

**7:  Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

**8:  Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

**9:  Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**10:  Coordination and integration of federal, state and local services and programs**

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Beth(Jennifer)Brimer | Math Interventionist | | .5 |
| Bridgette Bumpas | Math & Reading Interventionist | | 1.0 |

# 2015-2016 Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Marsha Perry | Principal |
| Administrator | Amy Newland | Assistant Principal |
| Classroom Teacher | Cari Francisco | 5th grade ELA/Social Studies |
| Classroom Teacher | Meredith Jones | 3rd grade teacher |
| Classroom Teacher | Ramona Newman | 4th grade teacher |
| Classroom Teacher | Susan Richardson | 2nd grade teacher |
| Classroom Teacher | Luz Sanchez | Kindergarten Bilingual |
| Classroom Teacher | Amber Topley | Physical Education Teacher |
| Classroom Teacher | Susan Walker | 1st grade teacher |
| Classroom Teacher | Theresa Wiseman | Reading Interventionist |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 5 | Kagan Trainer and materials | | $4,799.00 |
| | | | | **Sub-Total** | $4,799.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 3 | 2 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Science CAST Workshop Registration | | $400.00 |
| 1 | 1 | 4 | Substitutes for 3 days | | $300.00 |
| 1 | 1 | 5 | Distance Learning Materials | | $500.00 |
| 1 | 1 | 6 | Norma Jackson Fee for 3 visits | | $1,500.00 |
| 1 | 2 | 1 | Digital Target Math | | $3,000.00 |
| 1 | 2 | 2 | Razz Kids Reading | | $1,699.00 |
| 1 | 2 | 3 | Mentoring Minds Reading, Math, & Science | | $4,209.23 |
| 1 | 2 | 4 | 6 copies of the Book Words Their Way | | $390.00 |
| 1 | 3 | 1 | Folders for each student enrolled | | $350.00 |
| 1 | 3 | 2 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $12,348.23 |

## 199 - State Special Ed.

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 3 | | | $1,620.00 |
| | | | | **Sub-Total** | $1,620.00 |
| | | | | **Grand Total** | $18,767.23 |

# Addendums

# W.T. Francisco Elementary Parent Involvement Policy

## OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act,* W.T. Francisco Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

## REQUEST FOR SUGGESTIONS

The staff at W.T. Francisco Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways.

Please call Marsha Perry at (817)547-1700 or email at Marsha.perry@birdvilleschools.net to give us your suggestions or to discuss

opportunities for you to work directly with us.

# W.T. Francisco Elementary

## Parent/Teacher/Student

## Compact

*The school compact is…* a voluntary agreement between the school, parents and children at the school. A compact outlines how each person will share responsibility in building a positive school climate and in helping the student meet state and district academic standards.

**Teacher Agreement**

I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Provide an open line of communication between school and parents.
- Maintain high standards of academic achievement and positive behavior.
- Respect the diversity of students and families.

*Teacher's signature_____ Date_____*

**Student Agreement**

I want to be successful. Therefore, I will strive to:

- Be responsible with my classwork and turn in everything on time.
- Always do my best.
- Pay attention and listen even if I am weak in a subject.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Record accurate notes and ask reasonable questions.

*Student's signature_____ Date_____*

**Parent Agreement**

I want my child to be successful. Therefore, I will strive to:

- See that my child attends school regularly and on time.
- Communicate with my child's teacher regularly and attend parent teacher conferences.
- Ensure overall wellness through good eating habits and rest.
- Promote a positive attitude about school and support school policies.
- Provide a regular time at home for working with my child on school-related activities or discuss his/her day.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Keep up with my child's progress, report cards, and test grades.

*Parent's signature_____ Date_____*

| | | | (Campus) Parent Involvement Strategies | |
|---|---|---|---|---|
| S W # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| 6. | Participation in parent involvement policy development | | Involve parents in policy development through.. SBDM Distribute at Title 1 Information Night, inviting comments about school compact. | · Campus compact · Written parent suggestions parent Invitations to school events |
| 6. | Participation in decision making for Title I Program | | Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings | · Site-based meeting sign-ins · Agenda |
| 6. | Communicate program information to all parents | Annual Meeting | Provide information about … Participation in Title 1 Program Description School Compact | |
| | | | Curriculum | |
| | | | State and local assessments and expectations for student proficiency | |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact Develop, Distribute, Evaluate, and Revise Hold parent information nights on curriculum . | |

| 6. | Build capacities of parents | | Assist parents in understanding<br>State academic content (TEKS)<br>State academic achievement standards (STAAR)<br>Ways to monitor progress<br>Ways to work with teachers to improve achievement | |
|---|---|---|---|---|

| | | | **(Campus) Parent Involvement** | |
| | | | **Strategies** | |
| S W # | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 6 | Build capacities of parents | Oct-Nov | Provide training and materials to parents to help them work with their children<br>Offer Latino Literacy Project for parents | · |
| 6. | Build capacities of staff | August prof learning | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | ·Agenda from staff meeting |
| 10. | Coordinate and integrate Title I parent program with other parent programs | | Coordinate parent involvement under Title I with Head Start and other grant programs | · Parent training schedules<br>· Session evaluations<br>· Budget records |
| 7. | Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade | | Haltom Middle School Principal to visit our 5th grade<br>5th grade parents invited to Haltom Middle School | · Flyer to parents Invitation |

Title I Schoolwide Components

| 1. | Comprehensive Needs Assessment | 6. | Parental Involvement |
|---|---|---|---|
| 2. | Reform Strategies | 7. | Transition |
| 3. | HQ Staff | 8. | Teachers Inv. In Assessments |
| 4 | Professional Development | 9. | Mastery |

.

5    Attract HQ Staff

.

1    Coordinate Programs

0

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**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:  100% of core area teachers will be highly qualified.**
**100% of instructional paraprofessionals will meet the highly qualified standard.**
**100% of new hires will meet highly qualified status prior to employment.**
**The percentage of teachers receiving high-quality professional development will be 100%**

| Schoolwide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | 1. Participate in recruitment activities to ensure highly qualified personnel in all positions. | All staff | Principal Designated teachers Personnel Director & Coordinators | Local funds | Number of positions posted Number of recruitment activities Number of applications completed | Personnel files NCLB Highly Qualified Report |

| | | | | | | |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | 2. Communicate with personnel department regarding highly qualified status of all teachers | All teachers | Principal Personnel Director & Coordinators | Local funds | Personnel files Teacher interviews Applications | Personnel files Principal attestations |
| Highly Qualified Staff | 3. Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours | All teachers | Principal Personnel Coordinators ESL Consultant GT Consultant TIMS | Local funds Title III GT funds | Schedule of professional learning opportunities Schedule of certification study classes & exams | ERO records Documentation of professional learning sessions attended Copies of certifications obtained |

| Highly Qualified Staff | 4. Communicate with personnel department regarding highly-qualified status of all instructional paraprofessionals | All instructional para-professionals | Principal Personnel Coordinator State & Federal Programs Coordinator | Local funds | Personnel records Paraprofessional applications | ERO records Personnel list of Highly-qualified Paraprofessionals |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | 5. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Coordinator of Professional Learning | Local funds Title I-A funds Title II-A funds | Schedule of professional learning opportunities | Workshop documentation Agendas of campus professional learning sessions Documentation of conferences attended |

| | |
|---|---|
| **Campus:** | W.T. Francisco |
| **Safeguard(s) Missed:** | All students in Science |
| **Problem 1 Statement:** | 53% of students on Science STAAR met standard |
| **Annual SMART Goal:** | 60% of all students will meet standard on Science STAAR |
| **Root Cause:** | All Distirct curriculum documents not being used with fidelity. |
| **Targeted Strategy to Address Root Cause:** | Curriculum documents will be used to plan lessons. Use of vocabulary and rigorous questions on the clarifiers will be used in all K-5 lesson plans to align  questioning  and vocabulary to all grade levels. Additionally, lab schedule will increase lab use to meet district guidelines. |

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction          ☐ 4 - Increase learning time          ☐ 7 - Ensure effective teachers

☐ 2 - Use data to inform instruction   ☐ 5 - Improve family/community engagement

☐ 3 - Provide strong leadership        ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By October questions from clarifiers will be in 90% of lesson plans and utilized daily in lessons.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| Walkthrough data | science lab walkthroughs | | | |
| Training of curriculum documents | PLC agenda of training on science documents in Eduphoria | | | |
| Science lab materials training | Staff meeting sign in,90% evidence of questions in lesson plans | | | |
| Monitor use of BISD curriculum documents | PLC agenda and lesson plans | | | |
| Coaches provide support in planning | PLC agenda and lesson plans | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By November pre & post Science data will be posted in hallways and analyzed at the Nov. 4th PLC with grades K-5th to determine strengths and areas of growth of Science standards.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 3 teachers to attend CAST conference for new sceince strategies | Registration documenation and present new material at staff meeting to enhance areas of growth for the campus | | | |
| Provide feedback from science walkthroughs in a timely manner | Eduphoria Appraise report | | | |
| Brenda will work with teams on hard to teach science concepts | PLC agenda | | | |

| CBA protocol completed in Science | Increased performance when compared to last years CBA scores | | | |
|---|---|---|---|---|

## Quarter 3 (Jan - Mar)

### Q3 Goal:

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 4 (Apr - Jun)

### Q4 Goal:

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

# Birdville Independent School District

# Jack C. Binion Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

At Jack C. Binion Elementary, we are committed to inspiring and empowering success and personal growth for the Binion community.

# Vision

Jack C Binion Elementary is devoted to developing a community of exemplary learners.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Binion Elementary provided instruction to about 800 students within the BISD Independent School system during the 2014-2015 school year. The campus served , 98 PK 3 and PK 4 students, 137 kindergarten students, 149 first graders, 113 second graders, 112 3rd graders, 106 fourth graders and 100 fifth graders in 2014-2015.

Approximately 79% of our students were classified as economically disadvantaged, 37% ELL and mobility rate of 15%. The ethnic distribution of students at Binion Elementary is as follows: 7% Black/African-American, 54% Hispanic/Latino, 33% White, 2% Asian and 2.5% Two or More Races. Of these students, 39% are LEP, 60% are At Risk, 8% qualify for special education and 5% qualify as GT. Binion's Elementary's Average Daily Attendance for the 2014-2015 school year was 96.1%.

### Demographics Strengths

- Binion Elementary has a diverse staff and student population, one way dual language classrooms and early childhood special education program that embraces and celebrates the community's, teachers', and student special needs.

### Demographics Needs

- The vast majority of our students come to school without having many academic experiences and many of our students have second language acquisition needs.
- Most of our students come from single parent homes or students live with other family members and there is little parent and community involvement.

# Student Achievement

**Student Achievement Summary**

A review of the data indicates a need to provide our students with strong Tier I instruction. We will focus on implementing professional development and support for teachers to ensure these needs are met. Through Professional Learning Communities, the use of district instructional resources, and having a systematic and systemic RTI process, our school staff will be equipped to meet all students learning needs. We will continue to provide our students with technology which would enhance their opportunity to meet the expectations of the districts mission and vision while also satisfying the requirements of the curriculum through engaging instruction utilizing 21st century teaching and learning strategies. A combination of implementing research based best practices and advanced technology will meet the needs of learners with different learning styles, English language learners and other at risk students while yet being a great source to differentiate instruction for GT and other students of diverse ability levels.Binion Elementary met their 2015 Campus Performance Targets on All Students and Advance Performance in Reading and Science. Binion Elementary met standards on all performance indexes and received a TEA distinction in Science, closing performance gaps and Post Secondary.

**Student Achievement Strengths**

- Binion Elementary met standards on all performance indexes.
- Binion Elementary scored above state average on Index 2 Student Progress with 44% , Index 3 Closing Performance Gaps with 41%, and Index 4 Post Secondary 29%.
- Binion improved 13% in 3rd grade English reading and 12% Spanish reading.
- Binion improved 2% in 4th grade English and Spanish reading and 6% in Level III English reading.
- Binion improved 13% in 5th grade English reading and 23% in Spanish reading and 11% in science.
- Binion improved 14% in 3rd grade math Level II, 4% in 4th grade Math Level II, and 6% in 5th grade Math Level II.
- 3rd grade Spanish Reading Level III standards increased by 6% from 2014 to 2015.
- Binion received TEA distinction in Top 25 percent closing performance gaps, Academic Achievement in Science and Post-secondary Readiness.
- ISIP EOY Tier 1 results showed Binion was above the district average in Kinder Bilingual, Grade 2, and Grade 3 bilingual.

**Student Achievement Needs**

- Binion Elementary did not meet the 2015 Writing safeguards for Hispanic and ELL subgroups.
- 4th grade Writing scores fell below the state average and had an overall decrease of 4% in English and 13% in Spanish from 2014 to 2015.
- 3rd grade Spanish Reading Level III dropped by 4% from 2014 to 2015.
- STAR Math Tier 1 Performance were below district average in Grade 4 with 82% and Grade 5 with 86%.

- ISIP EOY Tier 1 results showed Binion was below the district average in Grade 1, Grade 3 (English), Grade 4 and Grade 5.
- Binion decreased in Level III performance in grades 3-5 STAAR Math.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, and Writing: a) 43% of students will meet Level II final standards in Reading, 39% will meet Level II standards in Math, 28% will meet Level II final standards in Writing and 47% will meet Level II final standards in Science. b) 22% will meet Level III performance in Reading, 14% will meet Level III performance in Math, 9% will meet Level III performance in Writing and 17% will meet Level III performance in Science.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 7 | 3, 4, 9 | Campus administrators and teachers | Improve performance on progress monitoring assessments. | | | | |
| 1) Provide a time for vertical alignment to focus on figure 19 standards and writing rubric and strategies | Funding Sources: 199 - General Funds | | | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 7 | 1, 2, 3, 4, 8, 9 | Campus administration | Improve Tier 1 instruction and the use of CI tools. | | | | |
| 2) Provide all teachers continuous improvement training in order to implement CI tools such as data folders, data graphs and charts and PDSA models to enhance instruction and learning | Funding Sources: 211 - Title I - $1074.00 | | | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 7 | 2, 3, 4 | Campus administrators | Increase use of strategies and structures. | | | | |
| 3) Ensure Grade 3-5 teachers attend training specific for STAAR improvement (Bea Luchin, Region XI Math Workshop Model, Norma Jackson Writing, Empowering Writers, STAAR Reporting Category) | Funding Sources: 199 - General Funds - $1150.00 | | | | | | |
| 4) Expand Professional Learning Communities by providing a secured time for PLC's to meet to focus on identifying lead standards students must master, create CFA, RTI grouping and strategies, best practices and analyzing student data | 1, 8 | Campus administrators and LOL teachers | Improve Tier 1 instruction and the use of CFA, an increase in the use of best practices shared by teachers within their teams, and improved data driven decision making. | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 7<br><br>5) Utilize campus coaches to provide instructional support for teachers in all core content areas | 3, 4 | Campus administrators | Improve Tier 1 instruction as indicated by classroom observation data. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 4<br><br>6) Designate funds to purchase software and instructional materials that will enhance student learning in all content areas (Study Island, Math 2.0, Accelerated Reader, Brainpop, Mentoring Minds, STAAR Ready) | 1, 2, 8, 9, 10 | Campus administrators and teachers | Student data on BOY, MOY and EOY assessments and STAAR. | | | | |
| | | Funding Sources: 199 - General Funds: SCE, 211 - Title I | | | | | |
| 7) Develop English language learners' vocabulary and language in science through the use of Science Stemscope and hands on experiments in the science lab. | | Campus administrators | Improve tier 1 instruction in science, increase student performance in local and state assessments and increase in Stemscope usage reports | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>8) Provide SIOP training to Pk-5th grade teachers in order to improve tier 1 instruction and address the needs of ELL students in all content areas. | 1, 2, 3, 4, 5 | Campus administrators, Bilingual coordinator | Improve tier 1 instructional by teachers will ELL students and struggling learners as indicated by walkthroughs and student performance on local and state assessments. | | | | |
| 9) Implement and monitor the school's identified problem of practice | | Campus administrators, LOL | Increase performance of standards students must master. | | | | |

✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✘ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By the end of the 2016 school year, 67% of students in grades K-5 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 7 1) Implement with fidelity the components of guided reading instruction and readers/writers workshop in grades K-5 | 1, 3 | Campus administration and teachers | Improve tier 1 instruction as indicated by CBA and other local assessments | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 3 CSF 7 2) Provide teachers reading instructional support with LLI, Mondo, performing running records for progress monitoring, Reading A to Z, Forethought documents, guided reading, reading and writers workshop | 1, 4, 8 | Campus administrators | Improve tier 1 instruction as indicated by the RTI framework and increase academic vocabulary, reading performance and language of ELL students. | | | | |
| 3) Integrate technology tools and software into lessons to increase student engagement and assist struggling learners. (Study Island Reading, Accelerated Reader, RAZ, Brainpop) | 2, 10 | Campus administrators, teachers | Improve instruction for struggling students as indicated by walk throughs and student performance on local and state assessments. | | | | |
| Funding Sources: 211 - Title I - $1758.00, 199 - General Funds - $8575.00 | | | | | | | |
| 4) Analyze student data during PLC time to adjust RTI groupings and student instruction as needed and set SMART goals periodically (Running Records, Star Reading, DRA2, EDL, WRAP) | 1, 2, 8, 9 | Campus administrators, teachers, reading interventionists | RTI student data sheets and decrease number of students on tiers. | | | | |
| 5) Provide content area family nights for grades PK-5 where parents can learn strategies to hep their child at home across the content areas | 1, 2, 6, 7, 9 | Campus administrators, teacher, ASPIRE Coordinator | Increased parental involvement and enhanced student performance on local and state assessments | | | | |
| Funding Sources: 404 - Grant - $500.00, 199 - General Funds - $100.00 | | | | | | | |
| 6) Provide full time reading interventionists to implement Tier 3 targeted intervention for identified students performing below grade level as determined by Universal Screener, 2015 STAAR results and other campus data sources | 1, 2, 3, 9, 10 | Campus administrator | Increase in the percentage of Tier 1 students as measured by the reading universal screener | | | | |
| Funding Sources: 211 - Title I - $74000.00, 199 - General Funds: SCE | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 3 CSF 7<br><br>7) Utilize campus coaches to provide instructional support for teachers in ELAR | 1, 2, 3, 4, 10 | Campus administrator | Improve Tier 1 instruction as indicated by classroom observation data. | | | | |
| | Funding Sources: 211 - Title I, 199 - General Funds | | | | | | |
| 8) Partner with ASPIRE to provide at risk students academic and enrichment classes to enhance student performance in reading | 1, 2, 9, 10 | Campus Administrators, teachers, ASPIRE Coordinator | Improve student performance on state and local assessments | | | | |
| | Funding Sources: 404 - Grant - $12509.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the 2016 school year, 85% of students in grades K-5 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Math universal screener (STAR Math):

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide full time math interventionists to implement Tier 3 targeted intervention for identified students performing below grade level as determined by Universal Screener, 2015 STAAR results and other campus data sources | 1, 3, 5, 9, 10 | Campus administrator | Improved student performance of students on tier as shown on local and state assessments. | | | | |
| Funding Sources: 211 - Title I - $95000.00, 199 - General Funds: SCE | | | | | | | |
| 2) Use district and school provided technology tools, instructional materials and software into lessons to assist struggling learners. (Countdown to STAAR , Math 2.0, Times Attack, Study Island Math, Mentoring Minds Math) | 2 | Campus administrators, teachers | Improve tier 1 on math universal screeners | | | | |
| Funding Sources: 211 - Title I - $980.00, 211 - Title I - $4917.00 | | | | | | | |
| 3) Provide teachers training to improve instruction in math . (Bea Luchin Math Academies, Math Workstations, Integrating Tech Tools in Core subjects-TCEA, Region XI and the use of math coaches for PL) | 1, 3, 4 | Campus administrators, teachers | Improve tier 1 instruction as indicated by student performance on math screener, CBA and state assessments. | | | | |
| Funding Sources: 211 - Title I - $600.00 | | | | | | | |
| 4) Partner with ASPIRE to provide at risk students academic and enrichment classes to enhance student performance | 1, 2, 9, 10 | Campus administrators, teachers, ASPIRE coordinator | Improved student performance on local and state assessments. | | | | |
| Funding Sources: 404 - Grant - $37000.00 | | | | | | | |
| 5) Utilize campus coaches to provide instructional support for teachers in all Math | 1, 2, 3, 4, 10 | Campus administrators | Improve Tier 1 instruction as indicated by classroom observation data. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| 6) Implement with fidelity the math curriculum, components of math workstations and problem solving (UPSCheck) in grades K-5 | 1, 2, 3 | Campus administrators | Improve tier 1 instruction as indicated by CBA and other local assessments | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the 2015-2016 school year, at least 84% of second grade students will read on grade level or above and 53% will write at Stage 7 or higher on the Writing Expectations Rubric.
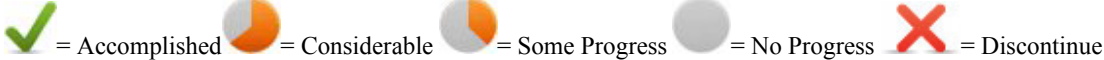
**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 7  1) Provide K-5th grade teachers Norma Jackson training to improve writing strategies that address all students. | 2, 3, 4 | Campus Administrator | Improve Tier instruction as indicated by classroom walk through data and an increase in use of Norma Jackson structures and strategies. | | | | |
| | | Funding Sources: 211 - Title I - $1200.00 | | | | | |
| 2) Administer STAR Reading to measure reading proficiency and use Accelerated Reader as motivational practice to increase fluency, comprehension, and vocabulary. | 1, 8 | Campus administrators, teachers | Increase STAR grade level equivalency by 1.1 by EOY. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1  3) Provide higher quality practice prompts for writing practice. | | Campus administrators, teachers | Student performance on the Norma Jackson Rubric will show at least 2 writing levels above the BOY measure. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 3 CSF 7  4) Provide PK-5 teachers practice and review on considerations for ELL students and writing during staff meetings | | Campus administrators, teachers | Implementation of ELL strategies in the classroom indicated by walkthrough observation data and student performance on local assessments. | | | | |
| 5) Utilize campus coaches to provide instructional support for teachers in ELAR | 1, 2, 3, 4, 10 | Campus administrators | Improve Tier 1 instruction as indicated by classroom observation data. | | | | |
| | | Funding Sources: 211 - Title I, 199 - General Funds | | | | | |
| ✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Monitor growth on each of the categories of the Expectations for Learning Rubric | | Campus administrators, LOL | Improve Tier 1 instruction as indicated by classroom walk through data | | | | |
| 2) Implement continuous improvement strategies and PLC components to improve student achievement i.e. creating SMART goals, tracking student performance, effective student feedback and PDSA cycle | 1, 8 | Campus administrators, LOL, teachers | Classroom goals, student data folders and PDSA visible in the classrooms | | | | |
| ✔ = Accomplished　◗ = Considerable　◖ = Some Progress　● = No Progress　✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize counselors to provide PK-5 students lessons on all of the CORE values. | | Campus Administrators, Counselors | Lesson of each of the core values at least once per each 6 weeks. | | | | |
| 2) Students will be able to earn Leader in Me bracelets per six weeks for displaying 7 Habits character traits aligned with CORE. | | Campus administrators, teachers | Nominations of students by staff | | | | |
| 3) Create a document for students to track their implementation of each of the CORE values (PDSA, Data Folders) | | Teachers | Data of students displaying the CORE values. | | | | |
| ✓ = Accomplished　　 = Considerable　　 = Some Progress　　 = No Progress　　✗ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Providing funds for grade levels to develop a plan for random acts of kindness for the community during the CORE plan's emphasis on Kindness. (Baked goods for fire department, cards for assisted living home, blue jean drive for clothes connection) | | Campus Administrators, counselors, teachers | Completed community service projects as planned by each grade level, counselors and administrators | | | | |
| | Funding Sources: 199 - General Funds: SCE - $400.00 | | | | | | |
| 2) Create a plan for students to participate in grade level community service projects. (Richland Hills Animal Shelter pet food drive, Can Food Drive, Blue Jean drive, Adopt assisted living home, Operation Christmas Child) | | Campus administrators, teachers | Completion of the projects | | | | |
| ✔ = Accomplished 　 = Considerable 　 = Some Progress 　 = No Progress ✘ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will meet the safety and security standards as defined in the 2014 Safety Audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the campus responsibilities addressed in the Response to Safety and security audit | | Campus administrators | Monthly submission of report to student services | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** By the end of the 2015-2016 school year, all science labs will meet safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure all PK-5th teachers take the required science safety online training through Epsilen Project Share | | Campus administrators, Science Coordinator | Online science safety registration and log | | | | |
| ✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement and monitor CORE and the Leader in Me Habits with staff and students. Develop character skills and academic behaviors for primary students through these programs | 1, 2 | Campus administrators, teachers, counselors | Improved overall campus discipline, implementation of CORE and Leader in Me Habits as measured by decrease in discipline referrals | | | | |
| 2) Implement CHAMPS to promote structure and positive behavior within the classroom and school | 1, 2 | Campus administrators, teachers | Improve school wide discipline as measured by decrease in office referrals | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 3) Develop a campus wide attendance initiative for staff and students | | Campus administrators, teachers, counselors | Increased attendance by staff and students per six weeks as measured by Skyward and district reports | | | | |
| 4) Provide parents with training on 7 Habits of Highly Effective Families where they can learn strategies on how to manage home and school transitions and connections | 2, 6, 7, 10 | Teacher presenter, ASPIRE Coordinator, campus administrators | Increased parental and community involvement | | | | |
| Funding Sources: 211 - Title I - $100.00, 404 - Grant - $900.00 | | | | | | | |
| 5) Collaborate with PTA and community partners to provide parents with night and weekend activities that promote community involvement | 1, 6 | Campus administrators, PTA, Community partners | Increased parental and community involvement | | | | |
| 6) Partner with NRHBC members to implement mentoring program for at risk students | 1, 9, 10 | Campus administrators, counselor, mentors | Increased student and community awareness of the relationship between student achievement and community involvement | | | | |
| 7) Provide parent awareness nights to inform parents of content area standards and how they can assist their child at home. | 1, 2, 6, 9 | Campus administrators, teachers | Increased parental involvement and increase student achievement | | | | |
| Funding Sources: 199 - General Funds - $300.00 | | | | | | | |
| ✔ = Accomplished  ◖ = Considerable  ◯ = Some Progress  ◯ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** In 2016 all campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Offer at least one documented informational session to parents about Dual Language/ESL programs. | | Campus administrators | Agenda of community information on dual/ESL programs | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✘ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Monitor progress on strategies and actions included in campus plan | 1, 2 | SBDM Committee, Campus administrators | Improved tracking of strategies and actions accomplished | | | | |
| 2) Conduct and communicate progress reviews 3 times per year to stake holders | 1, 6 | SBDM Committee, Campus administrators | Established planning process that aligns with district school goals | | | | |
| 3) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in student achievement | 6 | Campus administrators | Sign in sheets and agendas on parent trainings and information nights | | | | |
| ✓ = Accomplished　　 = Considerable　　 = Some Progress　　 = No Progress　　✗ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 1 | Provide a time for vertical alignment to focus on figure 19 standards and writing rubric and strategies |
| 1 | 1 | 2 | Provide all teachers continuous improvement training in order to implement CI tools such as data folders, data graphs and charts and PDSA models to enhance instruction and learning |
| 1 | 1 | 3 | Ensure Grade 3-5 teachers attend training specific for STAAR improvement (Bea Luchin, Region XI Math Workshop Model, Norma Jackson Writing, Empowering Writers, STAAR Reporting Category) |
| 1 | 1 | 5 | Utilize campus coaches to provide instructional support for teachers in all core content areas |
| 1 | 1 | 6 | Designate funds to purchase software and instructional materials that will enhance student learning in all content areas (Study Island, Math 2.0, Accelerated Reader, Brainpop, Mentoring Minds, STAAR Ready) |
| 1 | 1 | 8 | Provide SIOP training to Pk-5th grade teachers in order to improve tier 1 instruction and address the needs of ELL students in all content areas. |
| 1 | 2 | 1 | Implement with fidelity the components of guided reading instruction and readers/writers workshop in grades K-5 |
| 1 | 2 | 2 | Provide teachers reading instructional support with LLI, Mondo, performing running records for progress monitoring, Reading A to Z, Forethought documents, guided reading, reading and writers workshop |
| 1 | 2 | 7 | Utilize campus coaches to provide instructional support for teachers in ELAR |
| 1 | 4 | 1 | Provide K-5th grade teachers Norma Jackson training to improve writing strategies that address all students. |
| 1 | 4 | 3 | Provide higher quality practice prompts for writing practice. |
| 1 | 4 | 4 | Provide PK-5 teachers practice and review on considerations for ELL students and writing during staff meetings |

# State Compensatory

**Personnel for Jack C. Binion Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Debbie Burroughs | Math Interventionist | Math | .5 |
| Elaine Delgado-Rodriguez | Reading Interventionist | Reading | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Cathy Thompson | Reading Interventionist | Title I | 100% |
| Debbie Burroughs | Math Interventionist | Title I | 50% |
| Jennifer Dye | Math Interventionist | Title I | 100% |

# 2015-2016 Site-Based Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Hilda Hager | Principal |
| Administrator | Brittany Smith | Asst. Principal |
| Administrator | Jeff Wood | Asst. Principal |
| Classroom Teacher | Debbie Burroughs | Teacher |
| Classroom Teacher | Lynn DeMoss | Teacher |
| Classroom Teacher | Jara Downs | Teacher |
| Classroom Teacher | Mayra Ibarra | Teacher |
| Classroom Teacher | Yadira Jimenez | Teacher |
| Classroom Teacher | Vicki Miller | Teacher |
| Classroom Teacher | Jaileen Tovar | Teacher |
| Classroom Teacher | Inia Umpierre | Teacher |
| Community Representative | Barbara Mann | Community Memeber |
| Community Representative | Jerry Rushing | Community Member |
| Community Representative | Jerry Stamps | Community Member |
| Paraprofessional | Alicia Rourke | Adm. Asst. |
| Parent | Carlton Franklin | Parent |
| Parent | Norma Soto | Parent |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | Forethought documents | | $0.00 |
| 1 | 1 | 3 | Empowering Writers training and materials | | $1,150.00 |
| 1 | 2 | 3 | Renaissance Learning | | $8,575.00 |
| 1 | 2 | 5 | | | $100.00 |
| 1 | 2 | 7 | Instructional Coach | | $0.00 |
| 1 | 4 | 5 | Instructional Coach | | $0.00 |
| 3 | 3 | 7 | | | $300.00 |
| | | | | **Sub-Total** | $10,125.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 6 | Mentoring Minds | | $0.00 |
| 1 | 2 | 6 | Reading Interventionist | | $0.00 |
| 1 | 3 | 1 | Math Interventionist | | $0.00 |
| 1 | 3 | 5 | Math Interventionist | | $0.00 |
| 2 | 2 | 1 | | | $400.00 |
| | | | | **Sub-Total** | $400.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Training with Kay Moore and CI Teacher Guides | | $1,074.00 |
| 1 | 1 | 6 | Mentoring Minds, Accelerated Reader, Brainpop, Study Island | | $0.00 |
| 1 | 2 | 3 | Study Island | | $1,758.00 |
| 1 | 2 | 6 | Reading Interventionist | | $74,000.00 |
| 1 | 2 | 7 | Dual Language Coach, Instructional Coach | | $0.00 |
| 1 | 3 | 1 | Math Interventionists | | $95,000.00 |

| | | | | | |
|---|---|---|---|---|---|
| 1 | 3 | 2 | Countdown to STAAR | | $980.00 |
| 1 | 3 | 2 | Mentoring Minds | | $4,917.00 |
| 1 | 3 | 3 | TCEA training | | $600.00 |
| 1 | 3 | 5 | Math Interventionist | | $0.00 |
| 1 | 4 | 1 | Norma Jackson | | $1,200.00 |
| 1 | 4 | 5 | Dual Language and Instructional Coaches | | $0.00 |
| 3 | 3 | 2 | CHAMPS training | | $0.00 |
| 3 | 3 | 4 | Parent materials | | $100.00 |
| | | | | **Sub-Total** | $179,629.00 |

**404 - Grant**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 5 | | | $500.00 |
| 1 | 2 | 8 | Personnel and materials for tutorials and after school classes | | $12,509.00 |
| 1 | 3 | 4 | ASPIRE personnel and materials | | $37,000.00 |
| 3 | 3 | 4 | Parent materials | | $900.00 |
| | | | | **Sub-Total** | $50,909.00 |
| | | | | **Grand Total** | $241,063.00 |

# Addendums

## 104 - Jack C. Binion Elementary

| Objective / Indicator | 2015 actual | 2016 target | actual | Objective / Indicator | 2015 actual | 2016 target | actual |
|---|---|---|---|---|---|---|---|
| **1.1. STAAR Satisfactory Performance (% at Level II final)** | | | | **1.13. Grade 2 Reading and Writing** | | | |
| Math | 34 | 39 | - | On Grade Level Reading (%) | 79 | 84 | - |
| Reading/ELA | 38 | 43 | - | Six on 12-point rubric (%) | 38 | 53 | - |
| Writing | 23 | 28 | - | | | | |
| Science | 42 | 47 | - | **1.14. Classroom Academic Goals** | | | |
| | | | | Classrooms with Goals (%) | na | 50 | - |
| **1.1. STAAR Level III Performance (%)** | | | | | | | |
| Math | 9 | 14 | - | | | | |
| Reading/ELA | 17 | 22 | - | **2.1. CORE Values Goals** | | | |
| Writing | 4 | 9 | - | Classrooms with Goals (%) | na | 100 | - |
| Science | 12 | 17 | - | | | | |
| | | | | | | | |
| **1.2. STAAR Special Ed Performance (% at Level II phase 2)** | | | | **3.2. Science Laboratory Safety Standards** | | | |
| Math | 29 | 39 | - | Classrooms Meeting (%) | na | 100 | - |
| Reading/ELA | 19 | 33 | - | | | | |
| Writing | 0 | 20 | - | **3.3. Perception of Campus Safety** | | | |
| Science | 33 | 42 | - | Students/Staff Reporting (%) | na | 90 | - |
| | | | | | | | |
| **1.3. STAAR ELL Performance (% at Level II phase 2)** | | | | **3.5. Student Learning Needs Met** | | | |
| Math | 60 | 65 | - | Students Reporting (%) | na | 90 | - |
| Reading/ELA | 58 | 63 | - | | | | |
| Writing | 39 | 59 | - | | | | |
| Science | 52 | 60 | - | | | | |
| | | | | | | | |
| **1.11. Reading Screener** | | | | | | | |
| 40th Percentile at EOY (%) | 58 | 67 | - | | | | |
| | | | | | | | |
| **1.12. Math Screener** | | | | | | | |
| 40th Percentile at EOY (%) | 81 | 85 | - | | | | |

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | | | ***Jack C Binion Elementary*** **Parent Involvement Strategies** | |
| 1. | Participation in parent involvement policy development | End of 1st 6 wks and end of Jan. | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 2. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 3. | Communicate program information to all parents | Sept. PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Tuesday Folder communication |

| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
|---|---|---|---|---|
| | | | **Jack C Binion Elementary Parent Involvement Strategies** | |
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 5. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR, TELPAS) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations |
| 6. | Build capacities of staff | Aug. to May | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Sign in sheets |
| 8. | Coordinate and integrate Title I parent program with other parent programs | Aug. to May | Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21st Century, Communities in Schools • Information about other programs is sent home to parents to encourage participation. | • Parent training schedules • Session evaluations • Budget records |
| 7. | Ensure smooth transition for students and families into Kindergarten and from 5th grade to Middle School. | January March to Aug | Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten students; Meet the Teacher night; PreK program also provided on campus for eligible students | • Trip to middle school • Sign in sheets • Preregistered students for 6th grade • Pre-registered students • Sign in sheets • PreK attendance |

**Goal 1: Student Achievement:** Students will exceed state and national standard in all subjects.

**SMART Goal 1.3**: All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

**Related Targets:**

    1.3.1     All classroom teachers will be highly qualified.
    1.3.2.    All instructional paraprofessionals will meet the highly qualified standard.
    1.3.3    All new hires will meet highly qualified status prior to employment.
    1.3.4    All teachers will receive high-quality professional development.

*Title –Highly Qualified Staff*

| | Actions | Population | Person Responsible | Resources needed | Approx cost | Timeline | Evidence of completion |
|---|---|---|---|---|---|---|---|
| 5 | 1.3.a.  District will conduct recruitment activities to ensure highly qualified personnel in all positions *Title I—Employee Recruitment* | Binion staff members | BISD Human Resources | Human Resource Personnel *Title II-A Title III-A Local funds* | $0 | Sept.-May | All instructional campus personnel are highly qualified |
| 3 | 1.3.b.  Establish an effective teacher mentoring system in order to retain highly qualified staff | First year teachers | New teacher mentor, campus administrators, and Director of Curriculum | Established training dates and meetings with campus mentor | $0 | Aug.-May | New teachers are successful in their first year—students meet academic goals, work well in PLC groups, and sign contract for following school year; and mentor program evaluation |

|  | Actions | Population | Person Responsible | Resources needed | Approx cost | Timeline | Evidence of completion |
|---|---|---|---|---|---|---|---|
| 3 | 1.3.c.  Communication with Human Resource Department regarding highly qualified teachers and paraprofessionals | New teachers and new paraprofessionals | Human Resource Department and campus administrators | *Local funds* | $0 | May 2014 – May 2015 | All instructional personnel are highly qualified, personnel files, principal attestations |
| 3,4 | 1.3.d.  Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES assessment in order to assure all staff members are highly qualified | All teachers | Human Resource Department, campus administrators, ESL coordinator, G/T coordinator, and TIMS | *Title I-A Title II-A Title III G/T funds* | $0 | Aug.-May | All instructional personnel have obtained ESL certification, G/T certification, where appropriate, as demonstrated by completion certificates and Eduphoria-Workshop |
| 3 | 1.3.e.  Communicate with Human Resource Department regarding paraprofessionals' files to ensure all are highly qualified | All instructional paraprofessionals | Human Resource Department, BISD Coordinator for School Improvement, and campus administrator | *Title I-A Local funds* | $0 | May 2014 – May 2015 | All paraprofessionals have their personnel files completed with appropriate and mandatory paperwork, and Eduphoria-Workshop |
| 5 | 1.3.f.  Ensure all teachers receive high-quality, research-based professional learning opportunities | All teachers | Campus administrators and academic coordinators | *Title I-A Title II-A Local funds Campus Title I funds* | $22,000 | Aug.-May | Purchase orders, attendance records, lesson plans in Eduphoria-Workshop, and Walk-Through forms |

| | Actions | Population | Person Responsible | Resources needed | Approx cost | Timeline | Evidence of completion |
|---|---|---|---|---|---|---|---|
| 5 | 1.3.g.  Provide strategies to attract highly qualified teachers | All teachers | Human Resource Department and campus principals | *Title I-A* *Title II-A* *Local funds* | $0 | Aug.-May | Personnel files and Eduphoria-Workshop |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

|  |  |
|---|---|
| **Campus:** | Jack C Binion Elementary |
| **Safeguard(s) Missed:** | Writing Hispanich ELL |
| **Problem 1 Statement:** | 62% of all students passed STAAR Writing in 2015. |
| **Annual SMART Goal:** | 53% of students will meet Level II phase II English STAAR and 44% of students will meet Level II phase II Spanish Staar in 2016. |
| **Root Cause:** | Due to the lack of implementing reading and writing instructiona as a holistic approach in K-5, writing instruction and lessons were not built with the depth and rigor required to meet STAAR standards. |
| **Targeted Strategy to Address Root Cause:** | Implement Reading/Writing Framework and Norma Jackson Rubric and focus lessons with fidelity. |

**Turnaround Principles Addressed by Strategy:**

- ☑ 1 - Strengthen instruction
- ☑ 2 - Use data to inform instruction
- ☐ 3 - Provide strong leadership
- ☑ 4 - Increase learning time
- ☐ 5 - Improve family/community engagement
- ☐ 6 - Improve school environment
- ☑ 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** At least 90% of teachers in grades K-5 teaching ELAR will attend professional development needed to implement the writing framework and apply Norma Jackson rubric, stragegies and focus lessons.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Norma Jackson Rubric Training | Sign in sheets/Workshop |  |  |  |
| 2) Instructional coaching with district coaches | Coaches report and agenda |  |  |  |
| 3) ELAR Previews | Sign in sheets/Workshop |  |  |  |
| 4) SIOP Training | Workshop |  |  |  |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of writing teachers will utilize writing workshop at least two times per week, as evidenced by inspection of lesson plans and walkthrough data.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Implement writing lessons | walk through data/lesson plans |  |  |  |
| 2) Evidence of rubric being implemented | walk through data/student discussion of rubric/writing journal |  |  |  |
| 3) Tracking and analyzing writing data | Student data folders/assessment data |  |  |  |
| 4) Monitoring of lesson plans and instruction | Lesson plans/Walkthrough observations |  |  |  |

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 1

**Campus:** Jack C Binion Elementary
**Safeguard(s) Missed:** Writing Hispanich ELL
**Problem 1 Statement:** 62% of all students passed STAAR Writing in 2015.
**Annual SMART Goal:** 53% of students will meet Level II phase II English STAAR and 44% of students will meet Level II phase II Spanish Staar in 2016.
**Root Cause:** Due to the lack of implementing reading and writing instructiona as a holistic approach in K-5, writing instruction and lessons were not built with the depth and rigor required to meet STAAR standards.

**Targeted Strategy to Address Root Cause:** Implement Reading/Writing Framework and Norma Jackson Rubric and focus lessons with fidelity.

### Quarter 3 (Jan - Mar)

**Q3 Goal:**

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

### Quarter 4 (Apr - Jun)

**Q4 Goal:**

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

# Birdville Independent School District

# Alliene Mullendore Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Science

# Mission Statement

Mullendore Panthers create a safe and caring community of learning based on mutual respect, positive communication, and a shared love of learning where students are inspired and empowered to learn at high levels and experience success with a sense of purpose and the ability to make a difference.

# Vision

# Value Statement

- All students will realize their full potential and apply themselves to academic excellence without self-imposed limitations.
- All students will own their learning and aspire to achieve high academic goals.
- All students will demonstrate personal responsibility and integrity reflective of noble character.
- All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alliene Mullendore is located in the southern area of North Richland Hills and serves an increasingly economic and ethnically diverse student population of approximately 410 students.

Student ethnicity:

- Hispanic 29%
- Asian 6%
- Black or African American 10%
- White 47%
- Two or more races 4%
- 64% of all students are considered economically disadvantaged
- 48% of all students are considered to be at-risk
- 8% students are identified as special education
- 4% students are identified as Gifted and Talented
- 15% students are identified as ESL (English as second language)

### Demographics Strengths

- The percentage of economically disadvantaged students in 2015 reamained within 1 percentage point of 2014.
- There was a 3% decrease of LEP and ESL students from 2014 to 2015.
- There was a 3% decrease in the Hispanic population from 2014 to 2015
- The number of students at Mullendore from year to year is fairly consistent.

**Demographics Needs**

- Hispanic students lag behind other student groups in STAAR Reading performance
- Economically disadvantaged students lag behind other student groups in STAAR Writing performance.

# Student Achievement

## Student Achievement Summary

|  | 2015 | | 2016 |
|---|---|---|---|
|  | Target | Actual | Target |
| **1.1 a. STAAR Satisfactory Performance (% at final)** | | | |
| Math | 35 | 33 | 38 |
| Reading | 43 | 36 | 41 |
| Writing | 41 | 19 | 24 |
| Science | 37 | 46 | 51 |
| **1.1 b. STAAR Advance Performance (%)** | | | |
| Math | 18 | 12 | 17 |
| Reading | 23 | 25 | 30 |
| Writing | 10 | 3 | 8 |
| Science | 11 | 18 | 23 |
| **1.4 Reading Screener** | | | |
| 40th pecentile at EOY | | 57 | 66 |
| **1.5 Math Screener** | | 73 | 77 |

40th percentile at EOY        56        65

**Student Achievement Strengths**

- TEA reported that 73% of tested students met the student achievement standard for Index 1 which met the standard set by the state.
- TEA reported that 41% of tested students demonstrated growth for Index 2 which met the standard set by the state.
- TEA reported that 40% of tested students were closing gaps as reported for Index 3.
- TEA recognized Mullendore Elementary with Distinction Designations for academic achievement in Reading/ELA.
- TEA reported that Mullendore Elementary met standards in all 4 Performance Indices.
- TEA reported that Mullendore met all System Safeguards for the 2013-2014 school year.
- African American students scored close to or above white students in all subjects except math.

**Student Achievement Needs**

Based upon district and school data analysis and information on the new STAAR assessment, these areas of need are identified and listed in priority order:

1. The performance of economically disadvantaged students in the area of writing is targeted as an area of improvement needed for the 2015-2016 school year due to campus missing this safeguard.

2. The performance gaps between the Hispanic and Economically Disadvantaged and White students need to continue to close.

3. We need to continue to decrease the number of student numbers at at Tier 3 through the use of tutors, mentors and additional materials.

- Economically disadvantaged students perform below white students in Reading, Math, and Science as measured by the STAAR test
- Hispanic students perform significantly below white students in Reading, Math, Science, and Writing as measured by the STAAR test.
- Mullendore did not meet Safe Guard for writing within the econmonically disadvantaged student population.

## School Culture and Climate

**School Culture and Climate Summary**

We make it a habit to survey parents, students, and staff two times a year. Each year the survey results are very positive. The vast majority of respondents feel that they are safe and secure while at school. Parents also report that they are proud to state that their children attend Mullendore Elementary and that they feel Mullendore meets the academic needs of their children. We have a school-wide discipline plan that the parents feel help their children be successful. We have two community meals each year to help draw the parents together and to facilitate a sense of community. We have a vital and active PTA that has monthly activities for the children as well as 6 PTA programs throughout the year. Our PTA also has multiple "restaurant nights" that serve to raise funds as well as continue to build community among our parents.

**School Culture and Climate Strengths**

The Hills Church of Christ has adopted Mullendore for the past 10 years and has provided school supplies to each and every student. They also have a Friday Backpack Meal program that we send home to identified students who have significant need. The Hills also has a cadre of volunteers that work regularly with our students in the subjects of reading and math.

**School Culture and Climate Needs**

As the student population continues to become economically diverse the number of parents who have the ability to donate time to the school decreases a small amount each year. The PTA board has an increasing number of members who take on more than one responsibility in order to continue the great programs we have in place. We find ourselves reaching out to other sources for volunteer help.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

Please see addendum for recruitment and retention summary.

# Technology

## Technology Summary

The  campus currently has two computer labs - one "regular" computer lab and one that is designated as the "BEARS" lab. The computer lab is in not in rotation, meaning that it is available for classroom use on a sign up basis. The computer lab has 27 computer stations and the BEARS lab has 23 stations. The school also has a COWs unit with 18 computers and each classroom has a teacher computer that has Internet access and K-3 classrooms have four lap top computing devices, while 4th and 5th grade classrooms have one student use computer that does not have Internet access. Each classroom has a SMART board, a projector, and a document camera.

## Technology Strengths

The campus has teachers who are eager to incorporate technology into the classroom routine. The computer lab is scheduled such that there is very little to no down time daily where there are no students accessing this learning resource. The building Wi-Fi capacity is not completely tapped out - meaning that there is some room for technological growth that will not require expensive purchase of additional servers.

## Technology Needs

There is a  current need for technology additions. The district subscriptions to STAR Math, and the campus's use of XtraMath have maxed out the computer availability for student use. If the school were to have additional laptops, then the teachers would be able to utilize these resources within the classrooms on a student rotational basis without having to rely solely on the computer labs. These additional laptops could be shared by a grade level at a time, or could be split between two grade levels and have a reasonable amount of student on STAR Math, or XtraMath at one time.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2016 STAAR performance will meet or exceed (at Level II final) 41% in Reading/ELA, 38%Mathematics, 51% in Science, and 24% Writing, and meet or exceed (at level III) 17% Mathematics, 30% in Reading, 8% in writing, and 23% in science.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 <br><br> 1) Utilize vertical teams to analyze rigor and alignment of student work samples through a campus-created rubric. Give relevant feedback to teachers/teams throughout the year. This also supports our Problem of Practice. | 1, 8 | Principal, Assistant Principal, Coaches, Vertical Teams | Increased lesson design alignment and rigor. Increased collaboration and discussion of student learning activities based on district documents and TEKS. | | | | |
| 2) Provide tutoring from a certified teacher as a tutor to provide additional support for tier 2 and 3 students. | 1, 3, 9 | Principal, Assistant Principal, Reading and Math interventionists | Based on individual growth of students and overall percentage passing district CBAs and STAAR tests. | | | | |
| Funding Sources: 211 - Title I - $21248.00 | | | | | | | |
| 3) Staff will attend Margaret Kilgo's Data-Driven Decision Making workshop. The teachers will use this information to help improve the rigor of the questioning and the work provided for students. | 3, 4, 8 | Principal, Assistant Principal | Mapping carts, data wall information, and teacher-created assessments. | | | | |
| Funding Sources: 211 - Title I - $2000.00 | | | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 <br><br> 4) Writing teachers will be trained by Norma Jackson in the use of her rubric with students and how to teach the students to self-evaluate. | 1, 4, 9 | Principal, Assistant Principal | Student writing scores will improve across all student population areas, student writing journals. | | | | |
| Funding Sources: 211 - Title I - $1000.00 | | | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 <br><br> 5) Vertical team will meet to discuss alignment and plan steps for implementing district spelling protocol. | 1, 2 | Principal, Assistant Principal, Vertical team | Student spelling will improve in student writing as students are responsible for their spelling words. | | | | |

| | | | |
|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>6) Vertical team will bring writing journals/data folders to meetings in order to plan for deeper writing implementation and to align expectations across grade levels. | 1, 2, 8 | Principal, Assistant Principal, Vertical team. | The vertical alignment of writing expectations will lead to better student writing scores as measured by STAAR. |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 7<br><br>7) Vertical team will evaluate student writing and collaborate on how to give corrective feedback to improve student writing. | 1, 2, 8 | Principal, Assistant Principal, Vertical Team | Feedback given to students will lead to improved student writing. |

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By the end of the school year, 70% of students in grades K-5 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize reading vertical team to analyze rigor and alignment of student work samples through a campus-created rubric. Give relevant feedback to teachers/teams throughout the year. This also supports our Problem of Practice. | 1, 8 | Principal, Assistant Principal, Coaches, Vertical Teams | Increased lesson design alignment and rigor. Increased collaboration and discussion of student learning activities based on district documents and TEKS. | | | | |
| 2) Provide tutoring from a certified teacher as a reading tutor to provide additional support for tier 2 and 3 students. | 1, 3, 9 | Principal, Assistant Principal, Reading interventionist | Based on individual growth of students served using BOY, MOY, and EOY data from universal screener and running records. | | | | |
| Funding Sources: 211 - Title I - $21248.00 | | | | | | | |
| ✔ = Accomplished   ◔ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the school year, 80% of students in grades K-5 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize math vertical team to analyze rigor and alignment of student work samples through a campus-created rubric. Give relevant feedback to teachers/teams throughout the year. This also supports our Problem of Practice. | 1, 8 | Principal, Assistant Principal, Coaches, Vertical Teams | Increased lesson design alignment and rigor. Increased collaboration and discussion of student learning activities based on district documents and TEKS. | | | | |
| 2) Hire a certified teacher as a math tutor to provide additional support for tier 2 and 3 students. | 1, 3, 9 | Principal, Assistant Principal, Reading interventionist | Based on individual growth of students served using BOY, MOY, and EOY data from universal screener and running records | | | | |
| Funding Sources: 211 - Title I - $21248.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 8 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the 2015-2016 school year, at least 100% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Professional development will be provided to review Continuous Improvement model. Teachers will use classroom data boards to model and utilize the PDSA cycle, and discuss classroom goals and data. | 2, 4 | Principal, Assistant Principal, | Teachers and students will be able to communicate class goals, progress toward goals, and strategies they are using to meet goals. | | | | |
| 2) Teachers will model the PDSA cycle by setting personal goals and tracking their progress toward these goals. | 1, 2 | Principal, Assistant Principal, Teachers | Teachers will meet at regularly scheduled intervals throughout the year to monitor progress. | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◑ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the 2015-2016 school year, 100% of students in designated (pilot) classrooms will develop and monitor individual goals in the area of academics.

**Summative Evaluation:** Campus survey or walkthrough data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students will maintain individual data folders where they record their goals, strategies, and progress. School will host 3 "Data and Donut" mornings where students will present their personal goals and data to their parents. | 6 | Principal, Assistant Principal, Teachers | Students will be able to communicate their goals and data to parents in a clear and concise manner. Students will have a greater awareness of their own academic progress and understand how their actions affect their learning. | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ● = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** The student attendance rate will be 96.5%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Student attendance competitions between grade levels. | 1 | Principal, Assistant Principals, teachers | Student attendance rates will improve from 96.2 to 96.5% | | | | |
| 2) Students will be rewarded perfect attendance trophies. | 1 | Principal, Assistant Principal, teachers | The number of students who earn perfect attendance for the 2016 school year will increase over the 2015 school year. | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** The staff attendance rate will be 97%.

**Summative Evaluation:** Munis records by six weeks

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Staff with perfect attendance will be able to wear jeans. | 1 | Principal, Assistant Principal | The number of teachers with perfect attendance will improve by the end of the year. | | | | |
| 2) Staff with perfect attendance will earn Sonic drinks. | 1 | Principal, Assistant Principal | The number of teachers with perfect attendance will improve by the end of the year. | | | | |
| | | Funding Sources: 199 - General Funds - $75.00 | | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Each six weeks parents will be invited to watch their student be recognized for demonstrating CORE attributes at a luncheon. | 1, 2, 6 | Teachers, Counselor | The number of office referrals and reports of bullying by students, staff and parents will decrease. | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 2) Students will participate in activities such as " Bucket Fillers" | 1, 2 | Teachers, Counselor | Students will be recognized daily for being kind to each other. | | | | |
| 3) Students will participate in small group character education. | 1, 2 | Counselor, Teachers | Student behavior toward other students will improve. | | | | |
| 4) 5th grade students will be eligible for membership on the Leadership Team. | 1, 2 | Counselor, Teachers | Students must maintain positive citizenship based on CORE values. The number of students earning S or E in conduct will increase. | | | | |
| ✔ = Accomplished  ◑ = Considerable  ◐ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students will participate in clothing drive to support Clothes Connection. | 6, 10 | Counselor | Amount of clothing donated | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Each area of the school safety audit has been bulleted and will be addressed with the appropriate staff. | 1 | Principal, Assistant Principal | The number of issues noted on the 2015-2016 school safety audit will be reduced. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) The science lab facilitator will work closely with Brenda Swirczynski to ensure that our lab follows district requirements. | 1 | Principal, Assistant Principal, Science Lab Facilitator, Brenda Swirczynski | Safety audits will not indicate problems that need to be addressed, periodic safety checks. | | | | |

✔ = Accomplished    🥧 = Considerable    🥧 = Some Progress    ⚫ = No Progress    ✖ = Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students, staff, and parents will be surveyed two times each school year. | 1, 6 | Principal, Assistant Principal, Counselor | Survey results | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Community Engagement Survey components will be presented to the site-based decision making committee so that a plan to address components is created to ensure positive responses. | 1, 6 | Principal, Assistant Principal | Positive responses on survey components. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 5:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grades 5, 8, and 12:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students and parents will be surveyed two times each school year. | 1, 6 | Principal, Assistant Principal, Vertical Team Leaders | Student survey results. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Staff will create campus mission statement. | 1, 6 | Principal, Assistant Principal | Completed mission statement | | | | |
| ✔ = Accomplished　◔ = Considerable　◕ = Some Progress　⚪ = No Progress　✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Utilize vertical teams to analyze rigor and alignment of student work samples through a campus-created rubric. Give relevant feedback to teachers/teams throughout the year. This also supports our Problem of Practice. |
| 1 | 1 | 4 | Writing teachers will be trained by Norma Jackson in the use of her rubric with students and how to teach the students to self-evaluate. |
| 1 | 1 | 5 | Vertical team will meet to discuss alignment and plan steps for implementing district spelling protocol. |
| 1 | 1 | 6 | Vertical team will bring writing journals/data folders to meetings in order to plan for deeper writing implementation and to align expectations across grade levels. |
| 1 | 1 | 7 | Vertical team will evaluate student writing and collaborate on how to give corrective feedback to improve student writing. |

# State Compensatory

**Personnel for Alliene Mullendore Elementary:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Angel Magruder | Math Interventionist | | .5 |
| Teri Naya | Reading Interventionist | | 1. |

# Title I

**Schoolwide Program Plan**

See addendum for Title 1 implementation documentation

**Ten Schoolwide Components**

**1: Comprehensive Needs Assessment**

**2: Schoolwide Reform Strategies**

See addendum for Title 1 implementation documentation

**3: Instruction by highly qualified professional teachers**

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

**5: Strategies to attract highly qualified teachers**

See addendum for Title 1 implementation documentation

**6: Strategies to increase parental involvement**

See addendum for Title 1 implementation documentation

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**10: Coordination and integration of federal, state and local services and programs**

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Angel Magruder | Math Interventionist | Title 1 | .5 |
| Caroline Elliott | Part time Math Tutor | Title 1 | part time |
| Chelsea Brown | Part time reading tutor | Title 1 | part time |
| Pam Machun | Title 1 Reading EA | Title 1 | 1 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Billy Pope | Principal |
| Administrator | Katie Moran | Assistant Principal |
| Classroom Teacher | Karon Bybee | Kindergarten Teacher |
| Classroom Teacher | Sabrina Dowell | 5th grade teacher |
| Classroom Teacher | Melleni Jefferies | 3rd grade teacher |
| Classroom Teacher | Michelle Sanders | 2nd grade teacher |
| Non-classroom Professional | Deborah Bennett | Office Assistant |
| Paraprofessional | Christe Spier | PPCD EA |
| Parent | Jen Schroeder | PTA President |

# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 7 | 2 | Perfect attendance trophies | | $0.00 |
| 1 | 8 | 2 | Sonic drink cards | | $75.00 |
| 2 | 1 | 1 | Purchase lunches for students. | | $0.00 |
| | | | | **Sub-Total** | $75.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | tutor, resources | | $21,248.00 |
| 1 | 1 | 3 | | | $2,000.00 |
| 1 | 1 | 4 | | | $1,000.00 |
| 1 | 2 | 2 | tutors, resources | | $21,248.00 |
| 1 | 3 | 2 | | | $21,248.00 |
| | | | | **Sub-Total** | $66,744.00 |
| | | | | **Grand Total** | $66,819.00 |

# Addendums

**2015-2016 Campus Improvement Plan Quarterly Report**

Missed Safeguards - Problem 1

**Campus:** Mullendore Elementary
**Safeguard(s) Missed:** Economically Disadvantaged - Writing
**Problem 1 Statement:** 63% of all tested students padded the writing test in 2015.
**Annual SMART Goal:** 70% of tested students will pass the STAR writing test in 2016.
**Root Cause:** Lack of understanding in knowing how to provide support to students to improve writing.
**Targeted Strategy to Address Root Cause:** Adhere to district literacy framework for ELA with a focus on writing.

**Turnaround Principles Addressed by Strategy:**

| | | |
|---|---|---|
| ☑ 1 - Strengthen instruction | ☐ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☐ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** 100% of classroom teachers will deliver spelling instruction as described by district expectations.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) vertical team will meet to discuss alignment and plan steps for implementing district spelling protocol | Teachers no longer sending home spelling lists, and will give weekly or bi-weekly tests based on spelling patterns rather than memorized words. | | | |
| 2) Professional development - how to use the Norma rubric with students and teach them how to self-evaluate. | Sign in sheets for PD, student writing samples | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** 100% of teachers will facilitate student data folders where students will set goals based on the TEKS and follow the PDSA

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|

| | |
|---|---|
| **Campus:** | Mullendore Elementary |
| **Safeguard(s) Missed:** | Economically Disadvantaged - Writing |
| **Problem 1 Statement:** | 63% of all tested students padded the writing test in 2015. |
| **Annual SMART Goal:** | 70% of tested students will pass the STAR writing test in 2016. |
| **Root Cause:** | Lack of understanding in knowing how to provide support to students to improve writing. |
| **Targeted Strategy to Address Root Cause:** | Adhere to district literacy framework for ELA with a focus on writing. |

| | | | | |
|---|---|---|---|---|
| 1) vertical team will bring writing journals/data folders to meeting to make plans for implementation and align expectations | Students will discuss data with teachers on a regular basis. Students will present data folders to their parents 3 times during the year. All student data folders will be up to date with current information. | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** 100% of teachers will implement writer's workshop and provide students with frequent, specific feedback.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Professional Development regarding writer's workshop | sign in sheet from PD | | | |
| 2) vertical team will evaluate student writing and collaborate on how to give corrective feedback to improve student writing | vertical team meeting notes | | | |
| 3) | | | | |
| 4) | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** 70% of students will meet expectations of "on grade level writing" based on district rubric.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Students will write daily in every subject. | work displayed in hallway, brought to vertical team meetings | | | |

**Campus:** Mullendore Elementary
**Safeguard(s) Missed:** Economically Disadvantaged - Writing
**Problem 1 Statement:** 63% of all tested students padded the writing test in 2015.
**Annual SMART Goal:** 70% of tested students will pass the STAR writing test in 2016.
**Root Cause:** Lack of understanding in knowing how to provide support to students to improve writing.
**Targeted Strategy** Adhere to district literacy framework for ELA with a focus on writing.
**to Address Root Cause:**

| | | | |
|---|---|---|---|
| 2) vertical team will evaluate student writing | team meeting notes | | |
| 3) | | | |
| 4) | | | |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Alliene Mullendore Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives: 100% of core area teachers will be highly qualified.**
**100% of instructional paraprofessionals will meet the highly qualified standard.**
**100% of new hires will meet highly qualified status prior to employment.**
**The percentage of teachers receiving high-quality professional development will be 100%**

| Schoolwide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | Participate in recruitment activities to ensure highly qualified personnel in all positions. | All staff | Principal Designated teachers Personnel Director & Coordinators | Local funds Title III-A Title II-A | Number of positions posted Number of recruitment activities Number of applications completed | Personnel files 2015-2016 NCLB Highly Qualified Report  100% of teachers and paraprofessionals are highly qualified |
| 5 | Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. | First-year teachers | Principal Designated teachers Coordinator of Professional Learning | Local funds  Activity Account | List of first-year teachers List of mentors Schedule of planned activities | Personnel files Expenditure reports for mentor stipends Mentoring program evaluations  All new teachers were provided a mentor |

## 2015-2016 Highly Qualified Recruitment and Retention Plan
## Alliene Mullendore Elementary

| 3 | Communicate with personnel department regarding highly qualified status of all teachers | All teachers | Principal Personnel Director & Coordinators | Local funds | Personnel files Teacher interviews Applications | Personnel files Principal attestations<br><br>100% of teachers and paraprofessionals are highly qualified |
|---|---|---|---|---|---|---|
| 3 | Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours | All teachers | Principal Personnel Coordinators ESL Consultant GT Consultant TIMS | Local funds Title I-A Title II-A Title III GT funds | Schedule of professional learning opportunities Schedule of certification study classes & exams | ERO records Documentation of professional learning sessions attended Copies of certifications obtained |
| 3 | Communicate with personnel department regarding highly-qualified status of all instructional paraprofessionals | All instructional para-professionals | Principal Personnel Coordinator Title I Consultant | Local funds | Personnel records Paraprofessional applications Schedule of professional learning opportunities | ERO records Personnel list of Highly-qualified Paraprofessionals |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Alliene Mullendore Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3,4 | Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Coordinator of Professional Learning | Local funds Title I-A funds Title II-A funds | Schedule of professional learning opportunities | ERO records ALT documentation Agendas of campus professional learning sessions Documentation of conferences attended |
| **5** | Provide strategies to attract highly qualified teachers | All teachers | Principal Personnel Director & Coordinators | Local funds Title I-A funds Title II-A funds | Surveys Schedule of professional learning opportunities Teacher interviews | Personnel files Surveys |

| | | Mullendore Elementary Parent Involvement Strategies | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 6. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Tuesday Folder/Planner communication |

| | | *Name **of campus goes here** **Parent Involvement Strategies*** | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 6. | Build capacities of | All year | Assist parents in understanding 1. State academic contents | • Parent Conferences • Parent |

| | **rent Involvement Strategies** | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 6. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Tuesday Folder/Planner communication |

*Name **of campus goes here** Parent Involvement Strategies*

| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
|---|---|---|---|---|
| 6. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 6. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class |

# Birdville Independent School District

# Richland Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

Our mission at Richland Elementary is to engage students in a safe learning environment to become socially and academically successful.

# Vision

At Richland Elementary we believe the best way to accomplish our mission is by incorporating Professional Learning Communities.

- **P**lan collaboratively
- **A**nalyze student data and make instructional adjustments
- **C**ontinue to learn and refine our skills as educators
- **T**ake responsibility for the education and success of each student while setting high standards

# Value Statement

- We will embrace the diversity of students, staff, and families to enrich our educational community.
- We will utilize critical thinking, creativity, communication, and collaboration as keys to engage students in their future success.
- We will set goals and higher expectations that will result in academic excellence.
- We will involve the whole school community - students, staff, and families – to educate our students.
- We will be lifelong learners and encourage lifelong learning in our families and students.
- We will attend to the physical, social, emotional, and academic needs of students, staff, and families in an inclusive, positive, and safe environment.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Richland Elementary has been serving the community of Richland Hills since 1953. According to the PEIMS data review from October 2014, the 321 students at Richland Elementary consisted of 40.8% Hispanic, .9% American Indian or Alaska Native, .6% Asian, 4.7% Black or African American, 2.2% Hawaiian or other Pacific Islander, 48.9% White, and 1.9% Two or More Races. The student population was also comprised of 47 special education students for 14.6%, 14 gifted and talented students or 4.4%, 52 limited English proficient students or 16.2%, 52 ESL students or 16.2%, 222 economically disadvantaged students or 69.5%, and 219 at-risk students or 68.2%. These percentages remain fairly consistent from year to year, despite our relatively high mobility rate.

### Demographics Strengths

The following have been identified as demographic strengths:

- Our staff attendance rate improved from 95.7% to 96.6% in 2015.
- Between 2014 and 2015, Richland Elementary's special education population decreased from 19% to 14.5%.
- We are closing the performance gap in our two lowest subgroups: economically disadvantaged and our Hispanic subgroups by surpassing our Index 3 target score of 28 by receiving an index score of 43.
- All subgroups with the exception of special education has a 73% or higher in the phase-in satisfactory standard on Reading STAAR.

### Demographics Needs

The following have been identified as four demographic needs

- Our student attendance rate has stayed about the same for the past three year at 95.2%
- The number of discipline referrals has risen with numbers of 67 referrals in 2014 to 87 referrals in 2015.

- Our Special Education students scored lower than any other subgroup on the STAAR test in the areas of Reading at a 50% and in Writing at a 17% passing rate.
- All sub-populations scored below 70% passing in Writing STAAR, with the exception of white and two or more races.
- Our Hispanic, special education and ELL students performed below 70% in Science.
- Our mobility rate for the 2014-15 school year was 21.8%.
- Nearly half of our student population does not have anyone to read with them or help with homework at home due to a language barrier or inability to understand the work.

# Student Achievement

**Student Achievement Summary**

All schools in Texas must meet targets set in four indexes of the state accountability system. For the 2014-15 school year, Richland elementary met all four targets:

- Index 1 - Student Achievement. Richland Elementary Score: 75 (state target score = 60)
- Index 2 - Student Progress. Richland Elementary Score: 51 (state target score = 30)
- Index 3 - Closing Performance Gaps. Richland Elementary Score: 43 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Richland Elementary Score 32 (state target score = 12)

These scores resulted in Richland Elementary receiving a **2015 Texas Accountability Met Standard rating.** The campus also earned **four Distinction Designations** out of five possible:

- Academic Achievement in Reading/English Language Arts
- Top 25 Percent Student Progress
- Post-secondary Readiness
- Top 25 Percent closing the Performance Gaps

Although we are proud of our scores, we know there is much more work to be done, as we fall behind the district in almost every testing area. On the 2015 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

|  | State | District | Richland |
|---|---|---|---|
| 3rd Grade Reading Level 2/Level 3 | 77/22 | 82/25 | 71/**22** |
| 3rd Grade Math Level 2/Level 3 | 77/16 | 82/19 | **84**/**16** |
| 4th Grade Reading Level 2/Level 3 | 74/21 | 79/25 | 69/**27** |
| 4th Grade Math Level 2/Level 3 | 73/17 | 79/19 | 67/12 |

| | | | |
|---|---|---|---|
| 4th Grade Writing Level 2/Level 3 | 70/7 | 73/6 | 64/2 |
| 5th Grade Reading Level 2/Level 3 | 78/24 | 83/29 | 77/20 |
| 5th Grade Math Level 2/Level 3 | 79/18 | 85/23 | 73/12 |
| 5th Grade Science Level 2/Level 3 | 72/11 | 79/16 | **73**/5 |

*Bolded & highlighted number indicates % higher than the district

*Bolded & italicized number indicates at or above the state

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2015 STAAR scores listed below:

- Reading:  All students 80%; Special Education 50%
- Writing:  All students 65%; African American 40%; Special Education 17%; ELL 56%
- Science:  All students 72; ELL 56%

**Student Achievement Strengths**

Richland Elementary has a population of hard-working students. The campus is proud of many different student achievement strengths, including:

1. Earning the following Distinctions

   - Academic Achievement in Reading/English Language Arts
   - Post-Secondary Readiness on STAAR
   - Top 25 Percent closing the Performance Gaps
   - Earning a Distinction for Top 25 Percent Student Progress
   - Meeting all of the State System Safeguards

2. The number of students served on Tier I in reading increased to 46% to 56% this past year.

3. STAAR Satisfactory Performance increased in the following subjects at final phase in standards:  Reading from a 34% to 42%; Writing from a 20% to a 28%; and Science from a 35% to a 37%.

4. Richland Elementary had greater than expected growth in ELA combined for grades three through fifth as well as greater than expected growth in third and fourth grade alone putting us in the top quartile for our comparison schools.

5. STAAR advanced performance in the area of reading increased from 13% to 23%.


**Student Achievement Needs**

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs.

1. Our STAAR Math scores were below the district average in two grade levels at the Level II performance:  4th grade was a 67% and the district was a 79%; 5th grade was a 73% and the district was an 85%. Also, Level III performance in Math was below the district level in all three grade levels:  16% in third grade as compared to 19% for the district; 12% in fourth grade as compared to 19% for the district; 12% in fifth grade as compared to 23% for the district. Low scores may be due to the implementation of new TEKS in the state and student gaps that were not addressed before the TEKS were adopted. Teachers need to use data from this year's assessments and collaborate with other teachers and coaches to determine how to fill in the performance gaps.
2. Although our STAAR Satisfactory Performance Percentage was higher in Science in 2014 (37%) than it was in 2015 (35%) we did not met our target of 40%. Also, STAAR Advanced Performance in Science decreased from 20% to 5% and we also did not reach this target. The root cause may be the lack of mastery of prerequisite skills taught at earlier grades.  Also, all grade levels need to teach hands-on labs and have higher utilization of our school science lab.
3. All sub-populations scored below 70% passing in Writing STAAR, with the exception of white and two or more

races. STAAR Advanced Performance in Writing stayed the same at 2%. These results indicate that not all students in grades K-4 are being taught the writing routines in our BISD scope and sequence with fidelity.  Increased teacher training and collaboration to calibrate scoring of writing should help increase scores for the 2015-16 school year.

4. Our Special Education students scored lower than any other subgroup on the STAAR testing in the areas of Reading at a 50% and in Writing at a 17% passing rate. Non-inclusion of students in the regular classroom for writing instruction and greater accommodations in these subjects may be the root cause for the scores.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Math performance at Level II phase 2 will increase from 62% to 67% percent passing.
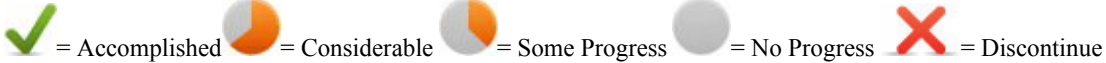
**Summative Evaluation:** 2016 STAAR performance in math:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize academic coaches on a regular basis to improve planning in mathematics to better align instruction with standards. | 1, 3, 4, 9 | Principal, assistant principal | a) Coaches' activity log as evidence of work with teachers; inspection of lesson plans for alignment with standards. b) Increased use of standards as part of instruction; student tasks aligned with TEKS | | | | |
| 2) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction and intervention. | 8, 9, 10 | Principal, assistant principal, tutors and, interventionists | a) CBA protocol sheet, PLC minutes, observation and discussions with teachers will be evidence that assessment data is being used. b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| 3) Teachers will teach use problem solving strategies with students routinely to increase understanding of how to solve word problems. | 2, 3, 9 | Principal, Assistant principal, classroom teachers | a) Lesson plans and student work samples reflect evidence of teaching the strategy. b) Increased scores on math problems involving problem solving as evidenced by data from campus, district, and state assessments. | | | | |
| 4) Provide two iPads per classroom with math applications to support students reading below grade level. | 2, 9, 10 | Classroom Teachers, Principal, ASPIRE Coordinator | a) Lesson plans reflecting use of devices in stations and for differentiation. b) Increased scores on universal screeners and testing. | | | | |
| Funding Sources: 211 - Title I, 404 - Grant | | | | | | | |
| ✔ = Accomplished      = Considerable      = Some Progress      = No Progress   ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** Reading performance at Level II phase 2 will increase from 61% to 66% percent passing.

**Summative Evaluation:** 2016 STAAR performance in Reading:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize academic coaches on a regular basis to improve planning in reading to better align instruction with standards. | 1, 3, 4, 9 | Principal, assistant principal | a) Coaches' activity log as evidence of work with teachers; inspection of lesson plans for alignment with standards. b) Increased use of standards as part of instruction; student tasks aligned with TEKS | | | | |
| 2) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction and intervention. | 8, 9, 10 | Principal, Assistant Principal | a) CBA protocol sheet, PLC minutes, observations, and discussions with teachers will be evidence that assessment data is being used. b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| 3) All ELA teachers will be trained and will consistently implement small group instruction and Close Reading strategies in each classroom. | 2, 3, 4, 9 | Principal, Assistant Principal | a) Lesson plans and student work samples reflect evidence of teaching the strategy. b) Increased scores on reading scores as evidenced by data from campus, district, and state assessments. | | | | |
| 4) Provide two iPads per classroom with reading applications to support students who are reading below grade level. | 2, 9, 10 | Classroom Teachers, Principal, ASPIRE Coordinator | a) Lessons plans reflecting use of devices in stations and for differentiation. b) Increased scores on universal screeners and testing. | | | | |
| Funding Sources: 211 - Title I, 404 - Grant | | | | | | | |
| ✔ = Accomplished ◖ = Considerable ◖ = Some Progress ● = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** Writing performance at Level II phase 2 will increase from 60% to 65% percent passing.

**Summative Evaluation:** 2016 STAAR performance in Writing:

| **Strategy Description** | **TITLE I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Utilize academic coaches on a regular basis to improve planning in writing to better align instruction with standards. | 1, 3, 4, 9 | Principal, Assistant Principal | a) Coaches' activity log as evidence of work with teachers; inspection of lesson plans for alignment with standards. b) Increased use of standards as part of instruction; student tasks aligned with TEKS. | | | | |
| 2) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction. | 8, 9 | Principal, Assistant Principal | a) CBA protocol sheet, PLC minutes, observations, and discussions with teachers will be evidence that assessment data is being used. b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 3) Consistent implementation of Norma Jackson's writing routines in every grade level to strengthen student's understanding of the writing process. | 2, 3, 5, 9 | Principal, Assistant Principal | a) Each student will have a writing portfolio in which samples of work will show the progression of student learning. b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I, 211 - Title I | | | | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** Science performance at Level II phase 2 will increase from 64% to 69% percent passing.

**Summative Evaluation:** 2016 STAAR performance in Science:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize academic coaches on a regular basis to improve planning in science to better align instruction with standards. | 1, 3, 4, 9 | Principal, Assistant Principal | a) Coaches' activity log as evidence of work with teachers; inspection of lesson plans for alignment with standards. b) Increased use of standards as part of instruction; student tasks aligned with TEKS | | | | |
| 2) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction. | 8, 9 | Principal, Assistant Principal | a)CBA protocol sheet, PLC minutes, observations, and discussions with teachers will be evidence that assessment data is being used. b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 3) Increased implementation of hands-on learning labs and more frequent use of the science lab by all grade levels to increase knowledge of science TEKS. | 1, 2, 3, 9 | Principal, Assistant Principal | a)School wide master calendar to document time spent in science lab for each grade level; inspection of lesson plans for evidence of hands-on learning activities; observation in the classroom. b) Increased scores on campus, district, and state assessments. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:
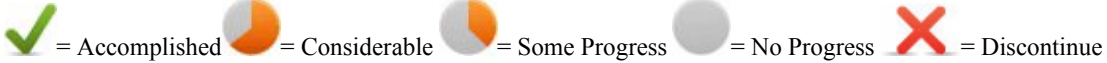
| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Inclusion of special education students in the general education classrooms for grade level instruction in core subjects as appropriate to increase knowledge of grade level TEKS. | 1, 3, 8, 9, 10 | Principal, Assistant Principal, Diagnostician | a) IEP of special education students with inclusion minutes; documentation by SPED teachers of special education students' time spent in general education classes b) Increase scores on campus, district, and state assessments. | | | | |
| 2) Increase staff development of special education teachers on strategies to help improve instruction for special education students. | 1, 4, 8 | Principal, Assistant Principal, District Special Education Department | a)Professional Hours and CEU's earned and listed on Professional Portfolio in Workshop; discussion and notes taken in T-TESS conferences. b) Increased scores for special education students on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⚪ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Focus on academic vocabulary in all subject areas to increase knowledge of TEKS using a variety of activities including technology. | 1, 3, 4 | Principal, Assistant Principal, Teachers | a)Word walls in classrooms, journals, vocabulary lessons in lesson plans, and observation. b)Increased vocabulary scores on universal screeners in addition to increased scores on campus, district, and state testing. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.
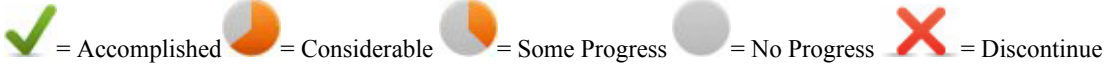
**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Instruction for K-2nd grade teachers for teaching writing strategies. On-going support from academic coaches and Norma Jackson on the writing expectations rubric. | 2, 3, 4, 9 | Principal, Assistant Principal, | a)Professional Portfolio in Forethought; writing portfolios for each student; attendance records for professional development b)Student progression on writing rubric as evidenced in the student's writing portfolio; increased scores on district and state assessments. | | | | |
| 2) K-2nd grade teachers will provide literacy instruction using the district reading and writing model. | 2, 3, 4, 9 | Principal, Assistant Principal | a) Professional Portfolio in Forethought; writing portfolios for each student; attendance records for professional development b)Student progression on writing rubric as evidenced in the student's writing portfolio; increased scores on district and state assessments. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will attend training and conduct a book study in continuous improvement techniques to learn how to develop and monitor classroom goals to increase academic performance. | 2, 4, 5 | Principal, Assistant Principal | a) Class goals will be posted in each classroom; teachers will maintain a student data sheet that shows preponderance of data<br>b) Academic performance will increase as evidenced in school, district, and state assessment scores. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) The school counselor will promote and teach the BISD CORE values each six weeks through a variety of activities to contribute to students' character development. | 1, 2 | Principal, Counselor | a) Lesson plans from counselor; observation of lessons. b) Number of incident reports and discipline referrals will decrease from the previous school year. | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Grade levels will join together to form teams and select three community service projects for students to complete throughout the school year. | | Principal, Assistant Principal, Counselor, Teachers | a) Observation of student and staff participation in community service project planning and activities. b) Three community service projects will be completed. | | | | |
| ✔ = Accomplished ◐ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Richland Elementary will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Review the district safety and security standards each quarter and ensure all items on the checklist are addressed or in compliance. | | Assistant Principal | a)Safety Audit report; safety drill report. b) Students and staff are prepared when an emergency occurs on campus. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All teachers and students will be trained in science lab safety. | | District Science Coordinator, Teachers, Principal, Assistant Principal | a) Safety audit report; documentation from district on teacher safety training; student contracts. b) Decrease in teacher and staff accidents. | | | | |
| ✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Conduct and annual review of community and student engagement survey. | 6 | Principal, Assistant Principal | a) Survey results. b)Increased participation in student and community activities. | | | | |
| 2) Develop and implement a Title One parent and community involvement plan. | 6 | Principal, SBDM Team | a) Sign in sheet. b) Increased parental involvement at academic and social events. | | | | |
| 3) Assist preschool students in the transition from Pre-K to Kindergarten by meeting with parents to provide strategies to get students prepared for kindergarten. | 6, 7 | Principal, Pre-K teacher, Kindergarten Teacher, District Parent Liaison | a)Sign in sheet. b) Increased scores on BOY universal screener. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for Richland Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Aletha Houy | Reading Interventionists | SCE | 1 |
| Allison Nivens | PK 3 Teacher | | .5 |
| Jenny Bumgardner | Math Interventionist | RtI | .5 |
| Patricia Smith | Pre-K Educational Assistant | SCE | .5 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Jenny Bumgardner | Interventionist | | .5 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Kerri Sands | Principal |
| Administrator | Chad Paris | Assistant Principal |
| Classroom Teacher | Jennifer Bumgardner | Member |
| Classroom Teacher | Jessica Caceres | Member |
| Classroom Teacher | Tara Greene | Member |
| Classroom Teacher | Melissa Hollingshead | Member |
| Classroom Teacher | Kathryn Jordan | Member |
| Classroom Teacher | Barbi Kapusta | Member |
| Classroom Teacher | Alison Nivens | Member |
| Classroom Teacher | Jacqui Reed | Member |
| Classroom Teacher | Tammi Sorgee | Member |
| Community Representative | Travis Malone | Member |
| Non-classroom Professional | Michelle Rollins | Member |
| Paraprofessional | DeeDra Fry | Member |
| Parent | Candiss Baze | Member |

# Campus Funding Summary

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | Interventionist, Materials | | $0.00 |
| 1 | 2 | 2 | Interventionist | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | Interventionists, Tutors, Materials | | $0.00 |
| 1 | 1 | 4 | Technology, applications | | $0.00 |
| 1 | 2 | 2 | Interventionist and Materials | | $0.00 |
| 1 | 2 | 4 | Devices and applications | | $0.00 |
| 1 | 3 | 2 | Title One Professional Development | | $0.00 |
| 1 | 3 | 3 | Norma Jackson Training | | $0.00 |
| 1 | 3 | 3 | Mentoring Minds Assessment Booklets | | $0.00 |
| 1 | 4 | 2 | Materials | | $0.00 |
| 1 | 5 | 2 | Training | | $0.00 |
| 1 | 6 | 1 | Technology Applications | | $0.00 |
| 1 | 7 | 2 | Instructional resources | | $0.00 |
| 1 | 8 | 1 | Title One Training and Materials | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**404 - Grant**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | | | $0.00 |
| 1 | 2 | 4 | Devices | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| | |
|---|---|
| **Grand Total** | $0.00 |

# Addendums
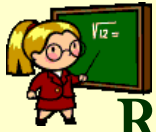
## Staff Responsibilities

**As a teacher, I will be responsible for:**

- ✓ maintaining high standards of academic achievement and positive behavior

- ✓ teaching the district's written curriculum

- ✓ respecting differences of students, families and school staff

- ✓ respecting and valuing the uniqueness of each child

- ✓ providing an open line of communication between school and parents

- ✓ helping children to resolve conflicts in positive and respectful ways

- ✓ creating a safe environment that promotes active learning

- ✓ providing continuous, ongoing assessment and differentiated instruction for each child's academic progress

- ✓ being a positive role model for my students

## What is a School – Parent Compact?

**The School – Parent Compact is…** a voluntary agreement between the school and the parents of the children at that school. A Compact outlines how each person will share responsibility in building a positive school climate and in helping the student meet state and district academic standards.

### Compacts:

- ✓ begin with standards
- ✓ are a process
- ✓ define everyone's responsibilities
- ✓ depend on many people believing and using it

### We will support the Compact by…

- ✓ Meet-the-Teacher Night
- ✓ Curriculum Participation
- ✓ Conferences
- ✓ PTA Sponsored Activities
- ✓ Open House
- ✓ Parent Training Opportunities
- ✓ Awards Assemblies
- ✓ Ongoing communication
- ✓ High standards

**Richland Rockets**
**Reach for the Stars**

# Title I School-Parent Compact

2015-2016

BISD

# Parent/Guardian Responsibilities

**As a parent, I will be responsible for:**

- ✓ Establishing high expectations for learning and nurturing the desire to be a life-long learner

- ✓ Being actively involved in my child's education by:

    - o Knowing my child's teacher
    - o Attending meetings that provide parents with information
    - o Attending parent/teacher conferences
    - o Keeping up with my child's progress, report cards, and test data
    - o Making certain that my child completes homework assignments
    - o Making certain my child has all necessary learning tools

- ✓ Helping my child develop good study habits

- ✓ Supporting school policies

- ✓ Establishing and maintaining a positive

> *Our mission at Richland Elementary is to engage students in a safe learning environment to become socially and academically successful.*

# Student Responsibilities

**As a student, I will be responsible for:**

- ✓ learning at school and at home

- ✓ giving all school papers and communication to my parents

- ✓ following CHAMPS expectations at all times

- ✓ being on time and attending school regularly

- ✓ coming to school with necessary learning tools

- ✓ coming to school with a positive attitude

- ✓ respecting differences of other students, their families and the school staff

- ✓ recognizing the impact my behavior has on my learning and learning of others

- ✓ setting goals for my own learning

---

**I understand and agree to the listed expectations. A conference with Richland Elementary's administrative staff may be requested as needed to meet the needs of each student.**

Parent/Guardian Name (printed) _____

Parent Signature _____

Principal Signature _____

Student Name (printed) _____

Student Signature _____

Date _____
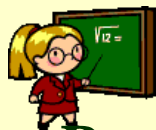
# Responsibilidades
## del Personal

### Como maestro(a) seré responsable de:

✓ mantener altos estándares de aprovechamiento académico y conducta positiva

✓ enseñar el plan de estudios escritos por el distrito

✓ respetar las diferencias entre estudiantes, familias y personal de la escuela

✓ respetar y valorar la individualidad de cada niño(a)

✓ proveer una línea abierta de comunicación entre la escuela y los padres

✓ ayudar a los niños a resolver conflictos de maneras positivas y respetuosas

✓ crear un ambiente seguro que promueva el aprendizaje activo

✓ proveer evaluación continua. y diferenciar la instrucción académica. para el progreso de cada niño

✓ ser un ejemplo positivo para mis estudiantes

# ¿Cual es el Compacto entre la escuela y los padres?

### El Compacto entre la escuela y los padres es…

un acuerdo voluntario entre la escuela y los padres de los niños en esta escuela. El Compacto define como cada persona compartirá responsabilidades en construir un ambiente positivo en la escuela y ayudar al estudiante a cumplir con los estándares académicos del estado y del distrito.

### El Compacto:

✓ comienza con estándares

✓ es un proceso

✓ define las responsabilidades de todos

✓ depende de mucha gente que creen en él y lo practican

### Apoyamos el Compacto en participar en…

✓ la Noche de Conozca-a-la-Maestra(o)

✓ el Plan de Estudios

✓ las conferencias entre padres y maestras

✓ actividades del PTA

✓ Casa Abierta

✓ oportunidades de entrenamiento para padres

✓ asambleas de premios

✓ comunicacion constante

✓ apoyar estandares academicos altos



**Richland Rockets**
**Reach for the Stars**



# Compacto entre los padres y las escuelas que participan en el programa de Título I

2015-2016

# Responsabilidades de los Padres

**Como padre, seré responsable de:**

- ✓ establecer altas expectativas de aprendizaje nutriendo el deseo de ser un estudiante de por vida

- ✓ participar activamente en la educación de mi hijo(a) tras:

  - o cononcer la maestra(o) de mi hijo(a)
  - o assiter a las juntas donde se provee información a los padres
  - o asister a las conferencias entre las padres y la maestra
  - o quedar pendiente de la boleta de calificaciones de mi hijo(a) y los resultados de exámenes
  - o asegurarme que mi hijo(a) haga sus tareas
  - o asegurarme que mi hijo(a) tenga las herramientas necesarias para aprender

- ✓ ayudar a mi hijo(a) a desarrollar buenos hábitos del estudio

- ✓ apoyar las reglas de la escuela

- ✓ establecer y mantener una actitud positiva hacia la escuela, el personal, y el proceso educativo

- ✓ leer regularmente con mi hijo(a)

# Responsabilidades de los Estudiantes

**Como estudiante, seré responsable de:**

- ✓ mi aprendizaje en la escuela y en la casa

- ✓ entregar todos los papeles de la escuela y de información a mis padres

- ✓ seguir siempre los acuerdos de CHAMPS:

- ✓ asistir a la escuela y llegar a tiempo

- ✓ venir a la escuela con las herramientas necesarias para aprender

- ✓ venir a la escuela con una actitud positiva

- ✓ respetar a los otros estudiantes, sus familias y el personal de la escuela

- ✓ reconocer el impacto que tiene mi comportamiento en mi aprendizaje y el de otros

- ✓ tener de mente la metas para mi propio aprendizaje

*Nuestra misión en Richland Elementary es involucrar a los estudiantes en un ambiente seguro de aprendizaje con el fin de que logren éxito social y academico..*

Yo entiendo y estoy de acuerdo con las expectativas enumeradas. Puedo requerir una conferencia con el personal o los administradores de Richland Elementary cuando sea necesario para discutir las necesidades de cada estudiante.

_____
Nombre del Padre/Madre (impreso)

_____
Firma del Padre/Madre

_____
Firma del Director

_____
Nombre del Estudiante (impreso)

_____
Firma del Estudiante

_____
Fecha

# Richland Elementary
# Parent Involvement Policy
# 2015-2016

## OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act,* **Richland Elementary** has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families. This policy affords parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents.

## REQUEST FOR SUGGESTIONS

The staff at Richland Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Kerri Sands at (817) 547-2000 or email at Kerri.Sands@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

# Richland Elementary Involvement Strategies

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 1 | Participation in parent involvement policy development | Sept. 2015 | Involve parents in policy development through:<br>* SBDM Meetings<br>* PTA Meetings<br>* Letter home<br>* Suggestion Box<br>* Facebook Fan Page<br>* Web Page | * Campus Policy<br>* Written parent suggestions |
| 2 | Participation in decision making for Title I Program | Ongoing | Involve parents in planning, implementing, and evaluating Title I Program:<br>* SBDM Meetings<br>* Parent Survey<br>* Survey Monkey | * Site-based meeting sign-ins<br>* Agenda<br>* STAAR results<br>* Survey Results |
| 3 | Communicate program information to all parents | Grade Level Meetings and Conferences<br>On-going Aug. 2015-May 2016 | Provide information about:<br>* Participation in Title I<br>* Curriculum description<br>* Provide copy of school-parent compact (conference)<br>* State and local assessments and expectations for student proficiency | * Parent sign -in sheets<br>* Signed portion of compact<br>* STAAR, ISIP (reading assessment), Campus Based Assessments, STAR Screener (math assessment) |
| | | On-going Aug. 2015-May 2016 | *Curriculum news through newsletters, Class Dojo, Website, Remind 101<br>* Provide communications about meetings, parent conferences | * Scheduled meetings<br>* Parent sign-in sheets<br>* Parent feedback |
| | | On-going Aug. 2015-May 2016 | *Provide info about district programs and other activities in their native languages.<br>  * Provide communications to parents on teacher websites<br>  * Provide communications to parents utilizing our digital Sign.<br>  * Provide communications to parents on campus fan page (Facebook)<br>  * Provide communications to parents using School Messenger (phone calling system) | * Copies of all letters sent home in native language<br><br>* Copies of all principal letters posted on principal website<br>* Continually updated websites and sign |

| 4 | Shared responsibility for student achievement | Eval./Revise Sept. 2015 Distribute Oct. 2015 | Utilize the school-parent compact: * Develop * Distribute * Evaluate * Revise * Provide in native language (English & Spanish) Curriculum Night | * Compacts will be given at first parent-teacher conference * Parents will sign that they have received the compact |
|---|---|---|---|---|
| 5 | Build capacities of parents | On-going Aug. 2015-May 2016 | Curriculum Night and Conferences assist parents in understanding: * State academic content (TEKS) * State academic achievement standards (STAAR, Reading screenings, STAR screener) * Ways to monitor progress * Ways to work with teachers to improve achievement * Provide training and materials to parents to help them work with their children * PTA Nights *Parent Handbook *Bilingual Support:  Parent handbook in Spanish;  Spanish Interpreter at Meet the Teacher, first day of school and other school events for Spanish speaking parents, conferences, ARDS | * Parent sign-in sheet for these events * Parent attendance * Student performance |
| 6 | Coordinate and integrate Title I parent program with other parent programs | On-going Aug. 2015-May 2016 | * Coordinate parent involvement under Title I with English Second Language (ESL),  Gifted and Talented (G/T), Special Education, 504, Dyslexia, and Aspire | * Minutes from meetings |
| 7 | Provide transitional support to parents and students | Second Semester | * 5th grade visit to Richland Middle School * Richland Middle School visits with band instruments * Utilize Counselor to coordinate parent and student transitional activities * Transitional Admission Review and Dismissal (ARD) for students served in Special Education * Kindergarten Roundup * Luncheons / Snacks | * Parent sign-in sheets * Calendar dates recorded * Student participation in choir and band activities   * Screening at Registration |

| 8 | Provide networking opportunities for our families | Aug.2015<br>Aug.2015<br>Sept. 2015<br>Oct. 2015<br>Each 6 weeks | * Meet the Teacher/Curriculum Night<br>* BooHoo/WooHoo Breakfast<br>* Grandparent's Dinner<br>* Birdville High School Homecoming Parade<br>* Awards Assemblies | * Parent sign-in sheets<br>* Calendar Dates recorded<br>* Parent and student surveys |
|---|---|---|---|---|
|  | Provide networking opportunities for our Families (continued) | 3 times<br>Nov.2015<br>Oct. 2015<br>March 2016<br>May 2016<br>May 2016<br>Ongoing<br>4 events<br>Sept 2015 & March 2016<br>TBA<br>Ongoing<br>December 2015<br>TBA<br>February 2016 | * Scholastic Book Fair<br>* Multicultural Night<br>* Fall Carnival<br>* Public School Week<br>* Kindergarten Celebration<br>* 5th grade Celebration<br>* Field Trip Volunteer Program<br>* PTA Meetings (Sept., Nov., March,  & May)<br><br>* PTA Movie Nights<br>* Field Trips<br>*Aspire Activities<br>* Spelling Bee<br>* Battle of the Books<br>* Valentine Dance |  |

# Richland Elementary
# Póliza de Participación de Padres
# 2015-2016

## PERSPECTIVA

Como dice la Ley Publica 107-110, de *No Child Left Behind Act (Ningun Niño se Quede Atrás),* **Richland Elementary** adopto la siguiente póliza para asegurarnos que los profesores (as) coordinen todos los programas posibles para proveer servicios de calidad a nuestros niños y a sus familias. Esta póliza permite oportunidades sustanciales a los padres para participar en la educación de sus hijos.

Nuestra meta es maximizar las oportunidades para todos los padres de participar en maneras que ayuden a sus hijos a tener éxito cumpliendo con los Estándares Académicos y Logros Académicos del Estado. Además, nos esforzamos en proveer oportunidades para los padres en ayudarnos a aumentar en potencial de los estudiantes para ser ciudadanos exitosos y verlos estudiar y terminar una carrera en la escuela.

Para alcanzar nuestra meta, el personal y los representantes de padres han trazado la siguiente póliza remarcando las formas en que invitamos a los padres a participar en la vida de la escuela y en la manera que podemos envolver a los padres.

## SOLICITUD DE SUGERENCIAS

El personal de Richland Elementary invita a los padres a ofrecer sugerencias para mejorar nuestros esfuerzos para que participen los padres en manera significativa. Por favor llame a Kerri Sands al (817) 547-2000 o email a [Kerri.Sands@birdvilleschools.net](mailto:Kerri.Sands@birdvilleschools.net) para darnos sugerencias o analizar oportunidades para que ustedes participen directamente con nosotros.

## Estrategias de Participación en Richland Elementary

| | Requisito | Fecha | Actividad | Forma de Evaluacion |
|---|---|---|---|---|
| 1 | Participación en el desarrollo de la póliza de Participación de Padres | Sept. 2015 | Involucrar a los padres en la poliza de participación a través de:<br>* Juntas con SBDM<br>* Juntas de PTA<br>* Cartas a la casa<br>* Buzón de sugerencias<br>*El pagina de la escuela(Facebook) y sito de la internet | * Poliza de la Escuela<br>* Sugrencias escritas de Padres |
| 2 | Participación en tomar decisiones para el programa de Title I | Continuo | Involucrar a los padres en planear, implementar y evaluar Programas de Título I:<br>* Juntas de SBDM<br>* Encuesta para Padres<br>*Encuesta de Survey Monkey | * Formas para Firmar en Juntas:<br>* Agenda<br>* STAAR resultados<br><br>* Resultados de la encuesta |
| 3 | Comunicar información de los programas a los padres | Juntas de cada grado para hablar del programa educativo Continuo Ago. 2015-Mayo 2016 | Proveer informacion sobre:<br>* Participation en Título I<br>* Descripcion del Programa Educativo<br>* Proveer una copia del Padre-Compacto de la escuela<br>* Evaluaciones locales y estatales y expectativas de progreso de los estudiantes | * Formas para firmar<br>* Firmar su porción del Compacto<br>* STAAR, ISIP (evaluaciones),<br>* Evaluaciones basadas en la escuela STAR screener (evaluacion de matematicas) resultados |
| | | Continuo Aug.<br><br>2014-Mayo 2015 | * Noticias del Plan Educativo a través de la carta de noticias mensual y sitios de la Internet, Remind 101<br>*Comunicar con los padres sobre juntas y conferencias con los maestros | * Programar juntas<br><br>* Formas para Firmar<br>* Opiniones de los padres |
| | | Continuo Ago.<br>2015-Mayo 2016 | * Proveer comunicación sobre juntas, programas para los padres y otras actividades en su idioma<br>* Proveer comunicación a los padres en las páginas de Internet de los maestros (as) | * Enviar copias de cartas a las casas en su idioma<br>* Copias de cartas del Director en su página de internet |

| | | | | |
|---|---|---|---|---|
| | | | * Proveer comunicación a los padres utilizando nuestro anuncio digital<br>* Proveer comunicación a los padres el pagina de la escuela (facebook)<br>* Proveer comunicación a los padres usando el sistema de mensajes por teléfono | * Continuamente actualizar la página de internet y firmar |
| 4 | Compartir responsabilidad de los logros de los estudiantes | Eval./Revisar<br>Sept. 2015<br>Distribuir<br>Oct. 2015 | Utilizar el Escuela-Padres compacto:<br>* Desarrollar<br>* Distribuir<br>* Evaluar<br>* Revisar<br>* Proveer en su lengua nativa<br>Noche de plan de studio | * Compacto se daría en la primera Conferencia padre-maestro (a)<br>* Padres firmarían que recibieron el compacto |
| 5 | Construir capacidades para los padres | Continuo Ago. 2015-Mayo 2016 | Noche de plan de studio y Conferencias para ayudar a los padres a entender: Noche de PTA<br>* Contenido Academico Estatal (TEKS)<br>* Estandares Academicos Estatales (STAAR, ISIP, STAR screener)<br>* Maneras de monitorear el progreso<br>* Maneras de trabajar con los maestros para mejorar el progreso<br>* Provee entrenamiento y materiales para ayudar a los Padres a trabajar sus hijos y manual en español de la escuela. Intéprete en español para todo los eventos,actividades, conocer los maestros y juntas | * Formas para que firmen los padres en estos eventos<br>* Asistencia de los Padres<br>* Progreso de los estudiantes |
| 6 | Coordinar e integrar porgramas para padres de Title I con otros programas | Continuo Ago. 2015-Mayo 2016 | * Coordinar participación de los padres bajo Título I con Ingles como Segundo Idioma (ESL), Gifted and Talented (G/T), Educación Especial, 504, Dislexia y Aspire | * Registrar minutos de las juntas |
| 7 | Proveer apoyo a los padres y estudiantes en Transición | Segundo Semestre | * 5o Grado visita Richland Middle School<br>* Banda de Richland Middle School visita con intrumentos<br>* Utilizar la Consejera para coordinar actividades de transición para padres y estudiantes<br>* Revision de Admisión y salidas (ARD) para estudiantes | * Formas para que Firmen los Padres<br>* Registrar datos en el Calendario<br>* Participación de estudiantes en el Coro y actividades de la Banda |

| | | | En Educación Especial | |
|---|---|---|---|---|
| | | | * Inscripciones para Kindergarten y alumerzo/antojitos | |
| 8 | Proveer oportunidades de compartir y socializar a nuestras familias | Ago.2015<br>Ago.2015<br>Sept. 2015<br>Oct. 2015 | * Noche Conozca a su maestro (a)<br>* Desayuno BooHoo/WooHoo<br>* Cena para Abuelos<br>* Desfile de Birdville High School Homecoming | * Formas para Firmar<br>* Registrar datos en el Calendario<br>* Encuestas de Padres y Estudiantes |
| | Proveer oportunidades de compartir y socializar a nuestras familias (Continuado) | Cada seis semanas<br>3 veces<br>Nov.2015<br>Oct. 2015<br>Marzo 2016<br>Mayo 2016<br>Mayo 2016<br>Continuo<br>4 eventos<br>Sept 2015 y Marzo 2016<br>Se anunciara<br>Se anunciara<br>Dic. 2015<br>Se anuniciara<br>Feb. 2016 | * Asamblea de Premios<br>* Feria de Libros  Scholastic Book Fair<br>* Noche Multicultural<br>* Carnaval de Verano<br>* Semana de Escuelas Publicas<br>* Celebracion de Kindergarten<br>* Celebracion del 5o Grado<br>*Programa de Excursiones para Voluntarios<br>* Juntas de PTA (Sep., Nov., Marzo,  y Mayo)<br><br>* Noches de Película del PTA<br>* Excursiones<br>* Actividades de Aspire<br>* Concurso de ortografía<br>* Batalla de los libros<br>* Baile de San Valentín | |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Richland Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations  2013-14  NCLB Highly Qualified Report  100% of teachers and paraprofessionals  are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files  Expenditure reports for Stipends  Certifications of completion of training  Eduphoria Workshop files |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Richland Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff  regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files<br><br>Mentor training modules<br><br>All first-year teachers are provided a mentor |

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# Smithfield Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

We are here to provide a safe environment while developing learners for a global future.

# Vision

All learners succeed as leaders and problem solvers.

# Value Statement

We value learning, collaboration and continuous improvement.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithfield Elementary School was established in 1953.  SES is a suburban campus in northeast Tarrant County.  We serve approximately 440 students in grades K-5th.  Of those 440 students, 68% are White, 18% are Hispanic, 8% are African American, 2% are Asian and 4% are of two or more races.  SES is a Title I campus which means that 40% of our students are economically disadvantaged.  46% of our students are considered to be "At-Risk".  3% of our students are Limited English Proficient (LEP).  12% of our students receive special education services.  10% of our students are identified and served in the Gifted and Talented program.  100% of our staff members meet federal highly qualified requirements.

### Demographics Strengths

Smithfield Elemetnary has some demographic strengths such as we reached our attendance goal of 97% last year and continue to improve our attendance rate.  Our mobility rate is at 12% which is below the district and state average.

### Demographics Needs

40% of our populaiton is has a low socioeconomic status.  46% are considered to be At-Risk.

# Student Achievement

## Student Achievement Summary

- 
  - Earned the highest accountability rating under 2015 TEA Accountability System
  - At the end of the year we had 74% of students on a Tier 1 according to our ISIP data which is an increase by 5% points from the previous year.
  - Our STAAR scores as a follows:
  - 3rd Grade Reading-93%
  - 3rd Grade Math-88%
  - 4th Grade Reading-84%
  - 4th Grade Math-82%
  - 4th Grade Writing- 63%
  - 5th Grade Reading 95%
  - 5th Grade Math-89%
  - 5th Grade Science- 89%

## Student Achievement Strengths

- 
  - TEA reported on Index 1 Student Achievement that 86% of Smithfield Elementary students met the standard.
  - TEA reported on Index 2 Student Progress that 47% of Smithfield Elementary students demonstrated progress.
  - TEA reported that 46% of student met Index 3 Closing Performance Gaps
  - TEA reported that 39% of students met Index 4 Advanced Performance
  - Smithfield improved in the following areas on the STAR test
  - 3rd Grade Reading by 7%
  - 3rd Grade Math by 1%
  - 4th Grade Reading by 2%
  - 5th Grade Reading by 5%
  - 5th Grade Math by 1%

**Student Achievement Needs**

- We did not earn a distinction in the area of Reading/ELA because of our writing scores
- We did not earn a distinction in the areas of Top 25% Closing Performance Gaps
- We had 5 distinctions in 2014 and 3 distinctions in 2015

# School Culture and Climate

**School Culture and Climate Summary**

Smithfield Elementary has not had a defined discipline system in place in quite some time. Based upon our recent OHI results are culture and climate are improving and the ability to change is increasing.

**School Culture and Climate Needs**

After collecting the data from our staff survey we saw an overwhelming need to find a school wide discipline philosophy and practice that we could implement. We gathered a team of teachers and them research several different discipline plans and ideas. They all agreed that the one they felt fit our culture and climate was Capturing Kids Hearts. We are currently building the foundation for that program and will begin implementing those practices into our campus.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data

**Employee Data**

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide Norma Jackson training to improve the use of the rubric and writing strategies in grades K-5. | 2, 3, 4 | Campus Administration | Norma, as well as our writing goal team, will evaluated student products and score them based upon the 12 stage rubric. | | | | |
| Funding Sources: 211 - Title I - $1000.00 | | | | | | | |
| 2) Utilize academic coaches during PLC time, direct classroom instruction time and after school to provide training, support and feedback to teachers in all subjects. | 3, 4 | Campus Administration, Academic Coaches | Monitor PLCs as well as set up after school professional learning time to focus on best practices. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 3) Implement with fidelity the use of school wide strategies such as UPSC and PRO in grades K-5. | 3 | Campus Administration, Teachers, Goal Teams | Evaluating journals, assessments and student work products. | | | | |
| 4) Provide teachers with training and coaching on Rigor Relevance Framework and the way in which to increase those areas in the classroom. | 2, 3, 4 | Campus Admin, Vertical Teams, Academic Coaches | Provide trainings after school and on campus PD days. Allow ample time for vertical teams to examine student products and evaluate it based upon the Rigor Relevance Framework. | | | | |
| 5) Create training opportunities and provide resources for implementation of small group instruction in math, reading, writing and science. | 3, 4 | Campus Admin, Academic Coaches | Use of reading workshop, math workshop and writing workshop strategies are being used on a regular basis in the classrooms. Trainings will occur during PLCs, after school and lessons can be modeled by the coaches. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.
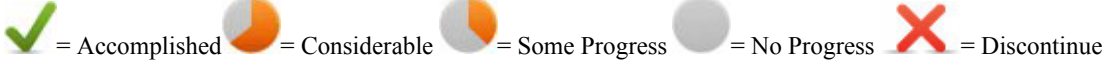
**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Create PLC time specific for special ed teachers to collaborate with our behavior facilitator, the district's BCBA and the campus special ed coordinator | 4 | Campus Administration | PLC agenda and minutes that state what the outcomes were and the plan of action. | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the school year, 70% of students in grades K-9 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Use our full time Reading Interventionist to serve our Tier 2 and 3 students focusing on the student's needs | 3, 9 | Campus Administration, RTI committee, Reading Interventionist | Students will show growth and improvements indicated by the data from the universal screener | | | | |
| Funding Sources: 199 - General Funds: SCE | | | | | | | |
| 2) Provide a part time reading tutor that will provide support and resources to help target skill for students in need of improvement on Tier 2 and 3 | 3, 9 | Campus Administration | Students will show growth and interventions are provided and data from the reading screener are increased. | | | | |
| Funding Sources: 211 - Title I - $10000.00 | | | | | | | |
| 3) Designate funds to provide instructional materials such as Mentoring Minds Reading that will enhance learning for grades 2-5. | 9, 10 | Campus Administration | Student data will improve on assessments. | | | | |
| Funding Sources: 211 - Title I - $3000.00, 199 - General Funds: SCE - $800.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 80% of students in grades K-9 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Use our part-time Math Interventionist to serve our Tier 2 and 3 students focusing on the student's needs | 3, 9 | Campus Administration, RTI committee, Math Interventionist | Students will show growth indicated by the data from the math universal screener, Renaissance STAR math | | | | |
| Funding Sources: 199 - General Funds: SCE | | | | | | | |
| 2) Provide a part time math tutor that will provide support and resources to help target skills for students in need of improvement and on a Tier 2 or Tier 1 watch. | 3, 9 | Campus Administration | Students will show growth as interventions are being provided and data from the STAR math screener will increase. | | | | |
| Funding Sources: 211 - Title I - $5000.00 | | | | | | | |
| 3) Designate funds to provide instructional materials such as Mentoring Minds Reading that will enhance learning for grades 2-5. | 2, 9, 10 | Campus Administration | Students will show growth on assessments such as PDSA, Six Weeks and STAR math screener | | | | |
| Funding Sources: 199 - General Funds: SCE - $900.00, 211 - Title I - $2000.00 | | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 6 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Norma will provide specific guidance and training to the 2nd grade teachers. | 3, 4 | Campus Administration | Student data will show that writing scores are increasing through the use of the Writing Expectations Rubric. | | | | |
| Funding Sources: 211 - Title I - $600.00 | | | | | | | |
| 2) Use our full time reading interventionist to help increase student learning by using LLI and SIPPS. | 3 | Campus Administration and Reading Interventionist | Student data will increase as measured by formative assessments, six weeks assessments and CBAs. | | | | |
| Funding Sources: 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Walkthrough data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement Continuous Improvement Strategies | 2, 8 | Campus Administration and Teachers | Walkthrough data will indicate that all classrooms are using a PDSA cycle that includes an academic goal and if they achieved that goal. JSA training on PDSA for all teachers | | | | |
| | Funding Sources: 211 - Title I - $900.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** The overall campus student attendance rate will be 96%.

**Summative Evaluation:** Campus data

| **Strategy Description** | **TITLE I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Continue the use of our attendance incentive program that encourages increased attendance among students. | | Campus Administration | Increased number of students eligible for receiving perfect attendance recognition awards and other incentives associate with reaching attendance rate goals. | | | | |
| Funding Sources: 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Counselors will provide guidance lessons focused on the CORE values for grades K-5 on a regular basis. | | Counselor and Campus Administration | Documentation of the lessons provided each six weeks will indicate evidence. | | | | |
| 2) Awards will be given to all students who show positive CORE value behaviors. | | Counselor and Campus Administration | Positive Paws will be collected and displayed and awards will be distributed each six weeks for positive character, including Awards Assemblies-Dog Tags, Golden Awards and Wonderful Wildcats. | | | | |
| Funding Sources: 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished ◐ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, our campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Nov | Jan | Mar | June |
| 1) Every six weeks a grade level will be given a Mission Possible Secret Service Assignment. | | Campus Administration and Counselor | Each grade level will provide evidence (i.e. pictures, products, recordings, etc.) of themselves performing the service project "in secret". Data and evidence will be displayed on a bulletin board every six weeks. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Smithfield Elementary will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Strategies and actions from the Safety and Security Audit will be monitored quarterly | | Campus Administration | Tracking of strategy implementation as determined by quarterly reviews | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Smithfield's science lab will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) 1) Ensure all PK-5th teachers take the required science safety online training through Epsilen Project Share | | Campus Administration and Campus Science Facilitator | Online science safety registration and log | | | | |
| = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Smithfield Elementary will use a common approach to positive discipline and classroom management strategies.

**Summative Evaluation:** Campus Data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All teachers will be trained on the use of Capturing Kid's Hearts procedures and design so that they can implement these practices into their classrooms. | 2, 4, 10 | Campus Administration and Discipline Committee | Other campus visits, Flagship training, discipline committee's observations | | | | |
| | Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review plan

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All classes will develop a mission statement and create goals that will be used throughout the year. | | Teachers and Campus Administration | Walkthrough data will show that mission statements are posted and we will spotlight a classroom mission on the announcements each week. | | | | |
| 2) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in student achievement | 6 | Campus Administration | Sign in sheets and agendas on parent trainings and information nights | | | | |
| 3) We will create a time when parents of Pre-K students have the opportunity to come to our campus and begin the pre-registration process for the upcoming year | 7 | Campus Administration and Attendance Clerk | We will have a Early Registration list and also provide an information sheet for parents who are in attendance | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for Smithfield Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Andrea Gray | Interventionist | Math | .5 |
| Susan Goin | Interventionist | Reading | 1.0 |

# 2015-2016 Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Melissa Minix | Principal |
| Administrator | Ryan Holzberger | AP |
| Classroom Teacher | Heather Bartlett | 1st Grade |
| Classroom Teacher | Jaclyn Bates | 3rd Grade |
| Classroom Teacher | Patti Bradley | PE |
| Classroom Teacher | Taryn Perkins | 5th Grade |
| Classroom Teacher | Aaron Sultan | 5th Grade |
| Classroom Teacher | Courtney Wilson | Kindergarten |
| Classroom Teacher | Debbie Winkenweder | 2nd Grade |
| Classroom Teacher | Angie Womble | 4th Grade |
| Community Representative | Jennifer Gambill | Children's Minister |
| Community Representative | Lisa Holley | Preschool Director |
| Non-classroom Professional | Mary Ann Welborn | Special Ed |
| Parent | April Muller | Parent |

# Campus Funding Summary

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 3 | | | $800.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 3 | | | $900.00 |
| 1 | 5 | 2 | | | $0.00 |
| 1 | 7 | 1 | | | $0.00 |
| 2 | 1 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $1,700.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | Norma Jackson Training | | $1,000.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 3 | 2 | | | $10,000.00 |
| 1 | 3 | 3 | | | $3,000.00 |
| 1 | 4 | 2 | | | $5,000.00 |
| 1 | 4 | 3 | | | $2,000.00 |
| 1 | 5 | 1 | | | $600.00 |
| 1 | 6 | 1 | | | $900.00 |
| 3 | 3 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $22,500.00 |
| | | | | **Grand Total** | $24,200.00 |

# Addendums

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Smithfield Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations<br><br>2014-15  NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files<br><br>Expenditure reports for Stipends<br><br>Certifications of completion of training<br><br>Eduphoria Workshop files |

## 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Smithfield Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files

Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities

Information regarding campus incentives for staff

100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files

Mentor training modules

All first-year teachers are provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus: Smithfield Elementary

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |
|---|---|---|---|---|---|---|

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

**Smithfield Elementary Parent Involvement Policy**

**OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act,* Smithfield Elementary  has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

**REQUEST FOR SUGGESTIONS**

The staff at Smithfield Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Melissa Minix at (817)547-2100 or email at Melissa.minix@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

| | | | **(Campus) Parent Involvement Strategies** | |
|---|---|---|---|---|
| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| 6. | Participation in parent involvement policy development | | Involve parents in policy development through.. SBDM Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | | Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings | • Site-based meeting sign-ins • Agenda |
| 6. | Communicate program information to all parents | Annual Meeting | Provide information about … Participation in Title 1 Program Description | • |
| | | | Curriculum | • |
| | | | State and local assessments and expectations for student proficiency | |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact Develop Distribute Evaluate Revise | |
| 6. | Build capacities of parents | | Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR) Ways to monitor progress Ways to work with teachers to improve achievement | • |

| | | | **(Campus) Parent Involvement Strategies** | |
|---|---|---|---|---|
| SW # | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| | | | Provide training and materials to parents to help them work with their children | • |
| 6. | Build capacities of staff | | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • |
| 10. | Coordinate and integrate Title I parent program with other parent programs | | Coordinate parent involvement under Title I with Head Start, Title III, and other grant programs | • Parent training schedules <br> • Session evaluations <br> • Budget records |
| 7. | Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade | | | • |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# Snow Heights Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Not Rated**

# Mission Statement

**The community of Snow Heights is committed to providing a safe and caring environment that challenges ALL students to reach their full potential.**

# Vision

**Students from Snow Heights Elementary will grow to be our future leaders and contribute positively to the communities in which they live.**

# Core Beliefs

- **Every student is uniquely capable and deserves to learn each day.**
- **Meaningful work engages students in profound learning.**
- **Personal commitment to quality from everyone. in the learning organization creates student and staff success.**
- **Trusting relationships in a safe and caring environment are vital to an innovative learning organization.**
- **Student success requires community support and engagement.**
- **Quality public schools build and preserve a healthy democratic society.**

# Table of Contents

# Comprehensive Needs Assessment

## Needs Assessment Overview

The following data was used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

**Student Data: Assessements**

- Student Data: Assessments
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments da
- Student failure and/or retention rates

## Student Data:Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Training

# Demographics

**Demographics Summary**

Snow Heights Elementary is a K-5th grade Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2015-2016 school year, most of the demographic information comes from data collected during the 2014-2015 school year. Student enrollment at Snow Heights Elementary continued to steadily grow during 2014-2015 but has decreased this year.  Enrollment data shows that 431 students were enrolled last year and we are currently at 381 students. Our  Hispanic student group is growing the fastest and this group represents 21.6 % of the population. Our largest student group is White at 59.6%. Our smallest groups are the following: African American-9.5%, Asian-4.6%, and 4.4 % claim Two-or-More Races.

The 16% student mobility rate for Snow Heights Elementary is increasing each year. The campus has identified  students who are homeless and 181, or 42%, of our students are Economically Disadvantaged. The other student groups for Snow Heights Elementary include 5% English Language Learners (ELLs), 11% Gifted and Talented, and 10% Special Education. Additionally, 20% of our students have been identified as at-risk.

The campus attributes much of it's achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominately a neighborhood school, where most students reside within the neighborhood and approximately one-fourth of students are transported . Snow Heights strives for good attendance and had a 96.7% student rate last year. While this is above the district goal, our campus will continue to work on inceasing the attendance rate for staff and students.

**Demographics Strengths**

Snow Heights Elementary has many strengths. Some of the most notable demographics strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as a student. Since our families value education, we have many supportive parents and students who strive for  success.

2. The attendance rate at Snow Heights Elementary was a focus for the 2014-2015 school year and will continue to be for the current year. It did increase from 96.2% in 2013-2014 to 96.7% in 2014-2015.

3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity.

**Demographics Needs**

The following demographic needs are listed in order of importance:

1. The 2014-2015 TAPR report shows 10.2% of students are identified as needing Special Education services. This is above both state (8.5%) and district (9.3%) averages.

2. Enrollment data indicates that the percentage of students identified as ELL is increasing each year. Our teachers have expressed that they would like additional training to address the special needs of ELL students.

## Student Achievement

**Student Achievement Summary**

All schools in Texas must meet standards set in four state accountability areas. For the 2014-2015 school year, Snow Heights Elementary met all four targets:

- Index 1 - Student Achievement. Snow Heights Elementary Score: 94 (state target score = 60)
- Index 2 - Student Progress. Snow Heights Elementary Score: 51 (state target score = 30)
- Index 3 - Closing Performance Gaps. Snow Heights Elementary Score: 57 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Snow Heights Elementary Score 54 (state target score = 12)

These scores result in Snow Heights Elementary receiving a 2015 Texas Accountability Met Standard rating. The campus also earned five Distinctions:

- Academic Achievement in Reading/ELA
- Academic Achievement in Science
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Although we are proud of our scores, we know there is still work to be done. On the 2015 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

| Subject | Campus | District | State |
|---|---|---|---|
| 3rd Grade-Reading | 96% | 82% | 77% |
| 3rd Grade-Math | 94% | 82% | 77% |
| 4th Grade-Reading | 88% | 79% | 74% |
| 4th Grade-Math | 94% | 79% | 73% |
| 4th Grade-Writing | 88% | 73% | 70% |
| 5th Grade-Reading | 100% | 83% | 78% |
| 5th Grade-Math | 98% | 85% | 79% |
| 5th Grade-Science | 96% | 79% | 72% |

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between

the highest and lowest scores among student groups. Note the highest and lowest 2015 Overall STAAR scores listed below:

- Overall Reading: 95% All students - 67% Special Education
- 4th Grade Writing: 89% All students - 60% African American
- 5th Grade Science: 78% All students - 75% ELL

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for individual students and by each standard. Targeted intervention and acceleration will be provided to individual students in order for achievement to occur. Teachers will also study the goal of the campus to close the gaps between all student groups with a special emphasis on the Special Education student group.

Snow Heights Elementary met all of the State System Safeguards.

**Student Achievement Strengths**

Snow Heights Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Earning a Distinction in Academic Achievement in Reading/ELA
- Earning a Distinction in Academic Achievement in Science
- Earning a Distinction for Top 25 Percent Student Progress
- Earing a Distinction for Top 25 Percent Closing Performance Gaps
- Earning a Distinction in Postsecondary Readiness
- Meeting all of the State System Safeguards

**Student Achievement Needs**

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

- Differentiated instruction should occur more frequently across all grade levels to meet the varied academic needs of our students
- Increase Level III scores on STAAR in the areas of Writing, Reading, Science, and Math
- Special Education students score below all other student groups in 3rd, 4th and 5th grade reading. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- NCLB Report Card data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

**Support Systems and Other Data**

- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Math performance at Level III will increase from 45% to 50%.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Math:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement word walls to promote Math vocabulary | 2, 3, 9 | Principal, Assistant Principal, Math Interventionist, Academic Coaches | a) Word Walls are visible in classrooms. b) Teachers teach Math vocabulary aligned with the standards and students use the vocabulary taught. c) Increased scores on campus, district, and state assessments. | | | | |
| 2) Implement and utilize UPSC strategy for problem-solving | 2, 3, 9 | Principal, Assistant Principal, Math Interventionist, Classroom Teachers | a)Teacher lesson plans and student work products reflect use of the strategy. b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 3) Obtain and utilize a Math Interventionist to provide small group, quality instruction to Tier II and Tier III students. | 2, 3, 8, 9, 10 | Principal, Assistant Principal | a) Collaborative RtI meetings b) Increased scores on campus, district, and state assessments. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| 4) Regularly utilize the district Academic Coaches to aid in teacher planning and ensure instruction is aligned with the standards. | 1, 3, 4, 9 | Principal, Assistant Principal | a) Coaches' activity log b)Teacher lesson plans and student tasks/products aligned to the standards | | | | |
| 5) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction and intervention | 8, 9, 10 | Principal, Assistant Principal, Reading Interventionist, Math Interventionist, Classroom Teachers | a) Campus and district data protocols to disaggregate the data b) Increased scores on campus, district, and state assessments | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| ✓ = Accomplished　　 = Considerable　　 = Some Progress　　 = No Progress　　✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** Reading performance at Level III will increase from 54% to 59%.
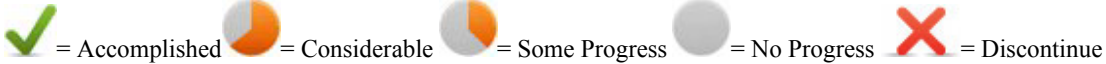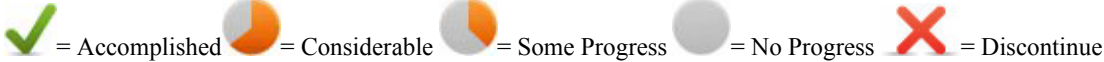
**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement word walls to promote vocabulary | 2, 3, 9 | Principal, Assistant Principal, Reading Interventionist, Academic Coaches | a) Word Walls are visible in classrooms. b) Teachers teach vocabulary aligned with the standards and students use the vocabulary taught. c) Increased scores on campus, district, and state assessments. | | | | |
| 2) Implement Reading Workshop with a focus on guided and close reading | 2, 3, 9 | Principal, Assistant Principal, Reading Interventionist, Academic Coaches, Classroom Teachers | a)Teacher lesson plans and classroom structures b) Individualized instruction based on student needs c) Increased scores on campus, district, and state assessments. | | | | |
| 3) Regularly utilize the district Academic Coaches to aid in teacher planning and ensure instruction is aligned with the standards. | 1, 3, 4, 9 | Principal, Assistant Principal | a) Coaches' activity log b)Teacher lesson plans and student tasks/products aligned to the standards | | | | |
| 4) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction and intervention | 8, 9, 10 | Principal, Assistant Principal, Reading Interventionist, Classroom Teachers | a) Campus and district data protocols to disaggragate the data b) Increased scores on campus, district, and state assessments | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** Writing performance at Level III will increase from 18% to 23%.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement Writer's Workshop with a focus on Norma Jackson's writing routines | 2, 3, 9 | Principal, Assistant Principal, Academic Coaches, Classroom Teachers | a)Teacher lesson plans and classroom structures b) Individualized instruction based on student needs c) Increased scores on campus, district, and state assessments. | | | | |
| 2) Utilize Norma Jackson to provide training and modeling of lessons for teachers | 3, 4 | Principal, Assistant Principal | a) Teacher lesson plans and student journals/compositions b) Increased scores on campus, district, and state assessments | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 3) Regularly utilize the district Academic Coaches to aid in teacher planning and ensure instruction is aligned with the standards. | 1, 3, 4, 9 | Principal, Assistant Principal | a) Coaches' activity log b)Teacher lesson plans and student tasks/products aligned to the standards | | | | |
| 4) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction and intervention | 8, 9 | Principal, Assistant Principal, Reading Interventionist, Classroom Teachers | a) Campus and district data protocols to disaggragate the data b) Increased scores on campus, district, and state assessments | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| ✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** Science performance at Level III will increase from 25% to 30%.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Science:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement word walls to promote Science vocabulary | 2, 3, 9 | Principal, Assistant Principal, Academic Coaches | a) Word Walls are visible in classrooms. b) Teachers teach Science vocabulary aligned with the standards and students use the vocabulary taught. c) Increased scores on campus, district, and state assessments. | | | | |
| 2) Utilize Science Lab for student learning | 2, 3, 9 | Principal, Assistant Principal, Classroom Teachers | a)Teacher lesson plans and hands-on learning by the students in the lab b) Increased scores on campus, district, and state assessments. | | | | |
| 3) Regularly utilize the district Academic Coaches to aid in teacher planning and ensure instruction is aligned with the standards. | 1, 3, 4, 9 | Principal, Assistant Principal | a) Coaches' activity log b)Teacher lesson plans and student tasks/products aligned to the standards | | | | |
| 4) Improve use of assessment data to determine student strengths and weaknesses and evaluate effectiveness of instruction and intervention | 8, 9, 10 | Principal, Assistant Principal, Classroom Teachers | a) Campus and district data protocols to disaggragate the data b) Increased scores on campus, district, and state assessments | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress  ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Increase knowledge of grade level TEKS by providing inclusion to regular classrooms for Special Education students | 1, 3, 8, 9, 10 | Principal, Assistant Principal, Diagnostician, Special Education Teachers | a) IEP of Special Education students b) documentation/record of the minutes spent in regular classrooms by Special Education teachers c) Increased scores on campus, district, and state assessments | | | | |
| 2) Implement professional learning to improve instruction of Special Education students | 1, 4 | Principal, Assistant Principal, Special Education Department for the district | a) Classroom walk-throughs b) participation in Core Subject and Vertical PLCs c) Increased scores on campus, district, and state assessments | | | | |
| ✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Focus on academic vocabulary and implement strategies to increase knowledge of TEKS in all subject areas | 1, 2, 3, 4 | Principal, Assistant Principal, Academic Coaches, Classroom Teachers | a) Word Walls displayed and utilized in classrooms b) Teacher lesson plans with specific ELL strategies documented c) Increased scores on campus, district, and state assessments | | | | |
| ✔ = Accomplished 　 = Considerable 　 = Some Progress 　 = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the district's reading and writing model to improve literacy instruction | 2, 3, 4, 8, 9 | Principal, Assistant Principal, Academic Coaches, Classroom Teachers | a) Attendance at district professional learning b) Teacher lesson plans and classroom structures c) Individualized instruction based on student needs d) Writing portfolios for students e)Increased scores on campus, district, and state assessments. | | | | |
| 2) Provide instructional support to teachers in K-2 using Norma Jackson, Teresa Lawson, and Academic Coaches | 4 | Principal, Assistant Principal | a) Teacher lesson plans and classroom structures b) Individualized instruction based on student needs c) Writing portfolios for students d) Participation in core subject and vertical PLCs e) Increased scores on campus, district, and state assessments | | | | |
| | | Funding Sources: 211 - Title I | | | | | |
| | | ✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Create a school wide, grade level and classroom Mission Statement | 1, 3 | Principal, Assistant Principal, Classroom Teachers | a) Mission statements posted and referred to on a regular basis | | | | |
| 2) Implement the PDSA cycle in one subject area for each classroom | 2, 3, 8, 9 | Principal, Assistant Principal | a) PDSA cycle posted in classroom b) goal identified and progression shown through student data c) Increased scores on campus, district, and state assessments | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 9:** The overall campus student attendance rate will be 97%.

**Summative Evaluation:** Skyward student attendance by six weeks; PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Increase awareness of student attendance by individual grade level classes | 1, 10 | Principal, Assistant Principal, Attendance Clerk | a) attendance graph provided and posted by the teacher each six weeks b) acknowledgment of perfect attendance at each six weeks' Celebration Assembly | | | | |
| 2) Provide incentives each six weeks for students/classrooms with perfect attendance | 2 | Princpal, Assistant Principal, Attendance Clerk | a) acknowledgment of perfect attendance at each six weeks' Celebration Assembly b) Campus attendance rate will increase | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data; Skyward Discipline data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide CORE instruction through a variety of activities to increase student character development | 2 | Principal, Assistant Principal, Counselor | a) Counselor lesson plans<br>b) Student participation in Wilson's World<br>c) Small group guidance lessons targeted to individual student needs<br>d) Decrease in incident reports and discipline referrals from previous school year | | | | |
| 2) Implement campus school wide discipline plan | 2 | Principal, Assistant Principal | a) Decrease in incident reports and discipline referrals from previous school year | | | | |
| ✔ = Accomplished   ◔ = Considerable   ◔ = Some Progress   ● = No Progress   ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Plan and implement a community service project in each grade level as well as one conducted by the SHE staff | | Principal, Assistant Principal, Counselor | a) Discussion and research of community needs b) Alignment to TEKS in grade levels where applicable c) Service projects planned and carried out by faculty and students | | | | |
| ✔ = Accomplished    🟠 = Considerable    🟠 = Some Progress    ⚪ = No Progress    ❌ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Snow Heights will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Conduct drills to practice emergency procedures | | Principal, Assistant Principal, Nurse, Emergency Team | a) Drills completed regularly (fire drill monthly, severe weather once a semester, lockdown and shelter in place once a year) b) BISD After Action form completed | | | | |
| 2) Quarterly monitor and address BISD Response to Safety and Security Audit | | Principal, Assistant Principal, Nurse, Custodian, Teachers | a) Drills completed regularly b) Response to Safety Audit discussed and reviewed quarterly | | | | |
| 3) Train all students in Science safety procedures and guidelines | | Assistant Principal, Science Manager, Classroom Teachers | a) Students follow safety guidelines b) Decrease in occurrence of accidents in the Science Lab | | | | |
| ✔ = Accomplished      = Considerable      = Some Progress      = No Progress     ✘ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Conduct an annual review of Community and Student Engagement Survey | 6 | Principal, Assistant Principal, Counselor | a) Increased participation in student and community activities<br>b) Community and Student Engagement Survey | | | | |
| 2) Develop and implement a Title One parent/community involvement plan | 6 | Principal, Assistant Principal, Counselor, Site Based Committee | a) Increased participation in parent/community activities<br>b) Sign-in sheets for academic and social events | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Quarterly and annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Merge PLCs and Continuous Improvement strategies in order to create a strong learning system that meets the needs of all students | 2 | Principal, Assistant Principal, Interventionists, Classroom Teachers | a) PDSA cycle utilized in classrooms<br>b) Core subject and vertical PLCs<br>c) Increased scores on campus, district, and state assessements | | | | |
| 2) Develop campus issue bin to receive feedback and address critical academic needs and logistical operations | | Principal, Assistant Principal, Counselor, FAC Committee, LOL Team | a) monitor issue bin and revisit or discuss campus processes monthly | | | | |
| 3) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in student achievement | 6 | Principal, Assistant Principal, SBDM Committee | a) Event sign-in sheets<br>b) Increased numbers of parents attending campus events (PTA, trainings, CARE Team, 504, Parent/Teacher conferences) | | | | |
| 4) Monitor and adjust the Campus Improvement Plan quarterly to assure accuracy in implementation and documentation | | Principal, Assistant Principal, Counselor, SBDM Committee, Leaders of Learners | a) Formative review of Campus Improvement plan | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for Snow Heights Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Dawnya Morrison | Math Interventionist | RtI | .5 |
| Shonna Whitmore | Reading Interventionist | SCE | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Dawnya Morrison | Math Interventionist | Math | .5 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Susan Nall | Principal |
| Administrator | Shawn Serviente | Assistant Principal |
| Business Representative | Dustin Conniff | Owner-T Shirt Graphics, Co. |
| Business Representative | Tito Rodriguez | Executive Director of Birdville Education Foundation |
| Classroom Teacher | Pam Armold | Librarian |
| Classroom Teacher | Mycah Baxter | 1st Grade Teacher |
| Classroom Teacher | Hannah Baxter | 2nd Grade Teacher |
| Classroom Teacher | Brittany Bush | 3rd Grade Teacher |
| Classroom Teacher | Kate Hartnett | Kindergarten Teacher |
| Classroom Teacher | Michelle Lindsey | 4th Grade Teacher |
| Classroom Teacher | Marisa McGovern | Primary AABLE Teacher |
| Community Representative | Don Beach | Community Member |
| Community Representative | Robert Howell | Community Member |
| District-level Professional | Monica Uphoff | BISD Coordinator of Testing |
| Non-classroom Professional | Laura Wilson | Counselor |
| Paraprofessional | Deena Friesz | Computer Assistant |
| Parent | Amy Haecker | Parent |
| Parent | Laura Tippett | Parent |

# Campus Funding Summary

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 3 | | | $0.00 |
| 1 | 1 | 5 | .5 Math Interventionist | | $0.00 |
| 1 | 2 | 4 | Mentoring Minds | | $0.00 |
| 1 | 4 | 4 | Mentoring Minds | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Mentoring Minds | | $0.00 |
| 1 | 1 | 3 | Interventionist | | $0.00 |
| 1 | 1 | 5 | Mentoring Minds | | $0.00 |
| 1 | 2 | 4 | Mentoring Minds | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 4 | Mentoring Minds | | $0.00 |
| 1 | 4 | 4 | Mentoring Minds | | $0.00 |
| 1 | 7 | 2 | Norma Jackson | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $0.00 |

# Addendums

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan Campus:  Snow Heights Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
  1) **100% of core area teachers will be highly qualified**
  2) **100% of instructional paraprofessionals will be highly qualified**
  3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations  2014-15  NCLB Highly Qualified Report  100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files  Expenditure reports for Stipends  Certifications of completion of training  Eduphoria Workshop files |

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan Campus:  Snow Heights Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff  regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files<br><br>Mentor training modules<br><br>All first-year teachers are provided a mentor |

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

## Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Student/Teacher/Parent Compact
## Title One-Linking Together for Student Success
## Snow Heights Elementary

### Student Agreement

I want to be successful.  Therefore, I will strive to:

- Attend school regularly.
- Come to class prepared with homework and supplies.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other _____

*Student's Signature* _____ *Date* _____

### Teacher Agreement

I want all of my students to be successful.  Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other _____

*Teacher's Signature* _____ *Date* _____

*Teacher's Signature* _____ *Date* _____

*Teacher's Signature* _____ *Date* _____

### Parent Agreement

I want my child to be successful.  Therefore, I will strive to:

- See that my child attends school **regularly** and **on time**.
- Provide a home environment that encourages my child to learn.
- Provide a home environment that encourages proper diet, rest, and wellness.
- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other _____

*Parent's Signature* _____ *Date* _____

*Parent's Signature* _____ *Date* _____

# Snow Heights Elementary Parent Involvement Policy

**OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act, Snow Heights Elementary* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

**REQUEST FOR SUGGESTIONS**

The staff at Snow Heights Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Susan Nall at (817) 547-2200 or email Ms. Nall at susan.nall@birdvillschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | **(Campus) Parent Involvement Strategies** | | | |
| 6 | Participation in parent involvement policy development | End of 1<sup>st</sup> weeks | Involve parents in policy development through.<br>• SBDM<br>• Distribute, inviting comments | • Campus policy<br>• Written parent suggestions |
| 6 | Participation in decision making for Title I Program | | Involve parents in planning, implementing, and evaluating Title I Program:<br>• SBDM meetings | • Site-based meeting sign-ins<br>• Agenda |
| 6 | Communicate program information to all parents | Annual Meeting | Provide information about …<br>1. Participation in Title 1<br>2. Program Description | • Curriculum Night sign in sheets from each teacher.<br>• Parent conferences |
| | | | 3. Curriculum | |
| | | | 4. State and local assessments and expectations for student proficiency | |
| | | | 5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6 | Shared responsibility for student achievement | | Utilize the school-parent compact<br>1. Develop<br>2. Distribute<br>3. Evaluate<br>4. Revise | |
| 6 | Build capacities of parents | | Assist parents in understanding<br>1. State academic content (TEKS)<br>2. State academic achievement standards (STAAR, CBAs)<br>3. Ways to monitor progress<br>4. Ways to work with teachers to improve achievement | |

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | | | Provide training and materials to parents to help them work with their children | |
| 6 | Build capacities of staff | | Design training (with parents) to build staff's capacity to communicate with parents, to value parent contribution, and to reach out to parents | |
| 10 | Coordinate and integrate Title I parent program with other parent programs | | Coordinate parent involvement under Title I with ESL, GT | • Parent training schedules<br>• Session evaluations<br>• Budget records |
| 7 | Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade | | Provide information about middle school to 5th grade parents (Middle School Information Night)<br><br>Visit North Richland Middle School in Spring 2016 for tour and 6th grade information | Parent invitations and School Messenger/social media reminders regarding the event |
| | | | | |

**(Campus) Parent Involvement Strategies**

# Birdville Independent School District

# Major Cheney Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Vision

All students succeed in a future they create.

# Core Beliefs

**Core Values:  Work.  Respect.  Belong.**

We Believe:

Humans are complex with unique intellectual, social, emotional, and physical needs.

Every person is unique by design, with abilities, gifts and talents.

Every person has inherent value and unique potential.

All people are innately curious.

Relationships are an inherent human need.

Personal reponsibility is essential and noble for all.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Major Cheney Elementary at South Birdville has been in existence for 63 years. Its enrollment has increased over the last 3-5 years, and it currently serves 460 students of which **71% Hispanic**, **1% American Indian**, **3.0% Asian**, **5.4% African American,17.6% White** and **1% Pacific Islander**. There are 18 identified as GT; 23 receive speech special education services, 10 receive content mastery special education services, 57% are LEP; 72% are at risk, 90.1% are economically disadvantaged, and we have a mobility rate of 17.6%.

### Attendance Data 2011-2015

| Attendance Rates by Year | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| ADA % | 96.3% | 96.4% | 96.1% | 96.4% |

- Our attendance rate has not had a significant change over the last 3 years.

### Demographics Strengths

The following have been identified as demographic strengths:

- Our student attendance rate has risen steadily from 95.5 in 2010 to the current rate of 96.4%.
- Across the board, number of ELL learners increased in Advanced High from previous years on TELPAS Composite scores.

### Demographics Needs

The following have been identified as demographic needs:

- Although our student attendance rate has risen every year for the last 5 years, and is now at 96.4%, it still does not fall into the top quartile of schools in our comparison group. Our economically disadvantaged families' attendance are persistently higher.
- Our total campus economically disadvantage population is 90.1%, which is one of the highest in the district. Campus and community activities are created to support academic and social/emotional improvements.
- Our mobility rate remains high at 17.6%.
- Support for Tiered 2 and Tier 3 have increased. However, additional support by certified teachers are needed for small groups interventions.
- As bilingual classrooms are added to our campus each year, we will need additional Spanish speaking interventionist, interpreters, and office assistance on campus to support teachers, students and parents. Bilingual resources are also needed to support students and teachers.

# Student Achievement

**Student Achievement Summary**

Major Cheney at South Birdville Elementary received a Texas Education Agency accountability rating of Met Standard. Safeguards were missed in Writing for Hispanic and Economically Disadvantaged subgroups. Although Major Cheney has a highly challenging task of educating 90.1% economically disadvantaged and 73% at-risk students, the staff continuously works together to strategically improve student academic achievements and social/emotional well being of all students. Professional learning teams on our campus work collaboratively in teams and with community business and non-profit organizations to design, review and study the services and learning plan delivered to the students. The principal provides opportunities to collaborate and build knowledge to facilitate teacher and student performance. Our PLC environment and culture creates self-reflective learning organizations that is working at the highest internalization/advocacy level where leadership delegates responsibly as indicated on 2014 OHI survey.

**Student passing rates on STAAR in 2015 are as follows:**

| Target Subgroup | Reading | Math | Writing | Science |
|---|---|---|---|---|
| **All Students** | 84% | 74% | 61% | 65% |
| **African American** | 88% | 75% | 75% | 33% |
| **Asian** | 100% | 100% | 100% | 100% |
| **Hispanic** | 82% | 72% | 53% | 66% |
| **White** | 85% | 76% | 64% | 63% |
| **Econ. Disadvantage** | 82% | 72% | 56% | 62% |
| **ELL** | 78% | 61% | 64% | 43% |
| **SPED** | 83% | 73% | 33% | 0% |

- Our overall performance data indicates ELL improvements across all content areas.

**Advanced Performance Rates were as follows:**

| | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| **Math** | 6% | 16% | 11% | N/A |
| **Reading** | 5% | 13% | 12% | 16% |
| **Writing** | 0% | 6% | 0% | 12% |
| **Science** | | | 5% | 11% |

- <mark>Advanced academic performance has increased in Reading, Writing and Science.</mark>

ISIP Tier 1 Growth during the 2014-2015 School Year:

| Major   Cheney ISIP Data – Growth of Tier 1 2014-2015 | | |
|---|---|---|
| **Grade Level** | **%Tier 1 Sept. (BOY)** | **%Tier 1 May (EOY)** | **% Growth** |
| K | 22 | 44 | 22 |
| K - Bilingual | 45 | 77 | 32 |
| 1 | 30 | 37 | 7 |
| 1 - Bilingual | 95 | 100 | 5 |
| 2 | 31 | 53 | 22 |
| 2- Bilingual | 91 | 100 | 9 |
| 3 | 41 | 43 | 3 |
| 4 | 44 | 41 | -3 |
| 5 | 49 | 55 | 6 |

ISIP Reduction on Tier 3 during the 2014-2015 School Year:

| Major   Cheney ISIP Data – Shrinking of Tier 3 2014-2015 | | | |
|---|---|---|---|
| Grade Level | %Tier 3 Sept. (BOY) | %Tier 3 May (EOY) | % Change |
| K | 12.75 | 12.25 | -.5 |
| K - Bilingual | 18.8 | 18.6 | -.2 |
| 1 | 15.8 | 12.19 | -2.1 |
| 1 - Bilingual | 0 | 0 | 0 |
| 2 | 32.6 | 18 | -14.6 |
| 3 | 41 | 53.3 | 12.3 |
| 4 | 29 | 41 | 12 |
| 5 | 37 | 33 | -4 |

- IStation data indicates a reduction in Tier 3 and growth in Tier 1 in all grades, except for grade 4. However, 4th grade received Distinction Designations in 4th grade reading.

**TELPAS Composite Data- 2012, 2013, 2014  & 2015 (number of students at each level of proficiency) Grades 1-5**

| | Begining | Intermediate | Advanced | AHigh |
|---|---|---|---|---|
| Listening | | | | |
| 2012 | 4 | 21 | 28 | 48 |
| 2013 | 5 | 30 | 61 | 71 |
| 2014 | 5 | 5 | 32 | 58 |
| 2015 | 1 | 11 | 17 | 95 |

| Speaking | | | | |
|---|---|---|---|---|
| 2012 | 7 | 24 | 27 | 43 |
| 2013 | 10 | 43 | 54 | 60 |
| 2014 | .14 | 24 | 52 | 47 |
| 2015 | 1 | 19 | 57 | 74 |
| Writing | | | | |
| 2012 | 10 | 31 | 29 | 29 |
| 2013 | 17 | 66 | 32 | 32 |
| 2014 | 4 | 17 | 48 | 32 |
| 2015 | 3 | 30 | 16 | 52 |
| Reading | | | | |
| 2012 | 6 | 34 | 33 | 33 |
| 2013 | 22 | 55 | 46 | 37 |
| 2014 | 12 | 30 | 43 | 14 |
| 2015 | 7 | 37 | 79 | 15 |

-Our target is to improve by a minimum of 5% in all proficiency areas. Advanced and Advanced High have shown improvements over the past 4 years at all proficiency areas.

**Attendance Data 2011-2015**

| Attendance Rates by Year | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| ADA % | 96.3% | 96.4% | 96.1% | 96.4% |

- <mark>Our attendance rate has not had a significant change over the last 3 years.</mark>

**Student Achievement Strengths**

We consistently perform well on STAAR Reading, and have maintained an 81%-85% met standard rate for the last three years.  Advanced performance improved in all subject areas.   ISIP data shows Kindergarten, 2nd grade and bilingual classes made the most growth in percentage of Tier 1 from BOY to EOY. ISIP data also shows 2nd and bilingual classes greatly reduced.

Although, not indicated on IStation results, 4th and 5th grade STAAR results showed significant gains compared to last year and earning Distinction Designations.

TELPAS results showed an increase in Advanced High in all skill areas.  This is consistent with our Advanced results on STAAR as well.

Our score for performance index 1 of the TEA accountability system "student achievement" is 75, which is slightly above district average among  title I elementary schools in the district.

Receivedd Distinction Designation for Student Progress.

Received Distinction Designation for Reading/ELA.

Quartile 1 in Greater Than Expected Growth in English/Language Arts (ELA).

Classroom discipline referrals remain consistently low over the past 3 years with no significant change.

**Student Achievement Needs**

**The following student achievement needs have been identified and are listed in priority order:**

- Only 61% of our 4th grade students passed the STAAR Writing in 2015.
- Only 53% of our Hispanic 4th grade students passed the STAAR Writing in 2015.
- Only 56% of our Economically Disadvantaged 4th grade students passed the STAAR Writing in 2015.

- Only 43% of our Economically Disadvantaged 5th grade students passed the STAAR Science in 2015.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

Campus Target % at Level II and III:

Math 24/ 13,
Reading 40/ 20,
Writing 23/ 7, and
Science 28/ 9

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize updated curriculum documents to improve Tier 1 instruction, including unit overviews and clarifying documents. | 2, 3 | Principal and Assistant Principal | Teachers will utilize updated curriculum in planning as evidenced by PLC minutes and PLC observations. | | | | |
| 2) Increase professional learning opportunities for all teachers to plan collaboratively and to utilize AWARE item analysis data. | 2, 4, 8 | Principal and Assistant Principal | Improved Tier 1 instructions as indicated by student performance on universal screeners, CBAs and movement of Tiers. | | | | |
| Funding Sources: 211 - Title I - $1000.00, 211 - Title I - $5000.00 | | | | | | | |
| 3) Provide observation opportunities of effective classroom instructions in different classrooms for first three years teachers. | 5 | Principal and Assistant Principal | Increased levels of engagement observed during walkthroughs. | | | | |
| Funding Sources: 211 - Title I - $10000.00 | | | | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 2 CSF 7 <br><br> 4) Identify and examine the problem of practice during horizontal and vertical PLC's. | 1, 8 | LOL Team, Administration and teachers. | Teachers' lesson plans reflect a focus on the Figure 19 C, D, E and F (Problem of Practice). | | | | |
| | Funding Sources: 211 - Title I - $1000.00, 199 - General Funds - $2000.00 | | | | | | |
| 5) Provide additional support staff by hiring certified teachers to tutor and support intervention/enrichment time. | 9 | Principal and Assistant Principal | Increase support staff schedule and increasing support for all grade levels during intervention/enrichment time. | | | | |
| Funding Sources: 211 - Title I - $22000.00 | | | | | | | |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

Campus Target % at Level II, phase 2

Math 50
Reading 50
Writing na
Science na

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop collaboration and co-planning time for special education and general education teacher. | 5 | Principal | a) Special Education teacher attendance at PLC's with general education teacher.<br><br>b) Lesson plans reflect differentiation lessons in resource/pull outs and inclusion settings. | | | | |
| ✓ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide Sheltered Instruction Observation Protocol (SIOP) training to all teachers. | 2 | Principal | a) Teacher attendance at initial SIOP training and follow up training. | | | | |
| 2) Support campus processes for making decisions regarding LEP student programming, assessments, and accommodations. | 8 | Campus coaches and LPAC Liaisons | Improved campus decision making processes during LPAC meetings for ELLs. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.
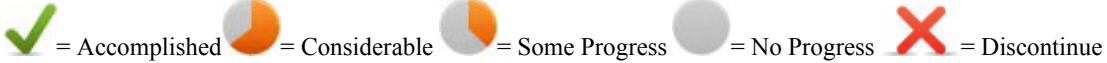
**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br>1) Provide and attend vertical alignment opportunities of the reading instruction delivery system in grades K-5. | 4 | Principal | a) Walkthrough data on instructional delivery.<br><br>b) Scheduled opportunities for K-2 teachers to meet to discuss requirements for each grade level. | | | | |
| Funding Sources: 211 - Title I - $2000.00 | | | | | | | |
| 2) Use reading screener data as defined by the district to provide appropriate interventions for students. | 1 | Principal and Assistant Principal | a) Students are appropriate assigned Tiered and intervention groups.<br><br>b) Interventions and enrichment activities for tiered students are filling in gaps and rigor. | | | | |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>3) Train all ELA/Writing teachers on the 1. Reading Workshop 2. Writing Workshop and Writing Expectations Rubrics models. | 3 | Principal and Assistant Principal | Evidence of implementation during walkthroughs. | | | | |
| | | Funding Sources: 211 - Title I - $1000.00 | | | | | |
| ✔ = Accomplished 🕜 = Considerable 🕜 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data: Submission of PLC attendance, agendas, and minutes and campus professional development attendance, agenda and reflections.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Model for teachers how to set campus performance goals in focused areas. | | Principal and Assistant Principal | a) Charting and analyzing of data during PLC's and data meetings with teachers. b) Communicate progress quarterly of performance goals to campus at Professional Developments and LOL meetings. | | | | |
| 2) Communicate to teachers how to set performance goals in 1-2 core content areas. | 2 | Principal | a) Communicate goals to students by the teacher. b) Increase continuous improvement processes at campus and the classroom level. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data: Walkthrough data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implementation of Community of Respect Everywhere campus wide.<br><br>a) Place posters and permanent fixtures in hallways and classrooms for teachers to refer to daily or as needed.<br><br>b) Post on campus website CORE Values and send home information to parents/guardian each six weeks regarding virtues.<br><br>c) Define and provide an example of the six week's virtue on daily morning announcements. | 2, 6 | Principal, Assistant Principal, and Counselor | a) Observations of teachers and administrators referring to virtues from poster in halls and classrooms when working with students. b) Observations of virtues being practiced by staff and students. | | | | |
| 2) Provide social/emotional and academic mentoring to all 5th grade students by every staff member.<br><br>Mentoring by PALS students from Richland High every six weeks with 4th grade students. | 9, 10 | Counselor | Teachers and students talk about their relationships/bonding successes during the school year at faculty meetings, conferences or face to face talks with students.<br><br>Counselor records and reports interactions between PALS from Richland High school and Major Cheney 4th graders. | | | | |
| Funding Sources: 199 - General Funds - $500.00 | | | | | | | |
| 3) Provide classroom counseling lessons and assemblies addressing bullying, stranger danger, reporting vs. telling, suicide, resources and strategies. Outside agencies also utilized to assist in CORE value lessons. | 10 | Principal, Assistant Principal and Counselor | a) Documented lessons by the counselor addressing the specific needs addressed. b) Increased awareness issues regarding bullying, strangers, reporting vs. telling, suicide, resources and strategies by staff students. | | | | |
| Funding Sources: 199 - General Funds - $500.00 | | | | | | | |
| ✔ = Accomplished    🕐 = Considerable    ⬤ = Some Progress    ⬤ = No Progress    ✘ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Enhance the capacity of the student leadership program on campus while encouraging all students to build character development. Example: Veterans Celebration, Raise money Leukemia Society | 10 | Principal, Assistant Principal and Counselor | a) Leadership students problem solve during leadership meetings and respond to ways they can support the community. | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize campus survey and audit to develop a safety corrective plan. | | Principal and Safety Team | Documentation of quarterly meeting minutes and agenda of Safety Team and corrective plans submitted to Student Services department. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grades 5, 8, and 12:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize campus needs survey to determine the learning needs of the students and their families. | 1, 6 | Principal, LOL Team and RTI Team | a) Documented LOL team and RTI Team minutes and agenda with plan strategies to support students and families. <br> b) Improved support to the students and families. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Quarterly review of mission statement in progress by LOL Team.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Revisit and revise campus mission statement to align with district's mission statement. | 2 | Principal, LOL Team and Staff | Presence of a campus mission statement on campus. | | | | |
| 2) Identify and address campus' improvement strategies and systems check monthly with LOL Team. | | Principal and LOL Team Leader | Agendas shared with campus and problems addressed efficiently and timely as documented in meeting minutes. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 4 | Identify and examine the problem of practice during horizontal and vertical PLC's. |
| 1 | 4 | 1 | Provide and attend vertical alignment opportunities of the reading instruction delivery system in grades K-5. |
| 1 | 4 | 3 | Train all ELA/Writing teachers on the 1. Reading Workshop 2. Writing Workshop and Writing Expectations Rubrics models. |

# State Compensatory

**Personnel for Major Cheney Elementary:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Betty Tatum | Reading Interventionist | | .5 |
| Cheryl Benke | Reading Interventionist | | .5 |
| Elisa Rosales | EA | ESL | .5 |
| Judy Beach | Teacher | PK3 | .5 |
| Karina Gallardo | Teacher | PK3 | 1.0 |
| Susan White | Math Interventionist | | .5 |
| Yvonne Beach | EA | ESL/PK | 1.0 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Betty Tatum | Reading Interventionist | Reading | .5 |
| Elisa Rosales | Paraprofessional | Classroom Support | .5 |
| Jennifer Brickman | Reading Interventionist | Reading and Bilingual | 1.0 |
| Susan White | Math Interventionist | Math | .5 |

# 2015-2016 Campus Planning and Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administratior | Han Arthurs | Principal |
| Administratior | Tammy Higgins | Counselor |
| Administratior | Jason Winans | Assistant Principal |
| Business Representative | George Kates | Community Partner |
| Classroom Teacher | Carmen Badger | 2nd Grade |
| Classroom Teacher | Pat Clepper | 1st Grade |
| Classroom Teacher | Katherine Moore | 3rd Grade |
| Classroom Teacher | Grant Moren | 5th Grade |
| Classroom Teacher | Judy Peresh | Pre-Kindergarten |
| Classroom Teacher | Melinda Perkins | 4th Grade |
| Classroom Teacher | Betty Tatum | Susan White |
| Community Representative | Ryan Murphy | Community |
| Paraprofessional | Cindy Hill | E.A. Lead |
| Parent | Elizabeth Casteneda | Parent Volunteer/PTA |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|:----:|:---------:|:--------:|------------------|:------------:|-------:|
| 1 | 1 | 4 | Substitutes needed for PLC's | | $2,000.00 |
| 2 | 1 | 2 | Field Trip/Bus to Richland High School | | $500.00 |
| 2 | 1 | 3 | Assemblies | | $500.00 |
| | | | | **Sub-Total** | $3,000.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|:----:|:---------:|:--------:|------------------|:------------:|-------:|
| 1 | 1 | 2 | Substitutes needed for professional learning opportunities | | $1,000.00 |
| 1 | 1 | 2 | Teacher Workshops/Conferences/Travel | | $5,000.00 |
| 1 | 1 | 3 | Paraprofessionals | | $10,000.00 |
| 1 | 1 | 4 | Substitutes needed for PLC's | | $1,000.00 |
| 1 | 1 | 5 | Certified teachers as tutors | | $22,000.00 |
| 1 | 4 | 1 | Norma Jackson | | $2,000.00 |
| 1 | 4 | 3 | Norma Jackson | | $1,000.00 |
| | | | | **Sub-Total** | $42,000.00 |
| | | | | **Grand Total** | $45,000.00 |

# Addendums

**2015-2016 Campus Improvement Plan Quarterly Report**
Missed Safeguards - Problem 1

**Campus:** Major Cheney Elementary at South Birdville
**Safeguard(s) Missed:** Writing - Economically Disadvantaged and Hispanic
**Problem 1 Statement:** All students have a 60% passing rate in Writing.
**Annual SMART Goal:** All students will perform at 60% passing on Writing.
**Root Cause:** Lack of instructional time and alignment in Writing instruction.
**Targeted Strategy** Vertically aligned effective writing instruction for 3rd and 4th grade teachers.
**to Address Root Cause:**

**Turnaround Principles Addressed** ☑ 1 - Strengthen instruction  ☑ 4 - Increase learning time  ☑ 7 - Ensure effective teachers
**by Strategy:** ☑ 2 - Use data to inform instruction  ☐ 5 - Improve family/community engagement
☐ 3 - Provide strong leadership  ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the first 9 weeks, 100% of the teachers will implement the Writing Expectations Rubric as documented in lesson plans

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Train all ELA/SLA teachers on the Writing Expectations Rubrics. | Eduphoria registration will document training. Coordinator and or coaches will come out to support those that did not receive training. | | | |
| 2) 3rd and 4th grade will be departmentalized in Writing and meet a minimum of once a month to set vertically aligned goals and plan. Norma Jacksonand coaches will work with both grade levels. | Schedule monthly vertical teaming with 3rd and 4th grade Writing teachers. | | | |
| 3) Set expectations for Writing instructional minutes for all teachers. | Include components of the Writing Expectations Rubrics on walkthroughs. Documented on professional development agendas and PLC's with Principals | | | |
| 4) Principals will observe 3rd and 4th grade writing teacher during the writing instructional time monthly. | Walkthrough data reflections of writing implementation | | | |

**2015-2016 Campus Improvement Plan Quarterly Report**
Missed Safeguards - Problem 1

| | |
|---|---|
| **Campus:** | Major Cheney Elementary at South Birdville |
| **Safeguard(s) Missed:** | Writing - Economically Disadvantaged and Hispanic |
| **Problem 1 Statement:** | All students have a 60% passing rate in Writing. |
| **Annual SMART Goal:** | All students will perform at 60% passing on Writing. |
| **Root Cause:** | Lack of instructional time and alignment in Writing instruction. |
| **Targeted Strategy to Address Root Cause:** | Vertically aligned effective writing instruction for 3rd and 4th grade teachers. |

5) Schoolwide practice of Writing TEKS 4.15 e (revise full draft in response to feedback from peers and teacher and publish writer work for specific audience) by responding in written sentence form daily to a question on the morning announcements regarding book selected - GOLDEN RULE - first 9 weeks.

Principals read on morning announcements on Mondays and Fridays commenting on the stages of writing. Sentences are posted on Writing Wall each six weeks.

**Quarter 2 (Nov - Jan)**

**Q2 Goal:** By the end of the semester, 3rd and 4th graders are writing independently applying the skills modeled in focus lessons in

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Meet with 3rd and 4th grade Writing teachers to provide feedback and support. | Schedule monthly vertical teaming with 3rd and 4th grade Writing teachers. | | | |
| 2) Coaches follow up support with 3rd and 4th grade Writing teachers during vertical PLC's. | Schedule follow up meeting with coaches. | | | |
| 3) Perform follow up walkthroughs with grades 2nd-5th to check for fidelity of writing implementation | Walthrough comments and conferences with teachers | | | |

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 1

**Campus:** Major Cheney Elementary at South Birdville
**Safeguard(s) Missed:** Writing - Economically Disadvantaged and Hispanic
**Problem 1 Statement:** All students have a 60% passing rate in Writing.
**Annual SMART Goal:** All students will perform at 60% passing on Writing.
**Root Cause:** Lack of instructional time and alignment in Writing instruction.
**Targeted Strategy to Address Root Cause:** Vertically aligned effective writing instruction for 3rd and 4th grade teachers.

| | |
|---|---|
| 4) Schoolwide [practice of Writing TEKS 4.15 e (revise full draft in response to feedback from peers and teacher and publish writer work for specific audience) by editing and revising other grade levels' compositions | 2015 data reflect revising and editing concerns. Study of CFA and CBA data analysis to guide instructional decisions |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of March, 80% of teachers are incorporating the Writing Expectations Rubrics into the writing lessons.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Provide refresher training to all staff on Writing Expectations Rubrics. | Examples of writing and lessons at professional development and PLC's | | | |
| 2) Train all ELA/SLA teachers on the Writing Workshop Model | Eduphoria registration will document training. Coordinator and or coaches will come out to support those that did not receive training. | | | |
| 3) Perform follow up walkthrough with grades PK-1 to check for fidelity of writing implementatio. | Walthrough comments and conferences with teachers | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** Major Cheney Elementary at South Birdville
**Safeguard(s) Missed:** Writing - Economically Disadvantaged and Hispanic
**Problem 1 Statement:** All students have a 60% passing rate in Writing.
**Annual SMART Goal:** All students will perform at 60% passing on Writing.
**Root Cause:** Lack of instructional time and alignment in Writing instruction.
**Targeted Strategy to Address Root Cause:** Vertically aligned effective writing instruction for 3rd and 4th grade teachers.

| | |
|---|---|
| 4) Schoolwide practice of Writing TEKS 4.15 e (revise full draft in response to feedback from peers and teacher and publish writer work for specific audience) by responding in written sentence form daily to a question on the morning announcements regarding book selected - | Principals read on morning announcements on Mondays and Fridays commenting on the stages of writing. Sentences are posted on Writing Wall. |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** By the end of the school year, campus LOL team and writing teachers will review writitng assessment data and teacher

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Review 3rd and 4th grade writing data to determine student growth in the stages. | 12 Stage Analytic Writing Rubric score | | | |
| 2) Conference with 3rd and 4th grade teachers to determine the success of departmentalization of wrting | 3rd and 4th grade teacher reports of implementation | | | |
| 3) LOL team reviews writing assessment data and teacher survey comments to determine effectiveness of departmentalization and vertical alignment | Campus writing assessment data (writing samples), | | | |

# Strategy Implementation Planning Form

**Problem:** All students have a 60% passing rate in Writing

**Goal:** All students will perform at 60% passing rate in 2016.

**Root Cause** Lack of writing instructional time and vertical alignment.

**Strategy:** Alignment of writing instructions vertically in the 3rd and 4th grade.

| | Person/Group Responsible | | | | |
|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches |
| **Quarter 1** Aug Sep Oct | 1) Departmentalize writing for grades 3 and 4. 2) Schedule vertical teaming for 3rd and 4th grade teachers. 3) Set expectations | 1) Train 3rd and 4th grade teachers on the Writing Expectations Rubrics | 1) Write daily as reflected in lesson plans 2) Follow writing instructional minutes recommendations in 3rd and 4th grades | | 1) Attend 3rd and 4th grade vertical alignment meeting |
| **Quarter 2** Nov Dec Jan | 1) Provide feedback support after walkthroughs at grade levels | 1) | | | 1) Provide support at PLC's |
| **Quarter 3** Jan Feb Mar | 1) Monitor lesson plans and walkthroughs for implementation of the Writing Expectations Rubrics AND the Worksheop Model | | | | |
| **Quarter 4** Apr May Jun | 1) Evaluate strategy implementation and review data | | | | |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Major Cheney Elementary at South Birdville

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations<br><br>2013-14  NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files<br><br>Expenditure reports for Stipends<br><br>Certifications of completion of training<br><br>Eduphoria Workshop files |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff  regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files<br><br>Mentor training modules<br><br>All first-year teachers are provided a mentor |

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

### Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Parent Involvement Policies
## Major Cheney Elementary at South Birdville
## 2015-2016

| SW | Requirement | Timeline | Activity | Evaluation Measures(s) |
|---|---|---|---|---|
| 6 | Participation in parent involvement policy development | End of first semester | Involve parents in policy development through<br>• Campus SBDM<br>• United Way and Community Partners<br>• Distribute at registration, post on website, school newsletters | • Campus policy<br>• Written parent suggestions<br>• Minutes from meetings |
| 6 | Participation in decision making for Title I Program | August - May | Involve parents in planning, implementing, and evaluating Title I Program:<br>• PTA programs and meetings | • Site-based meeting sign-ins<br>• Agendas |
| 6 | Communicate program information to all parents and PTA | Annual Meetings | Provide information about…<br>1. Participation in Title I<br>2. Program Description<br>• Educational Assistants as support in the classrooms<br>• Spanish speaking Educational Assistants<br>• Full-time Counselor<br>• Parent and Teacher Workshops<br>• Binders for communication with parents<br>• Communication Log with list of events<br>• Monthly Newsletter with calendar listing events<br>• Monthly parent/student activities<br>• After school tutorials- 1$^{st}$ and 2$^{nd}$ semester<br>• During school interventions and enrichment | • Schedule of classes and lessons in Science Computer Lab<br>• Schedule of Educational Assistants in the classrooms<br>• Calendar of parent activities<br>• Schedule of teacher staff development and workshops |
| | | | 3. Curriculum<br>• Provide interpreters to teachers for Spanish and Vietnamese speaking parents<br>• Tutorials- parents invited<br>• Extra science and technology opportunities after school<br>• Computers available in cafeteria for parents to utilize to view Skyward and campus website for additional information | • Schedule of translations<br>• Sign-in sheets or attendance check off for clubs |
| | | | 4. State and local assessments and expectations for student proficiency<br>• Student reports | • Parent conferences<br>• Letters to parents<br>• State reports |

| | | | | |
|---|---|---|---|---|
| | | | • Conferences<br>• Testing data (STAAR, Benchmarks, classroom observations, Campus Formative Assessments, Math STAR, universal screeners, WRAP, CIRCLE Math and DRA reading levels) | |
| | | | 5. Provide communications about meetings, parent programs and other activities in a language that is understandable.<br>• English<br>• Spanish<br>• Vietnamese, as needed | • Student communication logs<br>• Notes home to parents |
| 6 | Shared responsibility for student achievement | Registration<br><br>Jan. 2016 | Utilize the school-parent compact<br>1. Develop with parent suggestion<br>2. Distribute first week of school<br>3. Evaluate in January<br>4. Revise for Fall Registration | • Compacts<br>• Surveys |
| 6 | Build capacities of parents | August - May | Assist parents in understanding<br>1. State academic content (TEKS)<br>2. State academic achievement standards (STAAR)<br>3. Ways to monitor progress<br>4. Ways to work with teachers to improve achievement.<br>Provide training and materials to parents to help them work with their children<br>• Educational Reading gams sent home for students and parents to play and learn together<br>• English classes for Non-English speaking parents<br>• Parent conferences<br>• Mom and Me reading time each six weeks<br>• After School Tutorials- 1st & 2nd semester<br>• School and Classroom Newsletter<br>• Collaborate with United Way in ways to build capacities with parents | • Parent conferences<br>• Parent workshops<br>• Sign-in sheets<br>• Weekly assignment sheet<br>• Class registrations |
| 6 | Build capacity of staff | All Year | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Sign in sheets |

| | | | | |
|---|---|---|---|---|
| | | | • Continuous Improvement<br>• Parent Education Program – ESL classes<br>• Breakfast Club Volunteers | |
| 10 | Coordinate and integrate Title I parent program with other parent programs | August - May | Coordinate parent involvement under Title I , Head Start, Title III, United Way Bates Container, The Hills and St. Lukes<br>• Information about other programs are sent home to parents to encourage participation<br>• Parent Education program invites parents from middle school to parent coffee and ESL classes to give feedback regarding 6th grade transition<br><br>Coordinate activities with the middle school regarding their "Meet The Teacher Night", "Curriculum Night", "Fish Camp" | • Parent training schedules<br>• Session evaluations<br>• Budget records<br>• Middle school schedule |
| 7 | Ensure smooth transition for students and families into Kindergarten and from 5th grade to Middle School. | January, March to August | • Middle school and elementary counselors arrange school visit for 5th graders in December, the middle school conducts a summer camp for incoming 5th graders, all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten students: Meet the Teacher Night, PreK 3 and 4 year program also provided on campus for eligible students<br>• 5th graders visit BCTAL for career readiness<br>• 4th graders visits Richland High School 5 times a year for mentoring | • Trip to middle school<br>• Sign in sheets<br>• Pre-registered students for 6th grade<br>• Preregistered students<br>• PreK attendance |

**Parent Involvement Policy**
**Major Cheney Elementary at South Birdville**

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act, Major Cheney Elementary at South Birdville)* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at Major Cheney Elementary at South Birdville invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Han Arthurs at (817) 547-230 0or email han.arthurs@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with the school.

# Birdville Independent School District

# O.H. Stowe Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

## All Beavers Achieve Grade Level +

# Vision

## All Beavers succeed in a future they create.

# Value Statement

**We are accountable.**

Accepting responsibility for our actions

*"Accountability breeds response-ability." ~Stephen R. Covey*

**We strive for excellence.**

Determined for our personal best in all we do.

*"Good, Better, Best"~ St. Jerome.*

**We are innovative.**

People are empowered to take the initiative and use creative ways to solve problems

*"If you can dream it, you can do it." ~Walt Disney*

**We act with integrity**

Fair and honest in all we do.

*"Actions speak louder than words."~Unknown*

**We have fun**

Celebrating small success to achieve big.

*"Work hard play hard."~Unknown*

**We are a team**

Bringing out the best in each other.

*"There is no I in team."~ John R. wooden*

**We are committed to our Stowe Families**

Caring for our community.

*"It takes a village to raise a child."~African Proverb*

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

**Student Population**

- Stowe serves 789 students Pre Kindergarten to Fifth grade

**Student Ethnicity**

- 49.8% Hispanic or Latino
- 31.9% White
- 3% Two or More Races
- 8% Black or African American
- 7% Asian
- 00.3% American Indian or Alaskan Native
- 29.3% identified as ELL Students
- 79.1% Economically Disadvantaged
- 70.8% Identified as At Risk
- 24.5% Mobility Rate
- 0.9% Homeless

**Distribution of Student Body in Programs**

- 7.4% served by Special Education Programs
- 2.7% served by the Advanced Academic Specialist
- 17.7% enrolled in a Bilingual Class

**Special Education Distribution**

* 59.7% Hispanic
* 6.5% African American
* 27.4% White

**Demographics Strengths**

Small percentages of students require Special Education Services.

**Demographics Needs**

Academically Advanced students are under identified.

There is a high rate of mobility.

Student attendance percentages need to increase.

## Student Achievement

**Student Achievement Summary**

When Stowe is compared to forty similar campuses we rank in the top quartile in Math.    In the Haltom Cluster, Stowe ranks second for Performance Index 1.

**Student Achievement Strengths**

## 2015 STAAR Data

## STAAR Math

- 3$^{rd}$ Grade 89% passed    (7% higher than BISD avg & 11% higher than Haltom Cluster average)

  4$^{th}$ Grade 78% passed    (1% lower than BISD avg & 3% higher than Haltom Cluster average)

  5$^{th}$ grade 86% passed    (1% higher than BISD avg & 6% higher than Haltom Cluster average)

  **Ranks** (of 21 in BISD & of 8 in Haltom Cluster)

  3$^{rd}$ Grade Math  #7 in BISD        #2 in Haltom Cluster

  4$^{th}$ Grade Math #12 in BISD        #4 in Haltom Cluster

  5$^{h}$ Grade Math #12 in BISD        #5 in Haltom Cluster

  **STAAR-A Math**

Our STAAR-A scores were also higher than district average.  The STAAR-A scores did not "count" last year but are helpful to see how our kids are doing.

3$^{rd}$ Grade STAAR-A Math            (26% higher than BISD average)

4$^{th}$ Grade STAAR-A Math            (12% lower than BISD average)

5$^{th}$  Grade STAAR-A Math            (11% higher than BISD average)

STAAR Reading (1st administration):

- 5$^{th}$ Reading – English:  BISD 83% satisfactory Stowe 86%  (+3% above BISD avg)
- 5$^{th}$ Reading – Spanish:  BISD 86% satisfactory Stowe 79% (-7% below BISD avg)
- 5$^{th}$ Reading – STAAR A:  BISD 19% satisfactory  Stowe 25% (+6% above BISD avg)

ISIP Data

- 62% of students were on Tier 1 by May of 2015.

**Student Achievement Needs**

Based on district data analysis and increased expectation on the STAAR exam, these areas of need are identified and listed in priority order:

1. STAAR data indicates that we have needs in writing, reading, math, science.
2. The percentage of students on RTI tiers exceeds percentage recommended by research.
3. There is an inadequate number of Stowe students scoring Advanced on the state assessments.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Federal Report Card Data

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Stowe Elementary students and teachers will increase their use and knowledge of technology resulting in greater student achievement.

**Performance Objective 1:** All students will increase their knowledge and use of technology to benefit their own learning.

**Summative Evaluation:** 100% of Stowe students will increase their technology skills and knowledge as measured by formal and informal assessments.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All students will learn about Digital Citizenship and apply their knowledge when utilizing technology | 2, 3 | Principal Assistant Principal Librarian Classroom Teachers Technology EA | lesson plan documentation, classroom observations | | | | |
| 2) Students will use various technology tools such as iPads and laptops in literacy and math stations utilizing a variety of apps and online resources. | 2, 9 | Principal Assistant Principal Classroom Teachers | Lesson Plan documentation, classroom observations, assessment scores | | | | |
| 3) 100% of students will use the computer lab for 45 minutes each week. | 2, 8, 9 | Principal, Assistant Principal, Classroom Teachers | Lesson Plan documentation, classroom observations, computer lab log | | | | |
| 4) 100% of students will use classroom laptops and/or the Intervention Lab to improve in math and/or reading through the use of district approved universal screeners for math and reading, and other resources. | 2, 8, 9 | Principal, Assistant Principal, Classroom Teachers, Intervention Lab EA | Lesson Plan documentation, classroom observations, assessment results, intervention lab log | | | | |
| 5) 100% of students become familiar with Technology TEKS and use their knowledge in the course of their learning. | 2, 3 | Principal, Assistant Principal, Librarian, Classroom Teachers | Student Products, Lesson Plan documentation, classroom observations, formal and/or informal assessments | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue | | | | | | | |

**Goal 1:** Stowe Elementary students and teachers will increase their use and knowledge of technology resulting in greater student achievement.

**Performance Objective 2:** All Stowe teachers will increase their knowledge and use of technology resulting in greater student achievement.

**Summative Evaluation:** 100% of Stowe teachers will receive technology training and use technology as a teaching resource.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will attend technology training provided by Stowe or the district throughout the school year and/or during the summer. | 2, 3, 4 | Principal, Assistant Principal | eduphoria portfolios, certificates of attendance | | | | |
| 2) Teachers will utilize their teacher iPads and desktop computers to include but not limited to: a) Record, monitor, and share student data using various formats such as excel spreadsheets, googledocs, etc.; b) Create and share engaging lesson plans and activities; c) set up use of iPads as an additional device during rotations/small group instruction; d) Record running record data; e) Create, model, and share project based learning and inquiry based learning lessons; f) Use during professional development & committee meetings | 2, 8, 9 | Principal, Assistant Principal | Lesson Plan documentation, classroom observations, AWARE reports, student assessment data | | | | |
| 3) 100% of teachers will implement use of technology into daily instruction to enhance student learning | 2, 8 | Principal, Assistant Principal, Teachers | Lesson Plan documentation, classroom observations | | | | |
| 4) Teachers will use iPads and laptops to increase student vocabulary achievement with programs such as Flocabulary, Kahoot, PebbleGo, IStation, Pages, and Word. | 2, 8, 9 | Principal, Assistant Principal, Teachers | STAAR Reading data, Lesson Plan documentation, classroom observations | | | | |
| 5) Teachers will use iPads and laptops to increase student math facts achievement with programs such as STMath, Big Brainz, Xtra Math. | 2, 8, 9 | Principal, Assistant Principal, Teachers | TTM data, StMath data, Star Math data, STAAR Math data, Lesson Plan documentation, classroom observations | | | | |
| ✔ = Accomplished　　　 = Considerable　　　 = Some Progress　　　 = No Progress　　✘ = Discontinue | | | | | | | |

# Goal 2: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Analyze and disaggregate student data to ensure continuous improvement of student achievement during grade level PLCs, vertical subject PLC, student data meetings, student/administrator conferences, and RTI collaborative meetings. | 1, 2, 8, 9 | administrators, teachers, student success team | Improve data-driven decision making and continuous improvement practice at the classroom level as indicated by evidence such as student data folders, teacher data binders and improved academic performance. | | | | |
| Funding Sources: 211 - Title I - $6200.00 | | | | | | | |
| 2) Implement and provide professional learning in writing (Norma Jackson), guided reading, math workshop, and the balanced literacy framework. | 1, 2, 3, 4, 10 | administrators, teachers, student success team | Improved tier I instruction as indicated by walk through data, common formative assessments, state assessment results. | | | | |
| Funding Sources: 211 - Title I - $9650.00, 199 - General Funds | | | | | | | |
| 3) Administrator weekly common formative assessments using both open-ended and multiple choice questions. | 1, 2, 8, 9 | classroom teachers, student success team | Improved tier I instruction as indicated by student data folders, common formative assessments, state assessment results, and Fab 15 scores. | | | | |
| 4) Continue Stowe star time (enrichment/interventions) to increase critical thinking and reduce achievement gaps. | 1, 2, 8, 9 | classroom teachers, reading and math interventionists, advanced academic specialist, certified tutors, student success team. | Reduce number of students on tier 2 and tier 3 as indicated by student performance on universal screeners and movement off higher tiers. | | | | |
| Funding Sources: 211 - Title I - $6500.00, 211 - Title I - $1870.00, 211 - Title I - $14000.00 | | | | | | | |
| 5) Attract and retain highly qualified teachers, provide professional learning in identified areas of need, provide campus mentoring programs, and promote leadership opportunities such as LOL, Student Success Team, Campus Success Team, Site Based Committee. | 1, 2, 3, 4, 5 | Administrators, Teachers | Improved tier 1 instruction as indicated by walk through data, common formative assessment performance, and state assessment results. | | | | |
| Funding Sources: 211 - Title I - $3200.00 | | | | | | | |
| 6) Continue engaging educational events such as Camp Jolt science camp, fourth grade Austin field trip, Math Bee, Spelling Bee, Battle of the Books, and One School-One Book. | 1 | administrators, teachers, student success team | Improvement in reading, math, science, and social studies as evidenced by improved common formative assessment performance, local, and state assessments. | | | | |
| Funding Sources: 211 - Title I - $400.00 | | | | | | | |
| 7) Implement the Stowe problem of practice by providing professional learning and implementation of vocabulary plan and writing rubric with fidelity. | 1, 2, 3, 4 | Classroom teachers, administrators | Increased writing performance on campus, district, and state assessments. | | | | |

✔ = Accomplished    ◓ = Considerable    ◓ = Some Progress    ⬤ = No Progress    ✖ = Discontinue

**Goal 2:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Analyze and disaggregate student data to ensure continuous improvement of student achievement during grade level PLCs, vertical subject PLC, special education PLC, & student data meetings, student/administrator conferences, and RTI collaborative meetings. | 1, 8, 9 | administrators, teachers, student success team | Improve data-driven decision making and continuous improvement practice at the classroom level as indicated by evidence such as student data folders, teacher data binders and improved academic performance. | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 2:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Half day sheltered instruction training for all teachers | 1 | Administrators, teachers, counselor, academic coach | Increase student achievement on STAAR assessments Increase student achievement on the TELPAS assessment Increase in exit percentage | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 2:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades K-9 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize Aware to monitor RTI student groups and track progress through three week assessments. | 1, 2, 8, 9 | Administrators, classroom teacher | Students will show mastery of learning objectives through 3 week assessments.<br><br>Formative assessment results | | | | |
| 2) Employ RTI systems for monitoring student progress through RTI Collaborative and Student Data Meetings. | 1, 2, 8, 9 | administrators, classroom teachers, interventionist | RTI Collaboratives analyze intervention success and make adjustments to increase the number of students performing at Tier 1 level. | | | | |
| 3) Continue Stowe Star Time to increase critical thinking and reduce achievement gaps by utilizing Interventionists, classroom teachers, and certified teachers as tutors. | 1, 2, 3, 8, 9, 10 | Classroom teachers, reading and math interventionists, advanced academic specialists, certified tutors, student success team | Interventionists and tutors will increase academic achievement of Tier 1, 2, and 3 students by insuring mastery of learning objectives | | | | |
| Funding Sources: 211 - Title I - $107377.15, 199 - General Funds: SCE | | | | | | | |
| 4) Provide extended learning opportunities by offering before school Computer Lab time. | 1 | Administrators, Teachers, Educational Aides | Increased student attendance in before school program, increased student achievement | | | | |
| Funding Sources: 211 - Title I - $3016.00 | | | | | | | |
| ✔ = Accomplished   🟠 = Considerable   🔘 = Some Progress   ⚪ = No Progress   ✖ = Discontinue | | | | | | | |

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**Goal 2:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-9 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize Aware to monitor RTI student groups and track progress through three week assessments | 1, 2, 8, 9 | Administrators, classroom teacher | Students will show mastery of learning objectives through 3 week assessments. Formative assessment results | | | | |
| 2) Employ RTI systems for monitoring student progress through RTI Collaborative and Student Data Meetings. | 1, 2, 8, 9 | administrators, classroom teachers, interventionist | RTI Collaboratives analyze intervention success and make adjustments to increase the number of students performing at Tier 1 level. | | | | |
| 3) Continue Stowe Star Time to increase critical thinking and reduce achievement gaps by utilizing Interventionists, classroom teachers, and certified teachers as tutors. | 1, 2, 3, 8, 9, 10 | Classroom teachers, reading and math interventionists, advanced academic specialists, certified tutors, student success team | Interventionists and tutors will increase academic achievement of Tier 1, 2, and 3 students by insuring mastery of learning objectives | | | | |
| Funding Sources: 211 - Title I - $76832.58, 199 - General Funds: SCE | | | | | | | |
| 4) Provide extended learning opportunities by offering before school Computer Lab time | | Administrators, Teachers, Educational Aides | Increased student attendance in before school program, increased student achievement | | | | |
| Funding Sources: 211 - Title I - $3016.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide monthly classroom counseling lessons addressing character development using the CORE values. | | Administrators, Counselor | Documentation of lessons provided on campus | | | | |
| 2) Implement digital citizenship and safety lessons such as NetSmartz. | | Administrators, Librarian, Counselor | Presence of lessons at campus, improved understanding of digital citizenship issues | | | | |
| ✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Participate in school-wide projects including clothes drive for Clothes Connection, canned food drive, and Student Council projects. | | Administrators, teachers, counselor | Increased student participation, increased donations | | | | |
| 2) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in student achievement | 1, 6 | Administrators, Teachers, Counselor, students | Increased student and parent participation, increased student achievement. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure school and district safety policies are continuously evaluated for improvement through drills and repeated practice. | 1 | School safety committee | Improved campus safety as determined by the number of safety issues addressed by the After-Action Report. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 4:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Hire and train educational aide to assist teachers and ensure all district/state safety requirements are met | 1 | Administrators, Science resource manager | Improved campus safety as determined by walk-through data and performance on safety audit. | | | | |
| Funding Sources: 211 - Title I - $22623.63 | | | | | | | |
| ✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 4:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Reduce number of student absences, tardies, and early dismissals through weekly tracking, systematic monitoring and communication with parents of students with low attendance rates. Utilize school incentive program that encourages and sustains attendance among students. | 1, 2, 6 | Administrators, Teachers, Campus Success Team | Improve attendance rate by increased number of students eligible for receiving perfect attendance recognition and other incentives associated with increased attendance rates | | | | |
| 2) Increase staff attendance rate through incentives and rewards. | 1, 2 | Administrators, Campus Success Team | Improve attendance rate by increased number of staff eligible for receiving perfect attendance recognition and other incentives associated with increased attendance rates | | | | |
| 3) Reduce number of discipline referrals by implementing CHAMPS procedures, following school wide discipline plan and providing professional learning as needed. | 1, 2 | Administrators, teachers, campus success team | Reduction in number of discipline referrals. | | | | |
| Funding Sources: 211 - Title I - $3000.00 | | | | | | | |
| 4) Communicate effectively to parents (Facebook, Twitter, Instagram, Periscope, School Calendar, Remind 101, Newsletters, School Marquee) and increase parental involvement through various media and events (Parent/Grandparent Breakfasts, Reading Night, Musicals, Family Dinner, Carnival) | 1, 2, 6 | Administrators, teachers | Increased student, parent, and community awareness of the relationship between student achievement and attendance as well as parent community involvement as evidenced through community survey. | | | | |
| ✔ = Accomplished ◕ = Considerable ◖ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 4:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grades 5, 8, and 12:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Use data from district instrument to improve services provided to students and their families. | 6 | Administrators, Teachers | Survey results, improved services provided to families | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

# Goal 5: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop and implement a protocol for evaluating Campus Plan to communicate progress to all staff | 1, 2 | Administrator, Teacher leadership teams | Improved tracking of strategy of implementation as determined by quarterly formal reviews of campus plan. | | | | |
| 2) Conduct formative reviews of CIP and communicate progress to all staff. | 1, 2 | Administrator, Teacher leadership teams | Improved continuity of plan implementation and delivery of services as determined by staff survey | | | | |
| ✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for O.H. Stowe Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Kathy LeDoux | Math Interventionist | | .5 |
| Trina Wayne | Reading Interventionist | | 1.0 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Denice Knight | EA | | 1.0 |
| Kathy LeDoux | Math Interventionist | | .5 |
| Pat Raney | Reading Interventionist | | 1.0 |
| Rhonda Nickens | EA | | 1.0 |
| Scott Knight | EA | | 1.0 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Mike Moon | principal |
| Administrator | Nathan Frymark | asistant principal |
| Business Representative | Suzanne Fusaro | business representative |
| Classroom Teacher | Jenna Conan | teacher |
| Classroom Teacher | Caitlin Howard | teacher |
| Classroom Teacher | Libby Howell | teacher |
| Classroom Teacher | Sarah Piner | teacher |
| Classroom Teacher | Sarah Pottinger | teacher |
| Classroom Teacher | Pat Raney | Teacher |
| Classroom Teacher | Kelly Stephens | teacher |
| Community Representative | Carol Kirkpatrick | community representative |
| Parent | Dyanne Grow | parent |
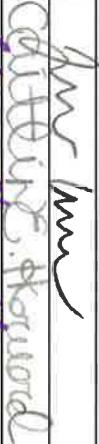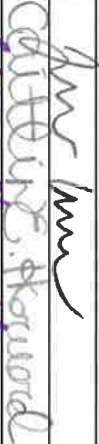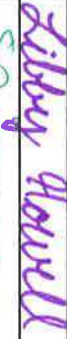
# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 1 | 2 | Professional Learning | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 4 | 3 | Interventionists | | $0.00 |
| 2 | 5 | 3 | Interventionist | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 1 | 1 | | | $6,200.00 |
| 2 | 1 | 2 | Professional Learning | | $9,650.00 |
| 2 | 1 | 4 | | | $6,500.00 |
| 2 | 1 | 4 | | | $1,870.00 |
| 2 | 1 | 4 | math, reading, writing, science classroom materials | | $14,000.00 |
| 2 | 1 | 5 | | | $3,200.00 |
| 2 | 1 | 6 | | | $400.00 |
| 2 | 4 | 3 | Interventionists and Tutors | | $107,377.15 |
| 2 | 4 | 4 | | | $3,016.00 |
| 2 | 5 | 3 | Interventionist and Tutors | | $76,832.58 |
| 2 | 5 | 4 | | | $3,016.00 |
| 4 | 2 | 1 | | | $22,623.63 |
| 4 | 3 | 3 | CHAMPS Training | | $3,000.00 |
| | | | | **Sub-Total** | $257,685.36 |
| | | | | **Grand Total** | $257,685.36 |

# Addendums

# 2015-2016 Site-Based Decision Making Committee

## Meeting Date: September 30, 2015

| Committee Role | Name | Position | Signature |
|---|---|---|---|
| Administrator | Mike Moon | principal | *[signature]* |
| Administrator | Nathan Frymark | asistant principal | *[signature]* |
| Business Representative | Suzanne Fusaro | business representative | |
| Classroom Teacher | Jenna Conan | teacher | *[signature]* |
| Classroom Teacher | Caitlin Howard | teacher | *Caitlin Howard* |
| Classroom Teacher | Libby Howell | teacher | *Libby Howell* |
| Classroom Teacher | Sarah Piner | teacher | |
| Classroom Teacher | Sarah Pottinger | teacher | *[signature]* |
| Classroom Teacher | Pat Raney | Teacher | |
| Classroom Teacher | Kelly Stephens | teacher | *[signature]* |
| Community Representative | Carol Kirkpatrick | community representative | *[signature]* |
| Parent | Dyanne Grow | parent | |

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | | | **O.H. Stowe Parent Involvement Strategies** | |
| **1.** | **Participation in parent involvement policy development** | **End of 1st semester** | **Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments**<br>**Component number 6** | **• Campus policy • Written parent suggestions** |
| **2.** | **Participation in decision making for Title I Program** | **All year** | **Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings**<br>**Component number 6** | **• SBDM • Agenda** |
| **3.** | **Communicate program information to all parents** | **Fall PTA meeting** | **Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers**<br>**Component number 6** | **• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.** |
| | | | **3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data**<br>**Component number 6** | **• Parent Conferences • Letters to parents • State reports** |
| | | | **4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English**<br>**Component number 6** | **• Notes home to parents • Tuesday Folder/Planner communication** |

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | | | **O.H. Stowe Parent Involvement Strategies** | |
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration **Component number 6** | • Compacts • Surveys |
| 5. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops **Component number 4 and 6** | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations |
| 6. | Build capacities of staff | Aug. to May | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents **Component number 4 and 6** | • Sign in sheets |
| 7. | Coordinate and integrate Title I parent program with other parent programs | Aug. to May | Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21st Century, Communities in Schools • Information about other programs is sent home to parents to encourage participation. **Component number 6** | • Parent training schedules • Session evaluations • Budget records |

| 8. | Ensure smooth transition for students and families into Kindergarten and from 5th grade to Middle School. | January March to Aug | Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten students; Meet the Teacher night; PreK 3 and 4 year program also provided on campus for eligible students<br>**Component number 6 and 7** | • Trip to middle school • Sign in sheets • Preregistered students for 6th grade • Pre-registered students • Sign in sheets • PreK attendance |
|---|---|---|---|---|

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan O.H. Stowe Elementary School

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:  100% of core area teachers will be highly qualified.**
**100% of instructional paraprofessionals will meet the highly qualified standard.**
**100% of new hires will meet highly qualified status prior to employment.**
**The percentage of teachers receiving high-quality professional development will be 100%**

| Schoolwide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | Participate in recruitment activities to ensure highly qualified personnel in all positions. Component number 3, 4, and 5 | All staff | Principal Designated teachers Personnel Director & Coordinators | Local funds Title III-A Title II-A | Number of positions posted Number of recruitment activities Number of applications completed | Personnel files 2015-2016 NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |
| Highly Qualified Staff | Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. Component number 3, 4, and 5 | First-year teachers | Principal Designated teachers Director of Curriculum and Instruction | Local funds<br><br>Activity Account | List of first-year teachers List of mentors Schedule of planned activities | Personnel files Expenditure reports for mentor stipends Mentoring program evaluations<br><br>All new teachers were provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention
# Plan O.H. Stowe Elementary School

| | | | | | | |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | Communicate with personnel department regarding highly qualified status of all Teachers Component number 3, 4, and 5 | All teachers | Principal Personnel Director & Coordinators | Local funds | Personnel files Teacher interviews Applications | Personnel files Principal attestations  100% of teachers and paraprofessionals are highly qualified |
| Highly Qualified Staff | Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours Component number 1, 3, 4, and 5 | All teachers | Principal Personnel Coordinators ESL Consultant GT Consultant TIMS | Local funds Title I-A Title II-A Title III GT funds | Schedule of professional learning opportunities Schedule of certification study classes & exams | Eduphoria Records - Workshop Documentation of professional learning sessions attended Copies of certifications obtained |
| Highly Qualified Staff | Communicate with personnel department regarding highly-qualified status of all instructional Paraprofessionals Component number 3, 4, and 5 | All instructional para-professionals | Principal Personnel Coordinator Federal Programs Coordinator | Local funds | Personnel records Paraprofessional applications Schedule of professional learning opportunities | Eduphoria Records - Workshop Personnel list of Highly-qualified Paraprofessionals |

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan O.H. Stowe Elementary School

| | | | | | | |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | Ensure that teachers receive high-quality professional development at the campus and the district level Component number 1, 2, 3, 4, 5, 8, 9, and 10 | All teachers | Principal Director of Curriculum and Instruction | Local funds Title I-A funds Title II-A funds | Schedule of professional learning opportunities | Eduphoria Records - Workshop Agendas of campus professional learning sessions Documentation of conferences attended |
| Highly Qualified Staff | Provide strategies to attract highly qualified teachers Component number 3, 4, and 5 | All teachers | Principal Personnel Director & Coordinators | Local funds Title I-A funds Title II-A funds | Surveys<br><br>Schedule of professional learning opportunities<br><br>Teacher interviews | Personnel files<br><br><br>Surveys |

# Birdville Independent School District

# West Birdville Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Vision

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

West Birdville Elementary is a suburban campus in northeast Tarrant County.  Located in Haltom City, the campus serves approximately 700 students.  WBE is classified as a Title I campus with 92% of students eligible for Free/Reduced lunch. The demographic summary consists of:

- 84% Hispanic
- 11% white
- 1% African American
- 2% Asian
- 63% of students Limited English Proficient (LEP)
- 6% of students served in special education
- 100% staff meet federal highly qualified requirements

### Demographics Strengths

1.) Percentage of students eligible for special education dropped from 7.1% to 6%.  This is the second year with a reduction in special education students.

### Demographics Needs

1.) Campus is experiencing more students enrolling in bilingual education.

2) Percentage of daily student attendance decreased from 96.4% to 96.1%

# Student Achievement

## Student Achievement Summary

West Birdville Elementary earned the highest accountability rating under 2015 TEA Accountability System.  However, student performance lags behind the state and district level.

| Campus | State |
|---|---|
| Grade 3 Reading...83 | Grade 3 Reading...76 |
| Grade 3 Math...87 | Grade 3 Math... |
| Grade 4 Reading...73 | Grade 4 Reading...73 |
| Grade 4 Math...68 | Grade 4 Math... |
| Grade 4 Writing...62 | Grade 4 Writing...69 |
| Grade 5 Reading...70 | Grade 5 Reading...78 |
| Grade 5 Math...89 | Grade 5 Math... |
| Grade 5 Science...62 | Grade 5 Science...71 |

## Student Achievement Strengths

- Based on 2015 STAAR assessments, student growth experienced in reading and math at every grade level as compared to 2014.
- 5th grade mathematics experienced excellent gains of 6 points as compared to 2014.
- 3rd grade math scores exceeded the state average
- Percentage of students eligible for special education dropped from 6.9% to 6%.
- 5th grade math and reading scores continue to improve each year
- 4th grade reading scores continue to improve.

**Student Achievement Needs**

- STAAR scores in most subject areas and grade levels lag behind state and district.
- Large percentage of students on Tier II and III in math and reading.
- RtI data indicate the percentage of students requiring interventions at Tier II and III in reading and math exceeds percentage recommended by research.
- Campus safeguards were not met in writing and science.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

**Student Data: Assessments**

- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All classroom teachers will receive training in the area of Rigor, Relevance, and Engagement. | 2, 3, 4 | Campus administration | Classroom walkthroughs will indicate teachers are planning lessons that incorporate rigor, relevance, and engagement. | | | | |
| 2) One teacher from each grade level will receive extensive training in the Collaborative Instructional Review process | 4 | Campus administration | Three classrooms will be formally observed and feedback will be given under the CIR model | | | | |
| 3) Provide Title I tutors to assist students who are in need of additional interventions based on performance data and making transitions from PreK to early childhood programs | 7, 8, 9 | Campus administration | Improved student performance and scores as indicated on district and state assessments. | | | | |
| | Funding Sources: 211 - Title I - $70000.00 | | | | | | |
| **System Safeguard Strategies**<br>4) Consistent implementation of the district's ELAR framework in each grade level: PreK - 5th grade | 3 | Campus administration | Classroom walkthroughs will indicate teachers are planning lesson consistent to the ELAR framework outlined by BISD | | | | |
| **System Safeguard Strategies**<br>5) Consistent implementation of science vocabulary in grades PreK - 5th grade | 3 | Campus administration | Classroom walkthroughs will indicate teachers are planning lesson that will strengthen student vocabulary | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Special education teachers and general education teachers will receive training in the area of co-teaching | 3, 4, 9 | Campus administration | Students enrolled in special education are performing better than in previous years as measured on CBAs, common assessments, and state assessments. | | | | |
| 2) Use full time reading interventionists to serve students on Tier II & III based on performance data including universal screeners | 8, 9, 10 | Campus administration | Increased percentage of students on Tier I as indicated by campus and district RtI summary reports | | | | |
| Funding Sources: 211 - Title I - $70000.00, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All teachers on campus will be trained in SIOP by the end of 2017 | 3, 4, 10 | Campus administration | Teachers will use the strategies associated with sheltered instruction in classroom lessons as observed in walkthroughs | | | | |
| ✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✕ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Writing strategies associated with Norma Jackson will be employed in all classrooms | 2, 3, 4 | Campus administration | Student work will demonstrate an understanding of the writing process. | | | | |
| Funding Sources: 211 - Title I - $2000.00 | | | | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Every student will take ownership of their learning and monitor their progress in data folders | 2 | Classroom teacher and campus administration | Students will actively monitor their progress in their data folders by graphing their results on common assessments and CBA's. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Classrooms will develop PDSA's and create goals in order to strengthen character development | 1 | Counselor and campus administration | Plan/Do/Study/Act process will monitor strategies periodically | | | | |
| ✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Each grade level will participate in a community service project in the 2015-2016 school year. | | Campus administration and grade level chair. | Community projects will be displayed by each grade level. | | | | |

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** West Birdville will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Strategies and actions from the Safety and Security Audit will be monitored quarterly | 1 | Campus administration | Tracking of strategy implementation as determined by quarterly reviews | | | | |
| 2) Student and staff surveys will be given to measure perception of campus safety | | Campus Administration | 90% of respondents will indicate they feel safe on campus | | | | |
| 3) Develop and implement a Title I parent and community involvement plan | 6 | Campus Administration | Documentation of the plan will be available in CIP | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Strategies and actions will be monitored quarterly | 10 | Campus Administration | Tracking of strategy implementation as determined by quarterly reviews | | | | |
| 2) Develop and implement a continuous improvement process approach (e.g. PDSA) for use by the campus. | 2 | Campus Administration | Increased use of continuous improvement processes at the campus level as evidenced by campus plan documentation. | | | | |
| 3) Conduct a meeting through the Site Base to review the amount of campus targets that were met in 2016. | | Campus administration | The Site Base meeting notes will be kept documenting the outcome of the targets met in 2016. | | | | |
| 4) Develop a campus mentoring program for new teachers | 5 | campus administration | New teachers will be able to utilize best practices in classrooms and understand district and campus procedures | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 4 | Consistent implementation of the district's ELAR framework in each grade level: PreK - 5th grade |
| 1 | 1 | 5 | Consistent implementation of science vocabulary in grades PreK - 5th grade |

# State Compensatory

**Personnel for West Birdville Elementary:**

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|----------------|------------|
| Amanda Jones | SPED Teacher | | .5 |
| Lucy Middlebrook | Math Interventionist | | .5 |
| Stephanie Wamsley | Reading Interventionist | | 1.0 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Jennifer Kimbrough | Math Interventionist | | 1.0 |
| Lucy Middlebrook | Math Interventionist | | .5 |
| Lydia Lopez | Bil Reading Interventionist | | 1.0 |

# 2015-2016 Campus Based Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Non-classroom Professional | Tim Drysdale | Principal |
| Classroom Teacher | Sandra Climer | Kindergarten Teacher |
| Classroom Teacher | Debbie Darter | Special Education Teacher |
| Classroom Teacher | Modeata Juarez | Fifth Grade |
| Classroom Teacher | Heather Merryman | First Grade |
| Classroom Teacher | Jordan Murphy | Fourth Grade |
| Classroom Teacher | Hernan Oropeza | Fourth Grade |
| Classroom Teacher | Anai Ortiz | Second Grade |
| Classroom Teacher | Toni Ramirez | Third Grade |
| Classroom Teacher | Jamie Upthegrove | Kindergarten Teacher |
| Non-classroom Professional | Kathy Grupe | Librarian |
| Non-classroom Professional | Jorge Gutierrez | PE Teacher |
| Non-classroom Professional | Maria Lopez | Counselor |
| Non-classroom Professional | Jennifer Martin | Assistant Principal |
| Parent | Cynthia Sosa | PTA President |

# Campus Funding Summary

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 2 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 3 | Tutors | | $70,000.00 |
| 1 | 2 | 2 | Interventionists | | $70,000.00 |
| 1 | 4 | 1 | | | $2,000.00 |
| | | | | **Sub-Total** | $142,000.00 |
| | | | | **Grand Total** | $142,000.00 |

# Addendums

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** West Birdville Elementary

**Safeguard(s) Missed:** Writing: All students, Hispanic, Econ Disadv, and ELL students

**Problem 1 Statement:** Only 54% of students at West Birdville met the standard on the STAAR writing assessment

**Annual SMART Goal:** 62% of the students will pass the 4th grade writing STAAR assessment

**Root Cause:** Lack of preparation in grades K - 3rd grade in the area of editing and revision

**Targeted Strategy to Address Root Cause:** Consistent implementation of the district's ELAR framework in each grade level.

**Turnaround Principles Addressed by Strategy:**
- ☑ 1 - Strengthen instruction
- ☑ 2 - Use data to inform instruction
- ☐ 3 - Provide strong leadership
- ☐ 4 - Increase learning time
- ☐ 5 - Improve family/community engagement
- ☐ 6 - Improve school environment
- ☑ 7 - Ensure effective teachers

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the 1st nine weeks, all K - 5th grade teachers will receive training on the ELAR framework and strategies will be employed

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Norma Jackson will meet with each grade level to discuss implementation of the writing strategies and 12 pt. rubric | classroom observations will indicate the implementation of strategies | | | |
| 2) All teachers will attend district training on the ELAR framework | Sign in sheets and verification of attendance | | | |
| 3) BOY writing samples will be taken from all students | Work products will be gathered and analyzed | | | |
| 4) Campus administration will perform walkthroughs to determine the quality of writing instruction | walkthrough forms are created and data is loaded into Eduphoria | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of Semester 1, 80% of students are demonstrating the strategies into their writing

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| Writing vertical PLCs will meet to discuss high yield strategies | Vertical meeting notes | | | |
| 2) Students will integrate their writing across each subject area | Student work samples | | | |

**Campus:** West Birdville Elementary
**Safeguard(s) Missed:** Writing: All students, Hispanic, Econ Disadv, and ELL students
**Problem 1 Statement:** Only 54% of students at West Birdville met the standard on the STAAR writing assessment
**Annual SMART Goal:** 62% of the students will pass the 4th grade writing STAAR assessment
**Root Cause:** Lack of preparation in grades K - 3rd grade in the area of editing and revision
**Targeted Strategy to Address Root Cause:** Consistent implementation of the district's ELAR framework in each grade level.

| | | | | |
|---|---|---|---|---|
| 3) RtI procedures will be used and students will receive additional interventions | List of students on RtI Tier reports | | | |
| | | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of March, 75% of students are meeting the standard on their common assessments

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) MOY writing samples will be taken by all students | Student writing samples | | | |
| 2) WIN time will be monitored closely and student groups be changed | Teacher feedback in terms of WIN time effectiveness | | | |
| 3) Writing common assessments will be given to fourth grade students | percentage of student meeting the standard | | | |
| | | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** By mid-June, campus leadership will review multiple data sources to determine strategy effectiveness and identify barriers to address through 2016-

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) EOY writing samples will be given to all students | Student writing samples | | | |
| 2) Student writing portfolios will be collected and shared with the next grade level teacher | Student portfolios will be created and maintained | | | |
| | | | | |
| | | | | |

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 2

**Campus:** West Birdville Elementary
**Safeguard(s) Missed:** Science: Hispanic and ELL students
**Problem 2 Statement:** Only 57% of Hispanic and ELL students passed the science STAAR assessment
**Annual SMART Goal:** 65% of the students will pass the 5th grade science STAAR assessment
**Root Cause:** The complexity of the vocabulary and reading associated with the 5th grade science STAAR is difficult for our students
**Targeted Strategy to Address Root Cause:** Consistent implementation of science vocabulary in grades K - 5

**Turnaround Principles Addressed by Strategy:**

| | | |
|---|---|---|
| ☑ 1 - Strengthen instruction | ☐ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☐ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the 1st nine weeks, 60% of fifth grade students will score 70% or above on the first common assessment

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) District science coordinator will meet with teachers once per 6 weeks to discuss lesson plans and curriculum | Meeting notes will be collected | | | |
| 2) Students will take a science common assessment each six weeks to determine their academic strengths and weaknesses | Common assessment data will be gathered and analyzed | | | |
| 3) Vertical science PLC will meet each six weeks to discus assessment data, curriculum, and researched based strategies | Meeting notes will be collected | | | |
| 4) Teachers will meet the minimum requirement in terms of instructional minutes for science | Teachers will submit their classroom schedules | | | |
| 5) Campus administration will perform walkthroughs to determine the quality of science instruction | walkthrough forms are created and data is loaded into Eduphoria | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of Semester 1, the average common assessment taken by fifth grade students is 70% or above

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|

**2015-2016 Campus Improvement Plan Quarterly Report**
Missed Safeguards - Problem 2

| | |
|---:|:---|
| **Campus:** | West Birdville Elementary |
| **Safeguard(s) Missed:** | Science: Hispanic and ELL students |
| **Problem 2 Statement:** | Only 57% of Hispanic and ELL students passed the science STAAR assessment |
| **Annual SMART Goal:** | 65% of the students will pass the 5th grade science STAAR assessment |
| **Root Cause:** | The complexity of the vocabulary and reading associated with the 5th grade science STAAR is difficult for our students |
| **Targeted Strategy to Address Root Cause:** | Consistent implementation of science vocabulary in grades K - 5 |

| | | | |
|---|---|---|---|
| 1) Teachers will attend the CAST training in Dallas | | | |
| 2) Campus wide science hat parade will reinforce vocabulary | | | |
| 3) Educational assistant will assist teachers in the science lab full time | | | |
| 4) All teachers will use the science lab at least once per week in order to perform hands-on activities | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of March, all teachers are incorporating vocabulary strategies into lessons to improve student academic vocabulary.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Title I tutors will be used to meet with small groups of students struggling with science concepts | | | | |
| 2) RtI procedures will be used to place students on tiers and interventions will occur for students who are struggling | | | | |
| 3) Student science journals will be used in grades 3-5 for the purpose of collecting vocabulary and strengthening science concepts | | | | |
| 4) Fifth grade students will attend a science camp for three days in February | | | | |

**Campus:** West Birdville Elementary
**Safeguard(s) Missed:** Science: Hispanic and ELL students
**Problem 2 Statement:** Only 57% of Hispanic and ELL students passed the science STAAR assessment
**Annual SMART Goal:** 65% of the students will pass the 5th grade science STAAR assessment
**Root Cause:** The complexity of the vocabulary and reading associated with the 5th grade science STAAR is difficult for our students
**Targeted Strategy to Address Root Cause:** Consistent implementation of science vocabulary in grades K - 5

### Quarter 4 (Apr - Jun)

**Q4 Goal:** By mid-June, campus leadership will review multiple data sources to determine strategy effectiveness and identify barriers to address

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Science boot camp will be created to enhance student understanding of science concepts on STAAR | | | | |
| 2) WIN time will be monitored closely to ensure appropriate differentiation | Teacher feedback in terms of WIN time effectiveness | | | |
| | | | | |
| | | | | |

# Strategy Implementation Planning Form

**Problem:** Only 54% of the students pass ed the STAAR Writing assessment

**Goal:** 62% of fourth grade students will pass the writing STAAR

**Root Cause** Lack of preparation in K - 5th grade in the area of editing and revision

**Strategy:** Consistent implementation of the ELAR framework in all grade levels

| | Person/Group Responsible | | | | | |
|---|---|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches | District |
| **Quarter 1** Aug Sep Oct | Design training plan and calendar Attend training with teachers Design walkthrough protocol Conduct walkthroughs | Attend training with Norma Jackson | Incorporate strategies into lessons and attend PLCs | Students will begin writing across subject areas | Attend training with teachers and provide support when needed | Assist administration with design of training. Provide ELAR training to campus staff Perform walkthroughs |
| **Quarter 2** Nov Dec Jan | Provide feedback to teachers based on walkthroughs | Teachers will attend Vertical Writing PLC's | Attend Rti meetings and collaborative conferences | Students will track their own progress in their data folders | Provide feedback to teachers on implementation Provide coaching, resources, and support to teachers | Provide feedback to administrative team about implementation |
| **Quarter 3** Jan Feb Mar | Attend PLCs to examine data and make individual student plans for interventions | Understand linguistic instructional strategies and how to incorporate into lessons | Incorporate linguistic instructional strategies into lessons | Student academic vocabulary increases | Provide follow-up support training | Create CBAs |
| **Quarter 4** Apr May Jun | Evaluate strategy implementation and effectiveness through results of staff survey and data review | Teachers will attend academic curriculum previews | Design intervention groups based on results of vocabulary assessment Evaluate strategy implementation and effectiveness through results of staff survey and data review | Language proficiency levels of students will increase | Evaluate strategy implementation and effectiveness through staff survey and data review | Provide data analysis on a district level |

**Problem:** Only 57% of Hispanic and ELL students passed the Science STAAR

**Goal:** 65% of the students will pass the science STAAR

**Root Cause** The complexity and reading associated with the 5th grade STAAR

**Strategy:** Consistent strategies that will help teach our students the science vocabulary

| | Person/Group Responsible | | | |
|---|---|---|---|---|
| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning |
| **Quarter 1**<br>Aug<br>Sep<br>Oct | Design training plan and calendar<br>Attend training with teachers<br>Design walkthrough protocol<br>Conduct walkthroughs with BL/ESL Dept. staff | Attend training to learn how to incorporate hands on activities in science | Incorporate language objectives into daily lesson plans<br>Incorporate all four language domains into lessons | Students will set academic goals and chart their progress in their data folders |
| **Quarter 2**<br>Nov<br>Dec<br>Jan | Monitor classrooms and student learning | Teachers will attend science previews | Teachers will organize the science hat parade | Students will create science hat for parade |
| **Quarter 3**<br>Jan<br>Feb<br>Mar | Monitor classrooms and student learning | Teachers will attend science previews | Teachers will organize the science camp the students will attend in February | Students will use their daily science journals with applicable |
| **Quarter 4**<br>Apr<br>May<br>Jun | Continue monitoring and performing walkthroughs | Teachers will attend science previews | Teachers will organize boot camp for science | Students will be assessed in boot camp daily (2 weeks) |

| Instructional Coaches | District |
| --- | --- |
| Instructional Coaches will support the teachers | Design the training on a district level |
| Coordinator will continue to meet with 5th grade science teachers | |
| | District will create science CBA's |
| Coordinator will continue to meet with 5th grade science teachers | |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## West Birdville Elementary

**Campus Goal: All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:** **100% of core area teachers will be highly qualified.**
**100% of instructional paraprofessionals will meet the highly qualified standard.**
**100% of new hires will meet highly qualified status prior to employment.**
**The percentage of teachers receiving high-quality professional development will be 100%**

| Schoolwide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | Participate in recruitment activities to ensure highly qualified personnel in all positions. | All staff | Principal Designated teachers Personnel Director & Coordinators | Local funds Title III-A Title II-A | Number of positions posted Number of recruitment activities Number of applications completed | Personnel files 2015-2016 NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |
| Highly Qualified Staff | Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. | First-year teachers | Principal Designated teachers Director of Curriculum and Instruction | Local funds<br><br>Activity Account | List of first-year teachers List of mentors Schedule of planned activities | Personnel files Expenditure reports for mentor stipends Mentoring program evaluations<br><br>All new teachers were provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## West Birdville Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | Communicate with personnel department regarding highly qualified status of all teachers | All teachers | Principal Personnel Director & Coordinators | Local funds | Personnel files Teacher interviews Applications | Personnel files Principal attestations<br><br>100% of teachers and paraprofessionals are highly qualified |
| Highly Qualified Staff | Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours | All teachers | Principal Personnel Coordinators ESL Consultant GT Consultant TIMS | Local funds Title I-A Title II-A Title III GT funds | Schedule of professional learning opportunities Schedule of certification study classes & exams | Eduphoria Records - Workshop Documentation of professional learning sessions attended Copies of certifications obtained |
| Highly Qualified Staff | Communicate with personnel department regarding highly-qualified status of all instructional paraprofessionals | All instructional para-professionals | Principal Personnel Coordinator Federal Programs Coordinator | Local funds | Personnel records Paraprofessional applications Schedule of professional learning opportunities | Eduphoria Records - Workshop Personnel list of Highly-qualified Paraprofessionals |

## 2015-2016 Highly Qualified Recruitment and Retention Plan
## West Birdville Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| Highly Qualified Staff | Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum and Instruction | Local funds Title I-A funds Title II-A funds | Schedule of professional learning opportunities | Eduphoria Records - Workshop Agendas of campus professional learning sessions Documentation of conferences attended |
| Highly Qualified Staff | Provide strategies to attract highly qualified teachers | All teachers | Principal Personnel Director & Coordinators | Local funds Title I-A funds Title II-A funds | Surveys<br><br>Schedule of professional learning opportunities<br><br>Teacher interviews | Personnel files<br><br>Surveys |

| | West Birdville Elementary  Parent Involvement Strategies 2015 - 2016 | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 1. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 2. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 3. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Tuesday Folder communication |

| | *Name of campus goes here*  **Parent Involvement Strategies** | | | |
|---|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 5. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. | • Parent Conferences • Parent Workshops • Sign in sheets • |

| | | The Academy of West Birdville  Parent Involvement Strategies | | |
|---|---|---|---|
| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
|---|---|---|---|---|
| 1. | Participation in parent involvement policy development | End of 1st semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 2. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 3. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
| | | | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
| | | | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents • Tuesday Folder communication |

*Name of campus goes here*  **Parent Involvement Strategies**

| | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
|---|---|---|---|---|
| 4. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration | • Compacts • Surveys |
| 5. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations |

# Birdville Independent School District

# Holiday Heights Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

**We engage and encourage students and staff every day through meaningful work in a safe and caring environment.**

# Vision

**All students succeed in a future they create.**

# Value Statement

**Learning for All ... Whatever it Takes!**

**Beliefs:**

- **Every student is uniquely capable and deserves to learn each day.**
- **Meaningful work engages students in profound learning.**
- **Personal commitment to quality from everyone in the learning organization creates student and staff success.**
- **Trusting relationships in a safe and caring environment are vital to an innovative learning organization.**
- **Student success requires community support and engagement.**
- **Quality public schools build and preserve a healthy democratic society.**

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Holiday Heights Elementary is a Pre-K-5th grade Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2015-2016 school year, the demographic information comes from information available in October 2014.

Student enrollment at Holiday Heights Elementary has recently started to grow and this year we are at full capacity with expected growth from a new development that is expected to be complete in 2017.  May enrollment data shows that 686 students are enrolled and our Hispanic student group is growing the fastest. The campus has three student groups that make up the majority of the student population: 27.8% are Hispanic, 44.9% are White and 16.6% are African American. Asian students make up 4.7% of the population and Native American represent 0.6%. There are 5.4% of students identified as Two-or-More Races.

The 19.3% student mobility rate for Holiday Heights Elementary is above the state average as well as our campus group. Attendance rates have steadily increased over the last three years. At 95.89%, last year's attendance rate was the highest it has been in the past 5 years.  The campus attributes this achievement to a strong partnership with parents, a safe learning environment, and a focus on high-quality education. Holiday Heights Elementary's student groups include 13.1% English Language Learners (ELLs), 8% Gifted and Talented, and 7% Special Education. Additionally, 59.4% are economically disadvantaged, 24.1% are identified as at-risk.

### Demographics Strengths

Holiday Heights Elementary has many strengths demonstrated by our demographic data.  Some of the most notable demographics strengths include:

1. Holiday Heights has an excellent reputation with the community and many of our parents are products of this school.  Numerous families state Holiday Heights Elementary is one of the main factors in moving to this area.  Because our families value education we have many supportive parents and students who are committed to success.

2.  The diversity at Holiday Heights is considerably higher than the general US population and this exposes all students to more connected learning due to the

rich backgrounds our students come from.

3. The attendance rate at Holiday Heights Elementary continues to go up. It increased from 95.08% in 2013-2014 to 95.89% in 2014-2015, moving our campus from Q4 to Q3 within our campus group.

4. Students at Holiday Heights Elementary are very accepting of new students regardless of race or ethnicity and welcome them into the school community.


**Demographics Needs**

The following demographic needs are listed in order of importance:

1. The latest at risk population continues to grow at a steady rate and specifically the number of students who have experienced significant crisis at home continue to rise.  Local campus data reveals that students who are coming from the homeless shelter, abused children's shelter, and Section 8 apartments have significantly more difficulties regulating their executive functions that enable learning for all at high levels.
2. While the percentage of our identified special education students have declined, these students are still struggling to close their learning gaps in reading and mathematics.
3. Data from the 2014-2015 school year show that our ELL learners are continue to struggle with acquiring high levels of vocabulary (CALPS) which is impacting their ability to demonstrate their mastery of core content learning.

# Student Achievement

## Student Achievement Summary

For the 2014-2015 School year Holiday Heights Elementary met all for targets in the state accountability areas:

- Index 1 (state target score = 60) - Student Achievement.  Holiday Heights Elementary Score: 84
- Index 2 (state target score = 30) - Student Progress.  Holiday Heights Elementary Score: 52
- Index 3 (state target score = 28) - Closing Performance Gaps.  Holiday Heights Elementary Score: 49
- Index 4 (state target score = 12) - Post-Secondary Readiness.  Holiday Heights Elementary Score 37

These scores result in Holiday Heights Elementary receiving a 2015 Texas Accountability Met Standard rating.  The campus also earned all 5 Distinctions in Reading/ELA, Science, Progress, Closing Gaps, and Post Secondary Readiness

The students are making progress at Holiday Heights, but we know there is much work that still needs to be done to ensure high levels of learning for all students.  Holiday Heights Elementary missed a safeguard in our Special Education Reading group and are concerned about the performance of our ELL students in comparison to the school.

## Student Achievement Strengths

Holiday Heights Elementary has a population of hard-working, high achieving students with a strong supportive community.  The campus is proud of many different student achievement strengths, including:

- Earning Distinctions in Academic Achievement in Reading/English Language Arts.
- Earning a Distinction for Post-Secondary Readiness on STAAR
- Earning Distinctions in Academic Achievement in Science.
- Earning a Distinction for Closing Achievement Gaps on STAAR
- Earning Distinctions for Progress Measure on STAAR.

Students continue to move from needing intensive intervention to being grade level ready.  The number of students receiving Tier 3 intervention dropped by 61% last year and Tier 2 reduced by 45% from the beginning of the year assessments.  Strong targeted interventions and strong Tier 1 instruction focused on Rigor and Relevance have helped facilitate this movement.

**Student Achievement Needs**

There will always be student achievement needs until every student achieves 100% mastery of the TEKS.  From our data analysis, we have identified the following as the most current, critical student achievement needs.  They are listed in priority order:

1. 2015 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade reading.
2. 2015 STAAR data reveals that Special Education students score below all other student groups in 3rd, 4th and 5th grade mathematics.
3. 4th grade 2015 STAAR scores in writing, while improved, continue to be below the performance of students within our campus group.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** By the end of the 2015-2016 school year, 89% of all student in reading, 81% of all students in writing, and 80% of Hispanic students in Science will meet the STAAR Level II phase standards.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 1 CSF 2 CSF 7 <br><br> 1) All staff will be trained in Rigor, Relevance, and Engagement using the rubrics designed by the International Center for Leadership in Education. | 2, 3, 4 | Principal, Assistant Principal, and IR Guiding Coalition | 1. Teacher PD session as evidenced in Eduphoria 2. Teacher planning in PLCs using the rubrics. 3. Lessons and lesson plans with intention evidence from the rubrics. | | | | |
| **Critical Success Factors** CSF 1 CSF 2 CSF 7 <br><br> 2) Conduct Internal Instructional Rounds 5 times over the course of the year. The data will be reviewed by the IRC and the Intervention team to adjust professional development. | 1, 2, 3, 4, 8 | Principal, Assistant Principal, IRC, and Intervention Team | Evidence from IR from each session will show a movement from our current level 1-2 on the rubrics to a solid 2-3. | | | | |
| | | Funding Sources: 211 - Title I - $4500.00 | | | | | |
| **Critical Success Factors** CSF 1 CSF 6 CSF 7 <br><br> 3) Visit 90-90-90 schools to learn and implement Rigor, Relevance, and Engagement strategies they use. | 2, 3, 4, 8, 9 | Principal, assistant principal, and Design Team | Design Team professional development plan and trainer of team model. | | | | |
| | | Funding Sources: 211 - Title I - $4345.00, 211 - Title I - $2580.00, 211 - Title I - $900.00 | | | | | |
| **Critical Success Factors** CSF 1 CSF 2 CSF 7 <br><br> 4) Incorporate coaching cycles into all grade levels, including planning with the academic coaches to better align tasks with standards of TEKS. | 3, 4, 8, 9 | Coaches, principal, and assistant principal | 1. Coaches activity schedule. 2. Increased student performance 3. Walk-through data | | | | |
| **Critical Success Factors** CSF 7 <br><br> 5) All staff will receive the initial 3 hour SIOP training for ELL learners. | 3, 4, 10 | Principal and LPAC coordinator | SIOP training in Eduphoria | | | | |
| ✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 4 <br><br> 1) Inclusion of special education students into the general education classroom with a combination of inclusion services and in-class support. | | Principal, assistant principal, special education teachers, diagnostician | Students grouped in fluid grouping in the classroom where both inclusion and in-class support occurs | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 4 <br><br> 2) Include all special education students in the Team Time process. | 9, 10 | Intervention Team, Title 1 Tutors, Classroom teachers, Special Education teachers | Special education students making growth in Tier groups that are on track to close their learning gaps (greater than 1 year's growth) | | | | |
| | Funding Sources: 211 - Title I - $54000.00, 199 - General Funds: SCE | | | | | | |
| ✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 | 3, 4, 8 | Writing Team, assistant principal, classroom teachers | 1. Norma Jackson training <br> 2. Increased student performance on the writing rubric | | | | |
| 1) Teachers will monitor the use of strategies and be given support through coaching using the Norma Jackson writing strategies. | Funding Sources: 211 - Title I - $1500.00 | | | | | | |
| **Critical Success Factors** <br> CSF 2 CSF 3 <br><br> 2) Writing Team will meet monthly to evaluate vertical progression on the rubrics across the campus. | | Writing Team | Writing wall student work | | | | |
| ✔ = Accomplished  ◓ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the 2015-2016 school year, at least 70% of classrooms will develop and monitor class goals in the area of academic performance.
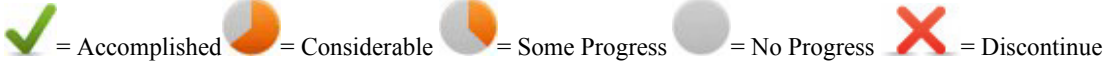
**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 1 CSF 2  1) LOL team team will integrate learning from the training to incorporate it with student data folders and teachers will meet with students 2-3 times per week about their goals. | 1, 8 | LOL team and classroom teachers | Student data folders | | | | |
| ✔ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 4 CSF 6 <br><br>1) Reflective discipline system using campus-wide rubric for behavior, character, and work ethic. | | Principal, assistant principal, all teaching staff, counselor | "Reflect, respond, reply" Time | | | | |
| **Critical Success Factors** CSF 4 CSF 6 <br><br>2) Reflective weekly conferences | | Classroom teachers | Reflective journals and personal behavior goals. | | | | |
| **Critical Success Factors** CSF 4 CSF 5 <br><br>3) Kindergarten and Pre-K teams will collaborate 2 times in the spring to develop plans for preparing and parents for Kindergarten. | 7 | Pre-K and Kindergarten teachers, principal | Parent summer Information program in the spring semester | | | | |
| | | Funding Sources: 199 - General Funds - $500.00 | | | | | |
| ✔ = Accomplished   🥧 = Considerable   🥧 = Some Progress   ⚪ = No Progress   ❌ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 6  1) Student Houses developed to promote strong character of serving others. | 2 | Whole school | Weekly meetings, Google spread sheet, service logs on Google forms | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Holiday Heights will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Campus Safety and Emergency team quarterly plan of action developed to monitor security of students. | | Principal, assistant principal, nurse, CSET | 1. Campus Safety Plan<br>2. Success of campus safety drills | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey. 97% student and 96% staff attendance rate.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Recognize outstanding student attendance in Six Weeks House meetings | | Teachers, attendance clerk | PIEMS attendance information | | | | |
| 2) Classroom rewards for 10 days (earn letters for HUSKY PRIDE) | | Classroom teachers | class attendance rates | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Join My Journey event in the fall and campus picnic in the spring. | 6 | Administration, social team | Community involvement in events | | | | |
| ✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors**<br>CSF 3 CSF 5 CSF 6<br><br>1) Develop brand and publish evidence of campus mission on social media. | 5, 6 | Principal and assistant principal | Analytics from Twitter, Facebook, Periscope, Smore, and other social media sites used by the school | | | | |
| ✔ = Accomplished ◓ = Considerable ◒ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 2 | 1 | Inclusion of special education students into the general education classroom with a combination of inclusion services and in-class support. |
| 1 | 2 | 2 | Include all special education students in the Team Time process. |
| 1 | 3 | 1 | Teachers will monitor the use of strategies and be given support through coaching using the Norma Jackson writing strategies. |

# State Compensatory

**Personnel for Holiday Heights Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Laura McIntire | Math Interventionist (1/2 time) | | .5 |
| Linda Martin | EA | PK 3 | 1 |
| Natasha Garvin | Reading Interventionist | 504 | 1 |
| Noelle Payson | Teacher | PK 3 | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Ashley Paxton | Title 1 Tutor | | |
| Christie Malone | Title 1 Tutor | | |
| Laura McIntire | Reading Interventionist (1/2 time) | | .5 |
| Linda Brunson | Title 1 Tutor | | |
| Sabrina Lindley | Title 1 Tutor | | |
| Scott Smith | Title 1 Tutor | | |
| Sonya Diaz | Title 1 Tutor | | |

# 2015-2016 Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Principal | Michael Wamsley | Principal |
| Asst. Principal | Erin Appling | Assistant Principal |
| Classroom Teacher | Monica Bach | Special Education Teacher |
| Classroom Teacher | Tonya Bishop | First Grade |
| Classroom Teacher | Jessica Cowan | Third Grade |
| Classroom Teacher | Marissa Kozel | Fourth Grade |
| Classroom Teacher | Becky McBride | Fifth Grade |
| Classroom Teacher | Carrie McCaghren | Kinder |
| Classroom Teacher | Karen Mobley | Second Grade |
| Classroom Teacher | Heather Williams | Pre-Kinder |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 1 | 3 | Parent Summer Information resources | | $500.00 |
| | | | | Sub-Total | $500.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 2 | Interventionists | | $0.00 |
| | | | | Sub-Total | $0.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Substitutes | | $4,500.00 |
| 1 | 1 | 3 | Conference and school visit | | $4,345.00 |
| 1 | 1 | 3 | Travel | | $2,580.00 |
| 1 | 1 | 3 | Substitutes | | $900.00 |
| 1 | 2 | 2 | Interventionists and Tutors | | $54,000.00 |
| 1 | 3 | 1 | Norma Jackson Training | | $1,500.00 |
| | | | | Sub-Total | $67,825.00 |
| | | | | Grand Total | $68,325.00 |

# Addendums

# TEXAS EDUCATION AGENCY
## 2015 Accountability Summary
### HOLIDAY HEIGHTS EL (220902112) - BIRDVILLE ISD

## Accountability Rating

### Met Standard

| Met Standards on | Did Not Meet Standards on |
|---|---|
| - Student Achievement<br>- Student Progress<br>- Closing Performance Gaps<br>- Postsecondary Readiness | - NONE |

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

## Performance Index Report



| Index 1<br>Student Achievement<br>(Target Score=60) | Index 2<br>Student Progress<br>(Target Score=30) | Index 3<br>Closing Performance Gaps<br>(Target Score=28) | Index 4<br>Postsecondary Readiness<br>(Target Score=12) |
|---|---|---|---|
| 84 | 52 | 49 | 37 |

## Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|---|---|---|---|
| 1 - Student Achievement | 382 | 457 | 84 |
| 2 - Student Progress | 415 | 800 | 52 |
| 3 - Closing Performance Gaps | 488 | 1,000 | 49 |
| 4 - Postsecondary Readiness | | | |
|    STAAR Score | 37.3 | | |
|    Graduation Rate Score | N/A | | |
|    Graduation Plan Score | N/A | | |
|    Postsecondary Component Score | N/A | | 37 |

## Distinction Designation

⭐ ⭐ ⭐ ⭐ ⭐

| Academic Achievement in Reading/ELA |
|---|
| **DISTINCTION EARNED** |

| Academic Achievement in Mathematics |
|---|
| **NOT ELIGIBLE** |

| Academic Achievement in Science |
|---|
| **DISTINCTION EARNED** |

| Academic Achievement in Social Studies |
|---|
| **NOT ELIGIBLE** |

| Top 25 Percent Student Progress |
|---|
| **DISTINCTION EARNED** |

| Top 25 Percent Closing Performance Gaps |
|---|
| **DISTINCTION EARNED** |

| Postsecondary Readiness |
|---|
| **DISTINCTION EARNED** |
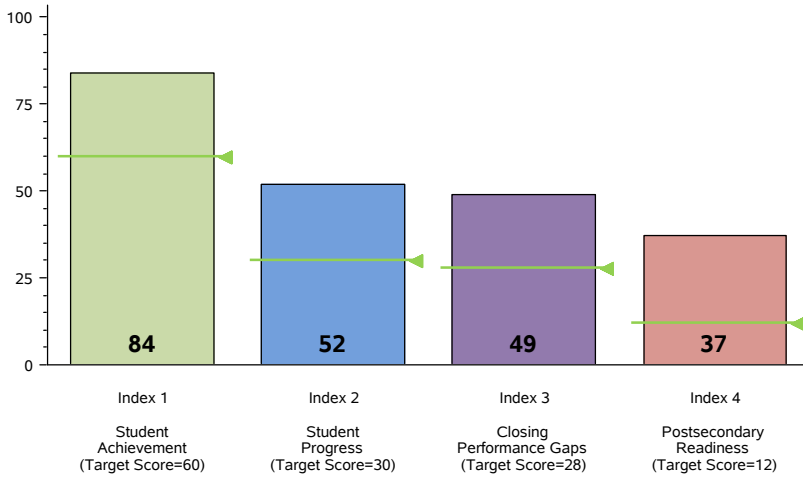
## Campus Demographics

| | |
|---|---|
| Campus Type | Elementary |
| Campus Size | 685 Students |
| Grade Span | PK - 05 |
| Percent Economically Disadvantaged | 59.4 |
| Percent English Language Learners | 13.1 |
| Mobility Rate | 19.3 |

## State System Safeguards

### Number and Percent of Indicators Met

| | |
|---|---|
| Performance Rates | 12 out of 13 = 92% |
| Participation Rates | 7 out of 7 = 100% |
| Graduation Rates | N/A |
| **Total** | **19 out of 20 = 95%** |

For further information about this report, please see the Performance Reporting Division website at http://ritter.tea.state.tx.us/perfreport/account/2015/index.html

# 2015 Campus Comparison Group
## HOLIDAY HEIGHTS EL (220902112) - BIRDVILLE ISD
### Campus Type: Elementary
### Sorted by District Name

| Campus Name | District Name | Grade Span | Number of Students | % Econ Disadv | % ELL | Mobility Rate |
|---|---|---|---|---|---|---|
| **HOLIDAY HEIGHTS EL (220902112)** | **BIRDVILLE ISD** | **PK-05** | **685** | **59.4** | **13.1** | **19.3** |
| 1 MELBA PASSMORE EL (020901108) | ALVIN ISD | PK-05 | 693 | 60.9 | 9.5 | 15.2 |
| 2 ALKEK EL (010902101) | BANDERA ISD | EE-05 | 571 | 63.4 | 9.1 | 18.8 |
| 3 DISHMAN EL (123910126) | BEAUMONT ISD | EE-05 | 600 | 60.3 | 7.7 | 15.2 |
| 4 GUESS EL (123910112) | BEAUMONT ISD | EE-05 | 654 | 64.2 | 9.8 | 22.2 |
| 5 ANN BROCK EL AT OAK GROVE (126902110) | BURLESON ISD | PK-05 | 658 | 54.9 | 6.8 | 16.1 |
| 6 WESTWIND EL (152907105) | FRENSHIP ISD | PK-05 | 697 | 58.0 | 3.6 | 18.9 |
| 7 GLEN COUCH EL (057909157) | GARLAND ISD | EE-05 | 670 | 59.9 | 18.1 | 19.7 |
| 8 PAT COOPER EL (246904104) | GEORGETOWN ISD | KG-05 | 584 | 58.0 | 12.8 | 16.7 |
| 9 CROCKETT EL (101911118) | GOOSE CREEK CISD | EE-05 | 646 | 59.4 | 13.9 | 18.2 |
| 10 HIGHLANDS EL (101911108) | GOOSE CREEK CISD | 02-05 | 668 | 58.4 | 15.4 | 16.1 |
| 11 TRAVIS EL (101911114) | GOOSE CREEK CISD | EE-05 | 801 | 63.7 | 14.2 | 16.5 |
| 12 LAMAR EL (116905106) | GREENVILLE ISD | KG-05 | 593 | 55.1 | 8.1 | 16.8 |
| 13 W H BONNER EL (003902102) | HUDSON ISD | 03-05 | 633 | 55.6 | 9.5 | 14.5 |
| 14 WHISPERING PINES EL (101913115) | HUMBLE ISD | KG-05 | 746 | 52.0 | 7.9 | 17.3 |
| 15 CEDAR VALLEY EL (014906124) | KILLEEN ISD | PK-05 | 736 | 52.6 | 6.8 | 21.4 |
| 16 MAXDALE EL (014906129) | KILLEEN ISD | EE-05 | 752 | 65.4 | 9.8 | 25.2 |
| 17 RICHARD E CAVAZOS EL (014906137) | KILLEEN ISD | PK-05 | 579 | 56.1 | 10.9 | 23.6 |
| 18 BERNSHAUSEN EL (101915129) | KLEIN ISD | PK-05 | 770 | 55.1 | 19.6 | 17.5 |
| 19 LAKE DALLAS EL (061912101) | LAKE DALLAS ISD | EE-05 | 721 | 55.8 | 19.0 | 15.0 |
| 20 MEYER EL (079901112) | LAMAR CISD | EE-05 | 679 | 54.5 | 11.8 | 21.2 |
| 21 HANNA SPRINGS EL (141901103) | LAMPASAS ISD | KG-05 | 635 | 63.3 | 5.4 | 17.9 |
| 22 DEGAN EL (061902106) | LEWISVILLE ISD | EE-05 | 649 | 52.2 | 9.9 | 13.7 |
| 23 ROCKBROOK EL (061902139) | LEWISVILLE ISD | PK-05 | 777 | 52.8 | 10.2 | 23.5 |
| 24 JOHNSTON-MCQUEEN EL (092903123) | LONGVIEW ISD | EE-05 | 714 | 57.6 | 6.6 | 21.9 |
| 25 MAGNOLIA ELEMENTARY (170906102) | MAGNOLIA ISD | PK-05 | 782 | 57.4 | 16.6 | 20.5 |
| 26 LACOSTE EL (163908104) | MEDINA VALLEY ISD | PK-05 | 654 | 65.1 | 11.2 | 19.4 |
| 27 HARMONY HILLS EL (015910106) | NORTH EAST ISD | EE-05 | 681 | 63.9 | 11.6 | 22.6 |
| 28 CARNAHAN EL (015915177) | NORTHSIDE ISD | EE-05 | 660 | 62.7 | 12.7 | 15.1 |
| 29 FERNANDEZ EL (015915151) | NORTHSIDE ISD | EE-05 | 658 | 57.3 | 6.4 | 14.8 |
| 30 NORTHWEST CROSSING EL (015915136) | NORTHSIDE ISD | EE-05 | 613 | 61.3 | 15.5 | 16.3 |
| 31 QUITMAN EL (250904101) | QUITMAN ISD | PK-05 | 554 | 58.7 | 9.2 | 15.9 |
| 32 CROCKETT EL (105902102) | SAN MARCOS CISD | KG-05 | 574 | 59.8 | 7.7 | 15.7 |
| 33 SNYDER INT (208902110) | SNYDER ISD | 03-05 | 670 | 51.8 | 13.9 | 15.2 |
| 34 DR SUE A SHOOK SCHOOL (071909126) | SOCORRO ISD | KG-05 | 712 | 59.0 | 14.7 | 19.0 |
| 35 PINEY WOODS EL (170907104) | SPLENDORA ISD | EE-05 | 617 | 58.0 | 12.3 | 13.2 |
| 36 ANDERSON EL (101919109) | SPRING ISD | PK-05 | 603 | 62.0 | 20.4 | 16.7 |
| 37 GLORIA MARSHALL EL (101919128) | SPRING ISD | EE-05 | 700 | 66.0 | 17.7 | 22.8 |
| 38 SMITH EL (101919111) | SPRING ISD | EE-05 | 599 | 60.4 | 16.5 | 15.8 |
| 39 TULOSO-MIDWAY INT (178912104) | TULOSO-MIDWAY ISD | EE-05 | 657 | 58.8 | 7.2 | 14.9 |
| 40 WOODS EL (212905119) | TYLER ISD | EE-05 | 663 | 56.1 | 4.2 | 18.5 |
| **Comparison Group Average** | | | **666** | **58.7** | **11.4** | **18.0** |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** Holiday Heights Elementary
**Safeguard(s) Missed:** Special Education Reading
**Problem 1 Statement:** Special Education students had a 34% passing rate of STAAR reading in 2015.
**Annual SMART Goal:** The special education students will have a 60% passing rate of the 2016 STAAR reading.
**Root Cause:** Students are not exposed to high level of standards in a general education setting as often as they could be.
**Targeted Strategy to Address Root Cause:** Implement inclusion and in class support model campus wide.

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction     ☑ 4 - Increase learning time     ☐ 7 - Ensure effective teachers

☑ 2 - Use data to inform instruction     ☐ 5 - Improve family/community engagement

☐ 3 - Provide strong leadership     ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** Heterogeneous grouping of special education students 80% of time in inclusion classroom.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) ARD carefully considers LRE and campus creates balanced class lists | PEIMS Date and class lists | | | |
| 2) Training for inclusion (Special Education teachers 1st) | Training Sessions | | | |
| 3)Integrate Special Education teachers into PLC | PLC meeting logs, special education plans | | | |
| 4)Coordinate Special Education Schedule | Special Education Schedules | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** All special education students will be in guided reading groups 4 days per week and receive Tier 2/3 services in appropriate

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)Guided Reading Training | Training Sessions | | | |
| 2)Teacher plan and implement Reading Workshop Model | Lesson plans and lesson plan feedback | | | |
| 3)Develop plan and articulate expectation | Expectation meeting, rules and responsibility document | | | |
| 4)Special Education Students served in Tier Interventions | Campus Tier data sheets | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** 70% of Special Education students score 60% or higher on district CBA's in all content areas

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** Holiday Heights Elementary
**Safeguard(s) Missed:** Special Education Reading
**Problem 1 Statement:** Special Education students had a 34% passing rate of STAAR reading in 2015.
**Annual SMART Goal:** The special education students will have a 60% passing rate of the 2016 STAAR reading.
**Root Cause:** Students are not exposed to high level of standards in a general education setting as often as they could be.
**Targeted Strategy to Address Root Cause:** Implement inclusion and in class support model campus wide.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)During data analysis of CFA and CBA we will isolate and examine effectiveness of Inclusion | CFA results in AWARE, Team data analysis, CBA protcol meetings | | | |
| 2)Weekly progress monitor through running records | Running records | | | |
| 3)Set goals with students individually | Student data folders | | | |
| 4)Provide feedback to teachers | Coaching conferences scheduled | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** 60% of Special Education students are on grade level in reading.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)Teachers will analyze mock STAAR results and plan appropriate interventions | AWARE heat maps from mock test, intervention plans | | | |
| 2)Special Education teachers will provide targeted skill development and testing support | pretest/posttest of special education skills camp | | | |
| 3) | | | | |
| 4) | | | | |

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan Campus:  Holiday Heights Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1)  **100% of core area teachers will be highly qualified**
2)  **100% of instructional paraprofessionals will be highly qualified**
3)  **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations  2014-15  NCLB Highly Qualified Report  100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology, GT, ESL and SIOP hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files  Expenditure reports for Stipends  Certifications of completion of training  Eduphoria Workshop files |

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan Campus:  Holiday Heights Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff  regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files<br><br>Mentor training modules<br><br>All first-year teachers are provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention
## Plan Campus:  Holiday Heights Elementary

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |
|---|---|---|---|---|---|---|

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

**Holiday Heights Elementary Parent Involvement Policy**

**Overview**
As per Public Law 107-110, the *No Child Left Behind Act*, Holiday Heights
Elementary has adopted the following policy to ensure that the staff coordinates all
possible programs to provide quality services to our children and families and to
afford parents substantial and meaningful opportunities to participate in the
education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will
help all children to be successful in the meeting the State's academic content and
academic achievement standards. In addition, we strive to provide opportunities for
parents to assist us in maximizing our students' potential to become successful
citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following
policy outlining the ways in which parents are encouraged to participate in the life of
the school and the ways we will reach out to parents

**Request for Suggestions**

The staff at Holiday Heights Elementary invites parents to offer suggestions for
improving our efforts to involve parents in meaningful ways. Please call Michael
Wamsley at (817) 547- 2600 or email Michael Wamsley at
michael.wamsley@birdvilleschool.net to give us your suggestions or to discuss
opportunities for you to work directly with us.

**(Campus) Parent Involvement Strategies**

| SW # | Requirement | Timeline | Activity | Evaluation Measures |
|---|---|---|---|---|
| 6 | Participation in parent involvement policy development | BOY, MOY, EOY | Involve parents in policy development through.. SBDM Distribute at registration, inviting comments, and surveys | Campus policy<br><br>Written parent suggestions |
| 6 | Participation in decision making for Title I Program | BOY | Involve parents in planning, implementing, and evaluating Title I Program | Site-based meeting sign-ins an Agenda |

| 6 | Communicate program information to all parents | Annual Meeting | Provide information about … Participation in Title 1 Program Description | Convened annual Title 1 parent meeting sign-in sheets |
|---|---|---|---|---|
| | | | Curriculum | Curriculum Night and parent/teacher meetings |
| | | | State and local assessments and expectations for student proficiency | SSI brochures & curriculum night |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | Ongoing with the assistance of the connecting cultures center. |
| 6 | Shared responsibility for student achievement | | Utilize the school-parent compact Develop | School Compact |
| 6 | Build capacity of parents | | Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR) | Professional Learning provided by the ASPIRE program |
| | | | Provide training and materials to parents to help them work with their children | ASPIRE parent resource library |
| 6 | Build capacities of staff | | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | Ongoing via individual teacher/grade level conversations. |

| | | | | |
|---|---|---|---|---|
| 10 | Coordinate and integrate Title I parent program with other parent programs | | Coordinate parent involvement under Title I with Head Start, Title III, ASPIRE, and other grant programs | Parent training schedules<br><br>Budget records |
| 7 | Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade | | | Middle school counselor and administration to visit HHE 5th grade students and HHE 5th grade students to visit North Richland Middle school. |

### Title I Schoolwide Components

| | |
|---|---|
| 1. Comprehensive Needs Assessment | 6. Parental Involvement |
| 2. Reform Strategies | 7. Transition |
| 3. HQ Staff | 8. Teachers Inv. In Assessments |
| 4. Professional Development | 9. Mastery |
| 5. Attract HQ Staff | 10. Coordinate Programs |

# Birdville Independent School District

# Watauga Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

The mission of Birdville ISD is to ensure that all learners position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Vision

At Watauga Elementary, all learners succeed in a future they create.

# Value Statement

At Watauga Elementary, all learners have the right to learn in a safe, fun, supportive environment.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Watauga Elementary was established in 1966. W.E. currently serves approximately 868 students of which 74% are economically disadvantaged. English Language Learners are 41% of our population. We have a 12% mobility rate. We have over 500 students that are labeled at-risk.

We have bilingual classes Kindergarten through Fifth Grade. Our smallest grade level has seven sections of classes. Our largest grade level has nine sections of classes. We have two to three sections of bilingual in each grade. For the 2015-2016 school year, we were over capacity in Kindergarten bilingual and had to overflow approximately 16 students. Of those 16 students, seven families denied bilingual services in order to keep their child at Watauga.

Out of our 868 students, we current serve 75 special education students, 46 of which are speech. We have 45 students who receive accommodations under 504. Seventy-eight of our students are identified gifted and talented.

### Demographics Strengths

- Considering our large number of ELL students, we have a school-wide bilingual program that serves 255 of qualifying students. Our teachers are ESL certified or are working on taking their certification tests in order to best serve our ELL population.
- We allocate funds each year to support our ELL population such as, but not limited to, purchasing materials for our ELLs and in hiring a bilingual Reading Interventionist.
- Although our grade levels are large, we are strong collegially. The monolingual and bilingual teachers plan together throughout each week in order to support each other and stay aligned. Additionally our monolingaul and bilingual students interact with each other throughout the day--developing an appreciation of each other's cultures and abilities.
- The students and families at Watauga Elementary participate in programs and attend meetings regardless of their language spoken.
- Information sent home is provided in both English and Spanish.

- There is a collection of Watauga families that are very involved in school and school activities.

**Demographics Needs**

- Our building was designed to serve 650 students.  Currently we have 868 students.  We use the plumbing, gym, computer lab, and outdoor spaces designed for 200 less students than what we serve.  We use a cafeteria and stage area designed for 650 students, too, but we will be getting a new cafeteria next school year (due to bond monies)!  However, the other areas are still a concern.
- We served 110 students in outside/temporary portable building classrooms.  All of our students have to move in and out of the building throughout the day in order to go to attend classes such as Music, GT, or Interventions.
- Having such a large ELL population requires addtional time to learn, additional interventions that are needed, and additional funds that need to be channeled into that population.  The heavy needs of our ELL population get a significant amount of our time and money.
- We have a large GT population who would benifit from more services to meet their needs.
- With a 12% mobility rate, we received a lot of students that have gaps in their learning.  Time and attention is spent trying to fill the gaps in our mobile students' learning.
- We do not have a high percentage of famililes participating in school activities that is appropriate for the size of our campus.
- Over 400 of our students come from a mobile home park where large families are often doubled up in one mobile home--either multiple families living together or extended families living under one roof.  The mobile home park houses a lot of people in one small space.  These families are often our neediest--needing clothes, food, transportation, and other services we as a school cannot always provide.

# Student Achievement

**Student Achievement Summary**

At Watauga Elementary, we believe all of our learners can learn. We want all learners to learn at high levels and to reach their maximum potential. To do that, we are focused on building a collaborative culture amongst the teams of teachers--the grade level teams, the team of interventionists, and the special service providers. Our school is in the fourth year of implementation of a true PLC process--building a Professional Learning Community. We have added a layer of purposeful data tracking and analysis. We implement structures that encourage systematic and continual improvement amongst the teachers (instructionally) as well as the learners (academic achievements). This year, as a campus, we are remaining focused on our Problem of Practice, which is that the STAAR data indicated that our learners, as a whole, did not meet the cognitive requirements of the performance standards from the previous school year. Through our Theory of Action, we believe that if teachers increase the rigor in the classroom by deeply knowing the standards and creating learner ownership through communication and feedback; if teachers collaborate to create standards based instruction and assessments that are aligned contextually and cognitively to the standards; and if teachers design learner tasks with the end in mind and teachers align themselves both horizontally and vertically; then learner performance will reflect an alignment in rigor of the learning standards.

Watauga Elementary Met Standard for the 2014-2015 school year. We contribute our success to the use of the district curriculum & supplemental documents, Professional Learning Communities meeting bi-weekly, and the implementation of Bonus Learning Time (an in-school, immediate tutorial/intervention/enrichment time). We also realize that we have plenty of room to improve and are striving for that every day.

Here are the overall results from the 2014-2015 school year.

3rd Math 75%

3rd Reading 76%

3rd Reading Spanish 73%

4th Math 71%

4th Reading 69%

4th Reading Spanish 53%

4th Writing 61%

4th Writing Spanish 65%

5th Math 67%

5th Reading 73%

5th Reading Spanish 85%

5th Math 89%

5th Science 62%

**Student Achievement Strengths**

Grade 3 Strengths

Math + 9% in met standard scores from 2014 to 2015

Reading, Spanish +12% in met standard scores from 2014 to 2015

Reading, Spanish +10% in advanced scores from 2014 to 2015

Reading +6% in met standard scores from 2014 to 2015

Grade 4 Strengths

Math +12% in met standard scores from 2014-2015

Reading, Spanish +9% in advanced scores from 2014 to 2015

Writing, Spanish +11% in advanced scores from 2014 to 2015

Grade 5 Strengths

Math +4% in met standard scores from 2014 to 2015

Math +6% in advanced scores from 2014 to 2015

Reading +5% in advanced scores from 2014 to 2015

Science +5% in advanced scores from 2014 to 2015

**Student Achievement Needs**

Based upon campus data analysis and information on the STAAR reports, these areas of need are identified and listed in priority order:

- Our overall STAAR scores across the board have decreased over the last three years.
- The improvements we have had are marginal--with overall very low STAAR scores.
- Our campus is across the board in the last four lowest performing elementary schools for the district.
- In Kindergarten through Fifth Grade, our Tier movement is very shallow. We only have a difference / movement of a few percentage points up or down from the Beginning of the Year to the End of the Year.
- We have missed state safeguards in Special Education Reading and in Science.
- We have a high ELL population with academic great needs as well as social/emotional needs.
- We have a high economically disadvantaged population with great academic needs as well as social/emotional needs.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 1 CSF 7  1) Provide professional learning for staff members that supports and directly correlates to the needs of the ELL. | 3, 4 | Campus Administration, Bilingual Vertical Team | Improved Tier I instruction indicated by TTESS walkthroughs, Forethought, local and state assessments | | | | |
| 2) Provide a Bilingual Reading Interventionist to serve our ELL population during our daily intervention time. | 3, 8, 9 | Campus Administration | Local and state assessments | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Provide instruction using researched-based quality materials in small group and remedial instructional settings. | 2, 4, 8, 9 | Campus Administration | Mentoring Minds will be purchased, professional learning on best practices in using this tool will be provided, walk-throughs to monitor implementation and use, local and state assessments | | | | |
| Funding Sources: 211 - Title I - $4000.00 | | | | | | | |
| 2) Track progress of writing abilities throughout the school year. | 2, 4, 8, 9 | Campus Administration, First and Second Grade Teachers | First and Second grade will set Team PDSAs--Plan-Do-Study-Acts--that focus on goal setting in writing. They will track their class and grade level progress throughout the year. | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◕ = Some Progress  ⬤ = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Establish a working PDSA in every classroom for an academic area by the end of the 2nd Six Weeks. The PDSA will be an ongoing framework by which the overall goal tracking will occur. | 2, 9 | Campus Administration | Walk-through data, conversations, campus, district, and state based assessment data | | | | |
| 2) Continue to provide professional learning in Continuous Improvement practices to support further growth and implementation of the PDSA cycle and classroom tools. The support provides teachers with the skills and growth needed to implement C I and to take risks. | 2, 5, 9 | Campus Administration | Walk-through data, conversations, campus, district, and state based assessment data. | | | | |
| ✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ○ = No Progress   ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** STAAR data compared between 2015 (adjusted to Level II phase 2) and 2016 data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 4 <br><br> 1) Provide academic remediations in the area of reading and math for Tier III students by a skilled Instructional Interventionist. | 1, 3, 9 | Campus Administration | Campus, state, and local assessments, Tier movement off of Tier III and onto Tier I | | | | |
| | | Funding Sources: 211 - Title I - $227000.00 | | | | | |
| **System Safeguard Strategies** <br> **Critical Success Factors** <br> CSF 1 CSF 4 <br><br> 2) Collaboration between Science Lab teacher and grade level teams will occur to provide quality instruction that supports and enhances the Tier I instruction happening in the classroom. | 1, 3, 9 | Campus Administration | Local and state assessments | | | | |
| | | Funding Sources: 211 - Title I - $19000.00 | | | | | |
| **Critical Success Factors** <br> CSF 1 CSF 2 CSF 7 <br><br> 3) Collaboration between Special Education Resource teachers and Grade Level teachers in planning and data analysis will occur in order to target reading instruction and progress. | 1, 3 | Campus Administration, Special Education Teachers | Campus, local, and state assessments. | | | | |
| ✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ⚪ = No Progress   ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Model service and leadership qualities for our learners by providing free events for our families in the areas of: physical education, reading, science, and fine arts. | 6 | Campus Administration, Specials Team | Campus survey data | | | | |
| ✔ = Accomplished  ◑ = Considerable  ◑ = Some Progress  ● = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** The 2015-2016 school year will have a fully up and running Mentoring Academy.

**Summative Evaluation:** Mentor and First Year Teacher survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Match master teachers with first year teachers and provide direct support and growth opportunities for those new to the profession. | 5 | Campus Administration, Mentor Academy Lead | First Year Teacher feedback, Mentor accountability sheets, Team Lead feedback, Mentor Academy Lead feedback, classroom observations | | | | |
| ✓ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** Staff members will meet with and collaborate with our feeder schools during the Spring of 2016 to assist with Pre-K students transitioning to elementary school and to assist elementary students transitioning into middle school.

**Summative Evaluation:** Profile card completion. Collaboration Notes.

## Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** WES will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Monitor and address areas of safety concerns. | | Campus Administration, Safety Team | District Safety Audit, campus safety team feedback, campus survey | | | | |
| 2) Meet with Aspire coordinator at least twice monthly to ensure safety expectations are being met during programming and to possibly prevent potential problems from happening. | 10 | Campus Administration | Feedback from staff and community on safety during Aspire programming. | | | | |
| ✔ = Accomplished　 = Considerable　 = Some Progress　 = No Progress　✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Establish a campus mission statement | 2 | Campus Administration | Campus mission statement development and use | | | | |
| 2) Establish grade level PDSAs--Plan Do Study Acts to address areas that need improvement | 2 | Campus Administration | Targeted monitoring of grade level needs, PLC conversations, campus, local, and state assessments | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 4 | 1 | Provide academic remediations in the area of reading and math for Tier III students by a skilled Instructional Interventionist. |
| 1 | 4 | 2 | Collaboration between Science Lab teacher and grade level teams will occur to provide quality instruction that supports and enhances the Tier I instruction happening in the classroom. |

# State Compensatory

**Personnel for Watauga Elementary:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Shevin Russell | Math Interventionist | Tier III Intervention | 0.5 |
| Vickie Smalling | Dyslexia Interventionist | Dyslexia & Tier III Intervention | 1.0 |

# Title I

## Schoolwide Program Plan

### Overview

As per Public Law 107-110, the *No Child Left Behind Act,* Watauga Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

### Request for Suggestions

The staff at Watauga Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Sarah Upchurch, Principal at 817.547.2700 or email Sarah Upchurch at sarah.upchurch@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

| Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|
| Participation in parent involvement plan development | End of 1st semester | Involve parents in policy development<br><br>Survey comments | Campus policy written parent suggestions |
| Participation in decision making for Title I Program | All year | Involve parents in planning, implementing and evaluating Title I Program:<br><br>• PTA Meetings<br><br>• SBDM Meetings | SBDM<br><br>Agenda |

| Communicate program information to all parents | September PTA Meeting | Provide information about:<br><br>Participation in Title I Program through<br><br>• available technology • Spanish speaking paraprofessional / parent liaison • planners used at appropriate grade levels for communication between parents and teachers • State and local assessments and expectations for learner proficiency • learner reports • conferences • testing data • provide communications about meetings, parent programs and other activities in a language in English and Spanish | Calendar of parent activities and sign in sheet of participation • parent conferences • letters to parents • State reports • notes home to parents • Tuesday Folder communication |
|---|---|---|---|
| Shared responsibility for learner achievement | October | Utilize the school / parent compact • develop and distribute during October • evaluate in May and revise for fall 2016 | Compacts<br><br>Surveys |
| Build capacities of all parents | All year | Assist parents in understanding:<br><br>• State academic contents (TEKS)<br><br>• State academic achievement standards (STAAR, ISIP)<br><br>• Ways to monitor progress<br><br>• Ways to work with teachers to improve achievement<br><br>• Provide training and materials   to parents to help them work with their children<br><br>• Parent Conferences | Parent sign in sheets |

| | | | |
|---|---|---|---|
| Coordinate and integrate Title I parent program with other school programs | August to May | Coordinate parent involvement under Title I with Head Start, ASPIRE, Title III and 21st Century information about other programs for our learners is sent home to parents to encourage participation. | Parent training schedules<br><br>Session evaluation<br><br>Budget records |
| Ensure smooth transition for learners and families into Kindergarten and from 5th grade to Middle School | January / March to August | Middle and elementary school counselors arrange school visit for 5th graders in December the middle school proves an opportunity for incoming 5th graders all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten learners. Provide a Kindergarten Orientation for incoming learners and parents; Meet the Teacher Night & Kinder Round-up. | |

## Ten Schoolwide Components

**1: Comprehensive Needs Assessment**

Watauga Elementary will keep the agendas and minutes of all CIP planning meetings on file; and fully utilize the Plan4Learning Comprehensive Needs Assessment (CNA) section to document data analyzed as well as provide a summary of strengths and weaknesses for our campus.

**2: Schoolwide Reform Strategies**

Within our campus goals and strategies, Watauga Elementary has included strategies for extended learning opportunities for our learners. As a campus team, we have identified what strategies strengthen the core academic program and have included specific strategies to address areas of need identified from the CNA.

**3: Instruction by highly qualified professional teachers**

Watauga Elementary regularly provides time for teachers to collaborate as grade level and vertical teams. We also provide regular professional learning opportunities for our faculty and staff through optional professional learning sessions as well as after school professional learning meetings for the entire faculty and staff. The administration of Watauga Elementary provides additional Project T3 (teachers teaching teachers) opportunities for our teachers to learn from one another. Through this endeavor, the administration has the opportunity to go back into the classroom and teach a lesson while the teachers

build each other up through Project T3. Watauga Elementary's administration continuously monitors the effectiveness of teachers through walk-throughs, and we fully utilize content coordinators and coaches.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Watauga Elementary's administration provides research based / data-driven professional learning for our faculty and staff. We utilize a variety of formats for professional learning, such as, online trainings, video conferencing, book studies, in-person delivery by expert(s), etc.

**5: Strategies to attract highly qualified teachers**

Watauga Elementary provides a campus mentoring program for teachers new to Birdville ISD and teachers new to the profession. We also promote leadership opportunities for our faculty and staff through various clubs and committees like our campus' Leaders of Learners.

**6: Strategies to increase parental involvement**

Watatuga Elementary always provides information to our families in their home-languages (both English and Spanish); we involve parents in decision making committees and have provided several parent training opportunites and information nights.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Watauga Elementary coordinates vertical planning sessions between our feeder campuses for our PreK and Kindergarten teachers (as well as our 5th and 6th grade teachers).

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Within our campus goals and strategies, Watauga Elementary has included strategies regarding the work that our grade level teams have developed through their regular PLC time. This work that demostrates completion of grade level common formative assessments and the analyzation of learner performance in regards to district and state assessments. As a campus, we are data driven so it is the norm for grade levels and interventionists to take time to use the data to make instructional decisions for what is best for our learners. Our administration and teacher leaders routinely lead professional learning sessions where the development on the types of assessments are to be developed and administered.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Within our campus goals and strategies, Watauga Elementary has included strategies regarding the work of the RtI collaborative conferences through our grade level PLCs. All of our grade levels provide enrichment and intervention time on a daily basis for our learners through our campus' Bonus Learning

Time. As a faculty and staff, we conduct annual parent teacher conferences in the 1st Semester and follow-up parent teacher conferences in the 2nd semester. These second conferences are on an as need basis. With that, our faculty and staff are expected to remain in good communication with the families we serve.

**10: Coordination and integration of federal, state and local services and programs**

Within our campus goals and strategies, Watauga Elementary has included all programs, services, and funds for State Compensatory Education, Title I, Child Nutrition, Homeless Education, Family Literacy as appropriate.

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Allyson Cortez | Reading Interventionist | Tier III Intervention | 1.0 |
| Eileen Busbice | Bilingual Reading Interventionist | Tier III & II Instruction | 1.0 |
| Jessica Sandmann | Reading Interventionist | Tier III Intervention | 1.0 |
| Sean Halbach | K-5 Science Teacher | Science | .35 |
| Shevin Russell | Math Interventionist | Tier III Intervention | 0.5 |

# 2015-2016 Campus Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Sarah Upchurch | Principal |
| Administrator | Sherri Gamble | Assistant Principal |
| Administrator | Jeff Wood | Assistant Principal |
| Classroom Teacher | Emily Barnett | Second Grade Teacher |
| Classroom Teacher | Laura Bean | First Grade Teacher |
| Classroom Teacher | Carrie Jakus | Librarian |
| Classroom Teacher | Janet Nowell | Parent |
| Classroom Teacher | Erica Ortega | Fifth Grade Teacher |
| Classroom Teacher | Angela Rhodes | Third Grade Teacher |
| Classroom Teacher | Shevin Russell | Math Interventionist |
| Classroom Teacher | Lorena Vargas | Kindergarten Teacher |
| Classroom Teacher | Randi Wheeler-Kurz | Fourth Grade Teacher |

# Campus Funding Summary

| 211 - Title I | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | Personnel - Bilingual Reading Interventionist | | $0.00 |
| 1 | 2 | 1 | Mentoring Minds | | $4,000.00 |
| 1 | 4 | 1 | Personnel - Reading and Math Interventionists | | $227,000.00 |
| 1 | 4 | 2 | Personnel - Science Lab Teacher | | $19,000.00 |
| | | | | **Sub-Total** | $250,000.00 |
| | | | | **Grand Total** | $250,000.00 |

# Addendums

**Campus:** Watauga Elementary
**Safeguard(s) Missed:** Science:  Hispanic, Economically Disadvantaged, ELL
**Problem 1 Statement:** All students have a 61% passing rate in Science
**Annual SMART Goal:** 65% of all students will meet the Level 2 Phase 2 standard in Science
**Root Cause:** Lack of alignment between the rigor required in the standard and what was being taught in the classroom
**Targeted Strategy to Address Root Cause:** Build capcity in teachers so that as they collaborate they are able to design instruction that is at the appropriate rigor required of the Science standards

**Turnaround Principles Addressed by Strategy:**

| | | |
|---|---|---|
| ☑ 1 - Strengthen instruction | ☐ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☐ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the 1st nine weeks, fifth grade teachers, the science lab manager, and campus administrators will have a developed plan in place for science support--targeting accountability, support, collaboration, and data focused goal setting

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Design a walk-through form | Walk-through form developed | | | |
| 2) Strategize with Science Lab Manager best ways to support science instruction in grades 4 & 5 | Brainstormed list produced | | | |
| 3) Collaborate in Fifth Grade PLCs to establish group norms and SMART goal for the year--focusing on Science | SMART goal displayed on Principal's office wall, PLC room wall, and in the Fifth Grade team's PLC binder | | | |
| 4) Admin team conduct walk-throughs to provide feedback Science instruciton and standard/rigor alignment | Walk-through sheets and data collected from those observations | | | |
| 5)  Establish PLC schedule map for the year and strategically place work product analysis days, teacher/peer observation days, CFA writing days, and SMART goal tracking days within the schedule map | Completed map with appropriate items included | | | |

## Quarter 2 (Nov - Jan)

**Campus:** Watauga Elementary
**Safeguard(s) Missed:** Science: Hispanic, Economically Disadvantaged, ELL
**Problem 1 Statement:** All students have a 61% passing rate in Science
**Annual SMART Goal:** 65% of all students will meet the Level 2 Phase 2 standard in Science
**Root Cause:** Lack of alignment between the rigor required in the standard and what was being taught in the classroom
**Targeted Strategy to Address Root Cause:** Build capcity in teachers so that as they collaborate they are able to design instruction that is at the appropriate rigor required of the Science standards
**Q2 Goal:** By the end of Semester One, 100% of fifth grade science classrooms are allligned in the content taught and delivery methods used in Science instruction 75% of the time

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Provide feedback to teachers | Notes from admin and coaches and district science coordinator | | | |
| 2) Coaches and Science Lab Manager will provide follow-up support to teachers through model lessons and contributing to the team planning. | Modeling sessions reflected in lesson plans. Coach and Science Lab Manager contributions reflected in weekly Grade Level notes. | | | |
| 3) Teachers will observe peers during their Science instruction | Project T3 notes | | | |
| 4) Teachers will conduct work product analysis over science work products | PLC agendas and notes | | | |
| 5) Perform follow-up walk-throughs to determine the level of alignment across the grade level | Walk-through data | | | |

**Quarter 3 (Jan - Mar)**

**Q3 Goal:** By the end of Semester One, 100% of fifth grade science classrooms are allligned in the content taught and delivery methods used in Science instruction 80% of the time

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Coaches, admin, and fifth grade teachers will use CBA analysis protocol to disaggregate data on their Science CBAs and determine alignment to the standard and standard's rigor | Completed CBA analysis tool and discussion notes | | | |
| 2) Provide feedback to teachers | Notes from admin and coaches and district science coordinator | | | |

|  |  |
|---|---|
| **Campus:** | Watauga Elementary |
| **Safeguard(s) Missed:** | Science:  Hispanic, Economically Disadvantaged, ELL |
| **Problem 1 Statement:** | All students have a 61% passing rate in Science |
| **Annual SMART Goal:** | 65% of all students will meet the Level 2 Phase 2 standard in Science |
| **Root Cause:** | Lack of alignment between the rigor required in the standard and what was being taught in the classroom |
| **Targeted Strategy to Address Root Cause:** | Build capcity in teachers so that as they collaborate they are able to design instruction that is at the appropriate rigor required of the Science standards |

| | | | | |
|---|---|---|---|---|
| 3)  Teachers will conduct work product analysis over science work products | PLC agendas and notes | | | |
| 4)  Perform follow-up walk-throughs to determine the level of alignment across the grade level | Walk-through data | | | |

**Quarter 4 (Apr - Jun)**

|  |  |
|---|---|
| **Q4 Goal:** | By mid-June, campus leadership will review multiple data sources to determine strategy effectiveness and identify barriers to address through 2016-2017 planning. |

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Campus leadership team reviews STAAR data to determine student growth in the All Students scores | STAAR scores | | | |
| 2) Create and administer staff survey regarding PLC practices and supports built into the grade level | Survey results / plus deltas | | | |
| 3)  Design intervention plans for the 2016-2017 to address next targeted areas of need | Leadership team notes and rough draft of CIP and PLC schedule map | | | |
| 4) | | | | |

**Campus:** Watauga Elementary
**Safeguard(s) Missed:** Reading:  Special Ed
**Problem 2 Statement:** Special Ed has a passing rate of 34% in Reading
**Annual SMART Goal:** 65% of special ed students will meet the Level 2 Phase 2 standard in Reading
**Root Cause:** Many of our special ed students are more than two grade levels below their current grade level and testing at their grade level expectations is very difficult for them.
**Targeted Strategy to Address Root Cause:** Build capacity in teachers so that they are able to teach in a targeted manner--lessening the gap between current performance level of special ed students and the grade that they will be tested in

**Turnaround Principles Addressed by Strategy:**

| | | |
|---|---|---|
| ☑ 1 - Strengthen instruction | ☐ 4 - Increase learning time | ☑ 7 - Ensure effective teachers |
| ☑ 2 - Use data to inform instruction | ☐ 5 - Improve family/community engagement | |
| ☐ 3 - Provide strong leadership | ☐ 6 - Improve school environment | |

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the 1st nine weeks, 100% of special ed teachers will determine the current reading level of their students and begin instructing their students in Reading, at their appropriate level

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) SpEd teachers will attend campus Running Record training | Runnning Record sign-in sheet | | | |
| 2) SpEd teachers will organize a schedule that allows for small group Reading instruction for grades 3-5 | Schedule | | | |
| 3) SpEd teachers will assess their students to determine reading level | Leveling sheet and BOY testing results | | | |
| 4) SpEd teachers will use books from the leveled library to target their Reading instruction to the levels of their students | Leveled Library check outs | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of Semester One, SpEd students in Grades 3-5 will know what reading level they're on, what their next goal is, and will have a plan for how to get to that goal

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|

## 2015-2016 Campus Improvement Plan Quarterly Report
### Missed Safeguards - Problem 2

| | |
|---:|:---|
| **Campus:** | Watauga Elementary |
| **Safeguard(s) Missed:** | Reading:  Special Ed |
| **Problem 2 Statement:** | Special Ed has a passing rate of 34% in Reading |
| **Annual SMART Goal:** | 65% of special ed students will meet the Level 2 Phase 2 standard in Reading |
| **Root Cause:** | Many of our special ed students are more than two grade levels below their current grade level and testing at their grade level expectations is very difficult for them. |
| **Targeted Strategy to Address Root Cause:** | Build capacity in teachers so that they are able to teach in a targeted manner--lessening the gap between current performance level of special ed students and the grade that they will be tested in |

| | | | | |
|---|---|---|---|---|
| 1)  SpEd teachers will meet with admin to discuss plan and determine next courses of action based off of BOY results | Meeting notes | | | |
| 2)  SpEd teachers will attend the Continuous Improvement professional learning to further undersatnd Data Folder usage | C I session sign-in sheet | | | |
| 3)  SpEd teachers will confrence with students and share with them what their current reading level is and what their next goal should be | Lesson plans should reflect student conferences | | | |
| 4)  SpEd teachers will work in conjunction with their students in grades 3-5 to establish data folders and write an action plan for personal improvement | data folders and action plans | | | |

## Quarter 3 (Jan - Mar)

| | |
|---:|:---|
| **Q3 Goal:** | By the end of the third quarter, SpEd teachers will teach Reading will  teach at the different levels of their students 65% of the time. |

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1)  SpEd teachers will use 65% of their Reading block of time to instruct in ability based small groups | Design of classroom space, lesson plans, obervations | | | |
| 2) SpEd teachrs will use targeted, researched based intervention tools in instruction to help fill gaps | LLI kit useage, SIPPS useage--both reflected in lesson plans and observed in classroom walk-throughs and observations | | | |

**Campus:** Watauga Elementary
**Safeguard(s) Missed:** Reading:  Special Ed
**Problem 2 Statement:** Special Ed has a passing rate of 34% in Reading
**Annual SMART Goal:** 65% of special ed students will meet the Level 2 Phase 2 standard in Reading
**Root Cause:** Many of our special ed students are more than two grade levels below their current grade level and testing at their grade level expectations is very difficult for them.
**Targeted Strategy to Address Root Cause:** Build capacity in teachers so that they are able to teach in a targeted manner--lessening the gap between current performance level of special ed students and the grade that they will be tested in

| | | | | |
|---|---|---|---|---|
| 3) | | | | |
| 4) | | | | |

**Quarter 4 (Apr - Jun)**

**Q4 Goal:** By mid-June, campus leadership will review multiple data sources to determine strategy effectiveness and identify barriers to address through 2016-2017 planning.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track  to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Campus leadership team reviews STAAR data to determine student growth in the SpEd Reading | STAAR scores | | | |
| 2) Create and administer staff survey regarding PLC practices and supports built into the grade level | Survey results / plus deltas | | | |
| 3)  Design intervention plans for the 2016-2017 to address next targeted areas of need | Leadership team notes and rough draft of CIP and PLC schedule map | | | |
| 4) | | | | |

## 113 - Watauga Elementary

| Objective / Indicator | 2015 actual | 2016 target | actual | Objective / Indicator | 2015 actual | 2016 target | actual |
|---|---|---|---|---|---|---|---|
| **1.1. STAAR Satisfactory Performance (% at Level II final)** | | | | **1.13. Grade 2 Reading and Writing** | | | |
| Math | 34 | 39 | - | On Grade Level Reading (%) | 58 | 73 | - |
| Reading/ELA | 38 | 43 | - | Six on 12-point rubric (%) | 48 | 63 | - |
| Writing | 19 | 24 | - | | | | |
| Science | 29 | 34 | - | **1.14. Classroom Academic Goals** | | | |
| | | | | Classrooms with Goals (%) | na | 50 | - |
| **1.1. STAAR Level III Performance (%)** | | | | | | | |
| Math | 17 | 22 | - | | | | |
| Reading/ELA | 18 | 23 | - | **2.1. CORE Values Goals** | | | |
| Writing | 1 | 6 | - | Classrooms with Goals (%) | na | 100 | - |
| Science | 8 | 13 | - | | | | |
| | | | | | | | |
| **1.2. STAAR Special Ed Performance (% at Level II phase 2)** | | | | **3.2. Science Laboratory Safety Standards** | | | |
| Math | 17 | 31 | - | Classrooms Meeting (%) | na | 100 | - |
| Reading/ELA | 17 | 31 | - | | | | |
| Writing | 20 | 33 | - | **3.3. Perception of Campus Safety** | | | |
| Science | 11 | 27 | - | Students/Staff Reporting (%) | na | 90 | - |
| | | | | | | | |
| **1.3. STAAR ELL Performance (% at Level II phase 2)** | | | | **3.5. Student Learning Needs Met** | | | |
| Math | 49 | 58 | - | Students Reporting (%) | na | 90 | - |
| Reading/ELA | 54 | 60 | - | | | | |
| Writing | 43 | 60 | - | | | | |
| Science | 36 | 46 | - | | | | |
| | | | | | | | |
| **1.11. Reading Screener** | | | | | | | |
| 40th Percentile at EOY (%) | 57 | 66 | - | | | | |
| | | | | | | | |
| **1.12. Math Screener** | | | | | | | |
| 40th Percentile at EOY (%) | 68 | 72 | - | | | | |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Watauga Elementary

**Campus Goal: All learners will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations<br><br>2014-15 NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Watauga Elementary

| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files<br><br>Expenditure reports for Stipends<br><br>Certifications of completion of training<br><br>Eduphoria Workshop files |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Watauga Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files Mentor training modules All first-year teachers are provided a mentor |
| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

## Title I School-wide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# 2015 - 2016 PARENT INVOLVEMENT PLAN

Watauga Elementary - A Title I Campus

| Requirement / School Wide Component | Strategic Action | Student Population Served | Responsible Staff (Position) | Resources (Funds/Materials) | Formative Monitoring | Summative Monitoring |
|---|---|---|---|---|---|---|
| *Title I Parent Involvement Strategies*<br><br>*6* | Translators will be provided to assist in bilingual communication with parents at school events and conferences in Spanish | Limited English Proficient Learners | Translators (Paraprofessional), Principal, Faculty and Staff | Translator (Para) | Parent Conference logs | Attendance increase at parent events and conferences |
| *Title I Parent Involvement Strategies*<br><br>*6* | Increase parental involvement through family events and parent information meetings:<br><br>Curriculum Nights<br>School Carnival<br>School Dance<br>Spirit Rallies<br>School Parties<br>Field Days<br>Field Trips<br>PTA Meetings<br>Choir Performances<br>Parent / Teacher Conferences | All learners and their families | Campus Administration, Faculty, Staff and PTA | School Budget-local PTA | Attendance logs<br>Volunteer logs | Attendance increase at school events |
| *Title I Parent Involvement Strategies*<br>*6, 7* | Inform parents about…<br>Standards<br>State and Local Assessments | All learners | Campus Administration, Faculty and Staff | Curriculum Nights<br>Campus notes home | Sign in sheets<br>Agenda | Improvement in parent involvement with their child's education as |

| | Expectations for learner proficiency. Ways for parents to recognize progress in order to help their child. | | | | | evidenced through homework completion, parent communication logs (planners) and reading logs. |
|---|---|---|---|---|---|---|
| *Ensure smooth transition for learners* <br><br> *6, 7* | Provide a Kindergarten Orientation for new incoming Kindergarten learners and their families. | New Kindergarten learners | Campus Administration, Faculty and Staff | School Budget-local | Feedback from participants | Learners starting off the next year more successful and independent. |
| *Ensure smooth transition for learners* <br><br> *6,7* | Middle and Elementary School Counselors arrange school visit for 5th graders in December; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. | 5th grade learners | Campus Administration, School Counselor, Faculty and Staff | School Budget-local | Feedback from participants | Learners feel more comfortable and successful at the start of their 6th grade year. |
| *Provides clear communication* <br><br> *6* | Provide a monthly calendar of school events | All learners | Campus Administration | School Budget-local | Monthly calendar will go home in Tuesday folders and be uploaded on the campus website. | Increase in student and parent participation in campus events. |
| *Provides clear communication* <br><br> *6* | Teachers will conduct parent conferences with each parent after the first six weeks of school to discuss their learners' progress. | All learners | Teachers | Communication logs | Completed communication logs | Positive relationships will be built between teacher and parents which will ultimately benefit the learners. |
| *Coordinate and integrate Title I parent program with campus programs* <br> *6, 10* | Coordinate parent involvement under Title I. Information regarding the other programs are made available to learners and parents. | All learners and their families | Campus Administration, Faculty and Staff | | Information sent home | Learners participation in school programs and/or events |

| | | | | School Budget-local PTA | | |
|---|---|---|---|---|---|---|
| *Coordinate and integrate Title I parent program with campus programs* <br> *6, 10* | Increase the number of approved volunteers and volunteer hours served at school. | All learners and teachers | Classroom Volunteers / Mentors, Campus Administration, Counselor, Faculty and Staff | School Budget-local PTA | Increase in number of volunteers and hours served at school. | Increase in number of volunteers and hours served at school. |

**REQUEST FOR SUGGESTIONS**: The faculty and staff of Watauga Elementary invites parents to offer suggestions for improving our efforts in involve parents in meaningful ways. Please contact Principal, Sarah Upchurch at 817.547.2700 or email at sarah.upchurch@birdvilleschools.net to offer your suggestion or to discuss opportunities for you to work directly with us.

Title I School-wide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. Highly Qualified Staff
4. Professional Development
5. Attract Highly Qualified Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# Grace E. Hardeman Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

Our mission at Grace E. Hardeman is to inspire life long learning and develop responsible citizens by working together with parents, students and the community.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Title I Campus is located in north end of Birdville ISD
- Serves approximately 725 students
  - PreK – 5<sup>th</sup> Grade
  - AABLE and ACCESS Special Education Program
- Student ethnicity
  - 42% white
  - 33% Hispanic
  - 9% African American
  - 11% Asian
  - 5% other
- 59% of students are economically disadvantaged
- 23% of students are English language learners
- 7% of students are served in special education
- 7% of students are served in Advanced Academic Program
- Mobility rate is approximately 13.5%
- 100% staff meet federal highly qualified requirements

### Demographics Strengths

1. The percentage of students receiving special education services has steadily been reduced from a 11.4%% in 2010-2011 to 7.4% in 2014-15. (AEIS/PEIMS/TAPR)

### Demographics Needs

The percentage of students identified as ELL increased from 18.8% to 22.8%.

The percentage of students identified as Economically Disadvantaged increased from 57% to 59.3%

Attendance rate was 96.7% which was Quartile 2 in comparable schools.  Attendance rate must be at a minimum of 96.9% to move to Quartile 1.

# Student Achievement

**Student Achievement Summary**

Grace E. Hardeman Elementary (GEH) earned an accountability rating of Met Standard under 2015 TEA Accountability System.

GEH earned 3 out of 6 Distinctions for Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

STAAR Math Performance - Four-year Summary

| | | Math 3 | | Math 3 M/A | | Math 4 | | Math 4 M/A | | Math 5 | | Math 5 M/A | Math 5 M/A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | year | %L2 | %L3 | %L2 | %L3 | %L2 | %L2 | %L3 | %L3 | %L2 | %L3 | %L2 | %L3 |
| State | 2012 | 68 | 15 | 63 | 3 | 68 | 66 | 1 | 4 | 77 | 19 | 66 | 1 |
| | 2013 | 69 | 16 | 64 | 4 | 68 | 64 | 3 | 4 | 75 | 21 | 64 | 3 |
| | 2014 | 70 | 16 | 66 | 5 | 70 | 68 | 5 | 5 | 79 | 22 | 68 | 5 |
| | 2015 | 77 | 16 | 20 | 0 | 73 | 23 | 0 | 0 | 79 | 18 | 23 | 0 |
| BISD | 2012 | 71 | 15 | 52 | 0 | 62 | 60 | 0 | 0 | 76 | 17 | 60 | 0 |
| | 2013 | 74 | 20 | 78 | 2 | 71 | 60 | 2 | 2 | 79 | 24 | 60 | 2 |
| | 2014 | 77 | 23 | 51 | 0 | 74 | 75 | 0 | 5 | 83 | 24 | 75 | 0 |
| | 2015 | 82 | 19 | 29 | 2 | 79 | 22 | 0 | 4 | 85 | 23 | 22 | 0 |
| GEH | 2012 | 71 | 19 | * | * | 66 | 9 | * | * | 84 | 16 | * | * |
| | 2013 | 70 | 16 | * | * | 77 | 20 | * | * | 87 | 31 | * | * |
| | 2014 | 75 | 17 | * | * | 71 | 26 | 100 | 0 | 92 | 33 | 86 | 0 |
| | 2015 | 76 | 14 | 9 | 0 | 84 | 23 | 58 | 5 | 93 | 30 | 8 | 0 |

STAAR Reading/ELA Performance - Four-year Summary

| | | Reading 3 | | Reading 3 M/A | | Reading 4 | | Reading 4 M/A | | Reading 5 | | Reading 5 M/A | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | year | %L2 | %L3 | %L2 | %L3 | %L2 | %L3 | %L2 | %L3 | %L2 | %L3 | %L2 | %L3 |
| State | 2012 | 76 | 21 | 70 | 4 | 77 | 19 | 68 | 6 | 77 | 17 | 75 | 5 |
| | 2013 | 79 | 20 | 71 | 4 | 72 | 20 | 69 | 7 | 77 | 20 | 76 | 7 |
| | 2014 | 76 | 17 | 71 | 5 | 74 | 18 | 68 | 7 | 76 | 20 | 78 | 9 |
| | 2015 | 77 | 22 | 20 | 1 | 74 | 21 | 22 | 1 | 78 | 24 | 18 | 0 |
| BISD | 2012 | 78 | 23 | 68 | 5 | 77 | 16 | 53 | 0 | 80 | 18 | 74 | 0 |
| | 2013 | 83 | 23 | 80 | 2 | 75 | 21 | 71 | 5 | 80 | 19 | 68 | 0 |
| | 2014 | 82 | 20 | 68 | 8 | 78 | 20 | 73 | 10 | 83 | 23 | 81 | 14 |
| | 2015 | 82 | 25 | 27 | 2 | 79 | 25 | 32 | 1 | 83 | 29 | 19 | 2 |
| GEH | 2012 | 78 | 28 | * | * | 80 | 10 | * | * | 85 | 17 | | |
| | 2013 | 86 | 31 | * | * | 77 | 13 | * | * | 83 | 15 | | |
| | 2014 | 88 | 19 | * | * | 86 | 24 | 67 | 17 | 96 | 25 | 100 | 0 |
| | 2015 | 83 | 29 | 17 | 0 | 84 | 19 | 48 | 5 | 90 | 36 | 33 | 7 |

STAAR Performance - Four-year Summary

| | | Writing 4 | | Writing 4 M/A | |
|---|---|---|---|---|---|
| | year | %L2 | %L3 | %L2 | %L3 |
| State | 2012 | 71 | 7 | 65 | 8 |
| | 2013 | 71 | 7 | 58 | 10 |
| | 2014 | 73 | 6 | 56 | 10 |
| | 2015 | 70 | 7 | 13 | 0 |
| BISD | 2012 | 70 | 5 | 69 | 4 |
| | 2013 | 73 | 7 | 53 | 10 |
| | 2014 | 76 | 7 | 67 | 12 |
| | 2015 | 73 | 6 | 18 | 0 |
| GEH | 2012 | 59 | 2 | * | * |
| | 2013 | 78 | 6 | * | * |
| | 2014 | 82 | 10 | 83 | 0 |

| | year | Science 5 | | Science 5 M/A | |
|---|---|---|---|---|---|
| | | %L2 | %L3 | %L2 | %L3 |
| | 2015 | 83 | 5 | 19 | 0 |
| State | 2012 | 73 | 12 | 56 | 7 |
| | 2013 | 73 | 11 | 56 | 7 |
| | 2014 | 73 | 11 | 60 | 9 |
| | 2015 | 72 | 11 | 24 | 1 |
| BISD | 2012 | 76 | 14 | 54 | 4 |
| | 2013 | 76 | 13 | 50 | 0 |
| | 2014 | 80 | 15 | 54 | 31 |
| | 2015 | 79 | 15 | 21 | 1 |
| GEH | 2012 | 82 | 18 | | |
| | 2013 | 88 | 17 | | |
| | 2014 | 92 | 22 | | |
| | 2015 | 94 | 24 | 46 | 8 |

ISIP Reading Historical Summary (Percentage of students on Tier 1)

| English | Kinder | | | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| BOY | 47 | 49 | 56 | 36 | 48 | 49 | 37 | 43 | 46 | 41 | 48 | 54 | 44 | 39 | 39 | 39 | 38 | 42 |
| MOY | 55 | 60 | 67 | 42 | 53 | 54 | 42 | 53 | 55 | 50 | 55 | 60 | 45 | 44 | 45 | 43 | 44 | 52 |
| EOY | 69 | 72 | 76 | 49 | 58 | 57 | 51 | 63 | 63 | 53 | 58 | 59 | 44 | 46 | 44 | 48 | 50 | 52 |
| GEH | | | | | | | | | | | | | | | | | | |
| BOY | 44 | 42 | 57 | 42 | 48 | 44 | 34 | 42 | 48 | 48 | 48 | 67 | 47 | 47 | 37 | 38 | 40 | 43 |
| MOY | 58 | 50 | 72 | 48 | 56 | 52 | 38 | 50 | 59 | 47 | 49 | 60 | 50 | 47 | 46 | 45 | 46 | 55 |
| EOY | 62 | 63 | 80 | 51 | 59 | 58 | 52 | 59 | 70 | 50 | 55 | 60 | 46 | 42 | 38 | 50 | 57 | 53 |

STAR Math Performance 2014-15

|  | Kinder | | | | Grade 1 | | | | Grade 2 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | %T3 | %T2 | %T1 | N | %T3 | %T2 | %T1 | N | %T3 | %T2 | %T1 |
| BOY | 1757 | 10 | 15 | 75 | 1885 | 4 | 10 | 87 | 1792 | 10 | 18 | 72 |
| MOY | 1800 | 10 | 15 | 76 | 1870 | 3 | 6 | 91 | 1782 | 7 | 10 | 83 |
| EOY | 1812 | 4 | 11 | 84 | 1890 | 4 | 8 | 88 | 1790 | 7 | 9 | 84 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| GEH |  |  |  |  |  |  |  |  |  |  |  |  |
| BOY | 108 | 13 | 18 | 69 | 107 | 5 | 8 | 87 | 107 | 5 | 21 | 75 |
| MOY | 107 | 14 | 15 | 71 | 102 | 4 | 6 | 90 | 104 | 7 | 6 | 88 |
| EOY | 107 | 6 | 18 | 77 | 107 | 9 | 17 | 74 | 103 | 4 | 14 | 83 |

|  | Grade 3 | | | | Grade 4 | | | | Grade 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | %T3 | %T2 | %T1 | N | %T3 | %T2 | %T1 | N | %T3 | %T2 | %T1 |
| BOY | 1808 | 7 | 9 | 84 | 1763 | 5 | 6 | 89 | 1676 | 5 | 8 | 87 |
| MOY | 1776 | 5 | 5 | 90 | 1746 | 4 | 7 | 89 | 1672 | 5 | 7 | 88 |
| EOY | 1750 | 5 | 7 | 88 | 1742 | 4 | 6 | 90 | 1675 | 5 | 7 | 87 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| GEH |  |  |  |  |  |  |  |  |  |  |  |  |
| BOY | 103 | 4 | 8 | 88 | 104 | 6 | 4 | 90 | 124 | 3 | 9 | 88 |
| MOY | 109 | 6 | 10 | 84 | 110 | 5 | 10 | 85 | 117 | 4 | 13 | 83 |
| EOY | 111 | 7 | 14 | 79 | 110 | 5 | 6 | 88 | 115 | 8 | 15 | 77 |

**Student Achievement Strengths**

Grace E. Hardeman students scored higher than district and state average on the following assessments:

Reading 3rd Grade Level 2 and Level 3

Reading 4th Grade Level 2

Reading A 4th Grade Level 2 and Level 3

Reading 5th Grade Level 2 and Level 3

Reading  A 5th Grade  Level 2 and Level 3

Writing 4th Grade Level 2

Writing A 4th Grade Level 2

Science 5th Grade Level 2 and Level 3

Science A 5th Grade Level 2 and Level 3

Math 4th Grade Level 2 and Level 3

Math A 4th Grade Level and Level 3

Math 5th Grade Level 2 and Level 3

**Student Achievement Needs**

Reading STAAR A Grade 3 scored below state and district average.

Reading and Writing STAAR Grade 4 scored below state and district average on Level 3 performance.  Level III performance in Grade 4 Reading was in Quartile 3 and Writing was in Quartile 2.

Math STAAR Grade 3 Level 2 and Level 3 performance was below state and district average.

Math STAAR A Grade 5 scored below state and district average.

 The percentage of students receiving special education services performed significantly lower on STAAR Level II Phase 2 than their peers on STAAR

Reading (31%) and Writing (11%).

The percentage of students identified as ELL performed significantly lower on STAAR Level II Phase 2 than their peers on STAAR Reading (62%) and Writing (52%).

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent Involvement Rate

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** By the end of the 2015-2016 school year, at least 58% of students in reading, 40% of students in writing, 54% of students in math and 64% of students in science will meet the STAAR Level II final standard; and at least 33% of students in reading, 10% of students in writing, 28% of students in math, and 29% of students in science will meet the STAAR Level III standard.

**Summative Evaluation:** STAAR performance in Reading, Writing, Math, and Science:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize updated curriculum documents to improve Tier 1 instruction, including unit overviews and clarifying documents. | 2, 8 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | Teachers will utilize curriculum documents as evidenced by lesson plans in Forethought and PLC discussion. | | | | |
| 2) Teachers attend professional development provided by the district and campus. | 2, 3, 4 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | Teacher attendance at PD sessions as evidenced in Eduphoria Workshop. Teachers implement PD strategies as evidenced by walk-through data and lesson plans in Eduphoria Forethought. | | | | |
| Funding Sources: 211 - Title I - $1000.00 | | | | | | | |
| 3) Utilize the CBA review process protocol three times per year to identify targeted areas of strength and weakness. Use data to plan review and spiraling activities. | 1, 2, 8 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Second - Fifth grade teachers identify areas of strength and weakness utilizing CBA data. b)Review and spiraling activities will be identified by answering questions on the protocol. | | | | |
| 4) Implement Campus Problem of Practice to increase use of small group instruction in math. | 2 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Walk Through Data on small group lessons. | | | | |
| ✓ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas and increase by 5 percentage points each year in math.

**Summative Evaluation:** STAAR performance in Reading, Math, Science, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) General education and special education teachers will attend professional learning on the co-teach model. | 2, 4, 9, 10 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a)Teacher attendance at PD session as evidenced in Eduphoria Workshop. b)Increased use of co-teach strategies in inclusion classes as evidence by walk-through data. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the 2015-2016 school year, at least 60% of English language learners in writing, 80% in math, 67% in reading, and 81% in science will meet the STAAR Level II phase 2 standard.

**Summative Evaluation:** STAAR performance in Reading, Math, Science, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) At least one teacher at each grade level attend SIOP training to address the learning needs of LEP students. | 2, 3, 4, 9, 10 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Teacher attendance at planned PD sessions as evidenced by Eduphoria Workshop b) Implementation of PD as evidenced by walk-through data. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the 2015-2016 school year, at least 68% of students in reading and 74% of students in math will score at or above the 40th percentile on the EOY district screener.

**Summative Evaluation:** District Reading and STAR Math Screener

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the district reading and math framework with fidelity. | 2, 4, 8 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Teachers attend training offered by district as evidenced in Eduphoria Workshop.  b) Presence of reading and math framework at PLCs.  c) Teachers following framework guidelines as evidenced by walkthrough data. | | | | |
| 2) Use screener data to provide appropriate interventions for students. | 8, 9 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Assignment of student to tiers  b) Appropriate use of data by collaborative teams. | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◓ = Some Progress  ● = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize the vertical alignment of the reading instructional delivery system in grades K - 2. | 2, 3, 8 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Walk-through data on instructional delivery. b) Scheduled opportunities for PK - 2nd grade teachers to meet to discuss requirements, instruction, and assessments. | | | | |
| Funding Sources: 211 - Title I - $15000.00 | | | | | | | |
| 2) Check for understanding of what "reading and writing on grade level" means for K - 2nd grade students. | 8, 9 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Check for understanding and use of reading and writing rubrics b) Increased expectations for student performance in the primary grades, improved understanding of what reading and writing needs to be to prepare students for rigor of STAAR. | | | | |
| 3) Use reading screener data to provide appropriate interventions for students. | 10 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Assignment of students to tiers. b) Appropriate use of data by collaborative teams. | | | | |
| Funding Sources: 211 - Title I - $150000.00, 199 - General Funds - $30000.00 | | | | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.
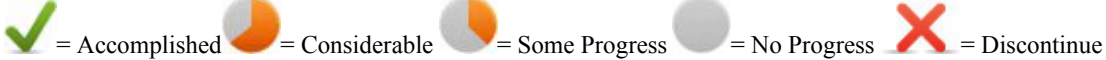
**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Attend LoL meetings and utilize information and resources to develop and monitor classroom academic goals. | 2, 4 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) LoL team | Academic goals set in classrooms. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** The overall campus student attendance rate will be at least 97%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Award student attendance at each six weeks. | | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | Increased student attendance. | | | | |
| 2) Each teacher will design and implement a plan to increase student attendance. | | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | Plan in each classroom to recognize student attendance. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress   ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** The overall campus staff attendance will be at least 96%.

**Summative Evaluation:** Records received by district Munis records each six weeks.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop a plan to increase staff attendance. | 5 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) Faculty Advisory Committee | Increased staff attendance. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement Community of Respect Everywhere (CORE) and a school wide behavior management program (CHAMPS). | 9 | Counselor (Kelly Simmons) Assistant Principal (Jed Carleton) | Improved classroom and school safety as measured by decrease in discipline referrals. | | | | |
| 2) Provide classroom counseling lessons addressing bullying warning signs resources, and strategies. | 9 | Counselor (Kelly Simmons) | List of lesson provided, documentation of delivery of lessons on campus. Increased awareness of issues related to bullying by staff and students. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** During the 2015-2016 school year, the campus will set goals for student involvement in community service projects.

**Summative Evaluation:** Project involvement

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Grace E. Hardeman will promote and set goals for student involvement in community service projects. | 6 | Counselor (Kelly Simmons) | Increase involvement in service projects. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Grace E. Hardeman will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Collect and report data quarterly on school safety based on audit and develop corrective action plan if needed. | 5 | Principal (Lindi Andrews)<br><br>Assistant Principal (Jed Carleton) | a) Quarterly report data<br><br>b) Corrective action if needed. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Grace E. Hardeman will achieve a rating of Exemplary on the Community and Student Engagement Survey.

**Summative Evaluation:** Community and Student Engagement Survey.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Conduct annual review of the community and student engagement survey. | 5, 6 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Survey data b) Increased participation in student and community activities. | | | | |
| 2) Meet annually to revise the Title I parent and community involvement plan including monthly programs through ASPIRE, Title I, PTA, and/or Fine Arts. | 6, 10 | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | a) Sign In Sheets b) Increased parental involvement | | | | |
| Funding Sources: 211 - Title I - $750.00 | | | | | | | |
| 3) Assist preschool students in the transition from Pre-K to Kindergarten by conducting a parent meeting to provide strategies to prepare students for kindergarten. | 7 | Pre-Kindergarten Teachers Kindergarten Teachers | a) Sign In Sheets b) Increased scores on BOY universal screener | | | | |
| ✓ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, Grace E. Hardeman will establish a mission statement, set improvement goals, and develop an annual improvement plan.

**Summative Evaluation:** Annual review of plan in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Establish a mission statement and a tag line for campus. | | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | Mission statement and tag line present on website, campus, and classrooms. | | | | |
| 2) Conduct an annual review of the number of targets met and completion of strategies delineated in the campus improvement plan. | | Principal (Lindi Andrews) Assistant Principal (Jed Carleton) | Improved achievement of campus goals as determined by the number of targets attained by the campus. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress  ✖ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for Grace E. Hardeman Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Karina Villarreal | PK 3 Teacher | | .5 |
| Marsha "Nikki" Knowles | Math Interventionist | Math | 50% |
| Melissa Payton | Reading Interventionist | Reading | 100% |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Brandy Bailey | Reading Interventionist | Reading | 100% |
| Marsha "Nikki" Knowles | Math Interventionist | Math | 50% |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Lindi Andrews | Principal |
| Classroom Teacher | Donna Bales | 2014-2016 Second Grade Teacher |
| Classroom Teacher | Debbie Edmonds | Kindergarten Teacher 2015 - 2017 |
| Classroom Teacher | Tiffany Gygi | 2015-2017 First Grade Teacher |
| Classroom Teacher | Kendall Hardgrove | 2015-2017 Fourth Grade Teacher |
| Classroom Teacher | Angela Hawkins | 2014 - 2016 Special Education Teacher |
| Classroom Teacher | DeeDee Hill | 2014-2016 Fifth Grade Teacher |
| Classroom Teacher | Nikki Hoover | 2015-2017 Third Grade Teacher |
| Community Representative | Mike Love | Pastor United Methodist Church |
| Counselor | Kelly Simmons | Counselor |
| Parent | Shirley Davis | PTA President |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 5 | 3 | Interventionists | | $30,000.00 |
| | | | | **Sub-Total** | $30,000.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Norma Jackson Training | | $1,000.00 |
| 1 | 5 | 1 | Title I Tutors | | $15,000.00 |
| 1 | 5 | 3 | Title I Tutors and Interventionists | | $150,000.00 |
| 3 | 2 | 2 | Science Night with Museum of Science and History | | $750.00 |
| | | | | **Sub-Total** | $166,750.00 |
| | | | | **Grand Total** | $196,750.00 |

# Addendums

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Grace E. Hardeman Elementary School

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations<br><br>2014-15  NCLB Highly Qualified Report<br><br>100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files<br><br>Expenditure reports for Stipends<br><br>Certifications of completion of training<br><br>Eduphoria Workshop files |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Grace E. Hardeman Elementary School

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities Information regarding campus incentives for staff 100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files Mentor training modules All first-year teachers are provided a mentor |

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Grace E. Hardeman Parent Involvement Policy

## OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act,* Grace E. Hardeman has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

## REQUEST FOR SUGGESTIONS

The staff at Grace E. Hardeman invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Lindi Andrews at (817) 547-2800 or email Lindi Andrews at lindi.andrews@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

| | | | **Grace E. Hardeman Parent Involvement Strategies** | |
|---|---|---|---|---|
| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| 6. | Participation in parent involvement policy development | Meeting by the end of the year | Involve parents in policy development through.. SBDM | • Campus policy<br>• Written parent suggestions |
| 6. | Participation in decision making for Title I Program | Meet at least 3 x per year | Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings | • Site-based meeting sign-ins<br>• Agenda |
| 6. | Communicate program information to all parents | Annual Meeting | Provide information about … Participation in Title 1 Program Description | • Agenda |
| | | | Curriculum | • |
| | | | State and local assessments and expectations for student proficiency | |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact Develop Distribute Evaluate Revise | Parent Information Night |
| 6. | Build capacities of parents | | Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR and state math and reading assessment) Ways to monitor progress Ways to work with teachers to improve achievement | • Parent Information Nights<br>• Parent Conferences |

| Grace E. Hardeman Parent Involvement Strategies | | | | |
|---|---|---|---|---|
| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| | | September then ongoing throughout the school year | Provide training and materials to parents to help them work with their children | • Parent Information Nights<br>• Sign In Sheets<br>• Parent Conferences |
| 6. | Build capacities of staff | Staff Meetings | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Agenda |
| 10. | Coordinate and integrate Title I parent program with other parent programs including PTA | Ongoing throughout the school year | Coordinate parent involvement under Title I with Head Start, Title III, ASPIRE, and other grant programs<br>Science Night<br>Fine Arts Programs<br>ASPIRE Family Events<br>Parent Breakfasts<br>Family Nights | • Parent training schedules<br>• Session evaluations<br>• Budget records<br>• Sign In Sheets |
| 7. | Ensure a smooth transition for students from 5th grade into 6th grade. | Fall and Spring of each school year. | Parent Information Meetings<br>Meet the Teacher Nights | • Agenda<br>• Sign In Sheets |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# W.A. Porter Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

We will promote excellence by empowering children to reach their individual potential by providing a supportive learning community.

# Vision

All students will find a purpose and passion in life in order to demonstrate citizenship of high quality character and contribute to a global society.

# Value Statement

Commitment           We value commitment where everyone has a purpose and passion for learning and are partners in the process.

Expectations          We value high expectations for learning and living where students and staff rise to new levels of personal best each day.

Encouragement       We value encouragement where everyone is treated with kindness and acceptance.

Respect            We value respect where positive relationships are built and everyone feels loved, cared for, and valued.

• We will assess student learning through the use of a variety of assessments, as well as observe the application of student knowledge in other areas of their lives.

• We will adapt our instruction to meet the needs of students whether it be re-teaching using individual or small group instruction or providing challenging work to inspire students to excel and further their learning.

• We will provide students with a solid foundation in academic and social skills using the TEKS, virtues, and life principles as our guide in order for our students to grow and mature into responsible and contributing members of society.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

W. A. Porter Elementary School (WAP) is located in the northeast corner of the Birdville Independent School District. WAP is the only Birdville School in the city of Hurst. The 2014-2015 school year marked the 39th school year for WAP. WAP provided instruction to approximately 480 students during the 2014-2015 school year. The campus served:

- 36 early education students (7.5%)
- 7   prekindergarten 4 (1.5%)
- 77 kindergarten (16%)
- 76 first grade (15.8%)
- 55 second grade (11.5%)
- 67 third grade (14%)
- 81 fourth grade (16.9%)
- 81 fifth grade (16.9%)

Of the 480 students served the ethnic distribution was:

- White 76.7%
- Hispanic / Latino 14.0%
- Black or African American 2.5%
- Asian 4.4%
- Two or more 2.5%

Of the 480 students served the following demographics applied:

- Economically Disadvantaged 14.2%
- Limited English Proficiency 2.9%
- Special Education 15.8%
- English as a Second Language Education 2.9%

- Gifted and Talented Education 13.5%
- Military Connect 0.4%
- Foster Care Indicator 0.4%
- Transfer Between Districts 5.2%

**Demographics Strengths**

WAP is home to the Regional Day School for the Deaf and embraces and celebrates this part of our school.

WAP met all standards on all performance indexes.

Approximately 14% of our students are identified for and served through the Gifted and Talented Education program.

**Demographics Needs**

- A portion of our students who come to WAP without having any academic experiences.
- At-Risk population scoring met expectation or better on STAAR tests
- Economically Disadvantaged population scoring met expectation or better on STAAR tests
- Special Education population scoring met expectation or better on STAAR tests.

# Student Achievement

## Student Achievement Summary

A review of the data for the 2014-2015 school year indicates a need to provide our students with strong Tier 1 instruction. Through campus based and district based professional learning communities we will focus on support for teachers to ensure needs are met to support improved Tier 1 instruction. While our passing rates on the STAAR tests in 3rd, 4th, and 5th grade adequate, they do not meet the expectations that we have for our school nor the expectations that our community has for the school. This review of data indicates improved performance in all STAAR tested subjects in both satisfactory performance and in advanced performance.

## Student Achievement Strengths

WAP during the 2014-2015 school year had growth in all areas of the STAAR test in both satisfactory performance and advanced performance. More than 70% of our students met the standard in math, science, and reading on the STAAR test. More than 40% of those students scored advanced performance on math, science, and reading.

WAP met standards on the following accountability indexes:

- student achievement
- student progress
- closing performance gains
- postsecondary readiness

WAP earned Distinction Designations in

- Academic Achievement in Readling/ELA
- Academic Achievemetn in Science
- Top 25 percent Student Progress
- Postsecondary Readiness

## Student Achievement Needs

While continuing to be aware of our underperforming hidden subgroups and teasing out who they are from the data.

A focus on writing for all students as 47% met the final standard (9% at advanced) on the 2015 STAAR Writing assessment.

# School Culture and Climate

**School Culture and Climate Summary**

W. A. Porter strives to be a warm and nurturing place for all students. We encourage and recognize students who demonstrate the C.O.R.E. (Community of Respect Everywhere) values adopted by BISD: acceptance, citizenship, courage, empathy, honesty, kindness, respect, and responsibility.

We have caring community stakeholders: parents, community members, and staff.

**School Culture and Climate Strengths**

Our guiding principals at WAP are based on the 8 Expectations for Living:

- We will value one another as unique and special individuals
- We will not laugh at or make fun of a person's mistakes nor use sarcasm or put-downs.
- We will use good manners, saying "please", and "thank you", and "excuse me" and allow others to go first.
- We will cheer each other to success.
- We will help one another whenever possible.
- We will recognize every effort and applaud it.
- We will encourage each other do do our best.
- We will practice virtuous living, using the Life Principles.

In addition, WAP students and staff are leaders at school and leaders in the community. We give back to the community with service projects throughout he year. Our service projects are recognized and displayed on our "Blessing Tree" in the main hallway.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

All WAP teaching staff are Highly Qualified (HQ) by federal government standards.

Staff is recruited by job fairs, advertising, staff recommendations, and by word of mouth.

New teachers are a assigned a campus mentor teacher (and if no the same person, a grade level mentor).

**Staff Quality, Recruitment, and Retention Strengths**

The retention rate at WAP is very high.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

- WAP strictly adheres to the Texas Essential Knowldege and Skills as viewed through the district curriculum.
- During PLC time and other planning times, teachers align their classroom instruction to the rigor expected on the State of Texas Assessment of Academic Readiness. This is evidenced by the lessons and assessments created and used in the classrooms to determine student learning.
- Small group instruction is on going in all cour classes to aid in instruction, remediation, and differentiation.
- Student data folders (for continuous improvement) have been implemented to encourage goal setting and behaviors that will help reach those goals for individual students.

**Curriculum, Instruction, and Assessment Needs**

- The district continues to support the accumulation of resources needed for instruction in all areas.
- Continued training and refinement of the work of PLC's
- Continued training and refinement of the work of Continuous Improvement.
- Continued work in training and refinement of Tier 1 instruction.

# Family and Community Involvement

**Family and Community Involvement Summary**

We foster family and community involvement by:

- Sharing our morning announcements "Good Morning Porter" on our website (twitter periscope feed)
- Hosting a "Meet the Teacher" night alone with a community dinner each fall in conjunction with our PTA
- Each grade level hosts a curriculum night to present and answer any questions about what that grade is about.
- We have a fall carnival that is open to the community.
- A Fine Arts Day is held each February in conjunction with our PTA (and local community stakeholders).
- We involve dads by having an involvement program call Watch D.O.G.S. (Dads of Great Students) on our campus.

**Family and Community Involvement Strengths**

We have a robust PTA that is actively involved in the programs of our school.

**Family and Community Involvement Needs**

We continue to strive to fine ways to involve more parents in the school life of their students.

# School Context and Organization

## School Context and Organization Summary

W. A. Porter Elementary School

- PPCD
- PK-4
- Regional Day School for the Deaf
  - PreK
  - Self Contained K-5
  - Mainstreamed K-5
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

## School Context and Organization Strengths

- Interventions are provided by classroom teachers as well as by reading and math interventionists.
- Gifted and Talented (GATE) needs are met by push-in and pull-out by the Teacher of the Gifted
- Teachers at Porter are aware of the importance of class time and make every effort to protect the instructional time in all subjects
- PLC's are formed in grade leavels (and in our cluster of schools and beyond) to facilitate the planning of lessons and common assessments.

## School Context and Organization Needs

Continued training and support  for staff in the areas addressed by campus and district initiatives.

# Technology

**Technology Summary**

Our campus has some technology resources available to all students and staff:

- each classroom has a minimum of one desktop computer, projector, and document camera.
- each classroom has an ipad for teacher (and student) use.
- The k-3 classrooms have 4 student computers (notebooks)
- Our library has five computers for student use
- We have a computers on wheels (COWs) of ipads for classroom use.
- We have three computer labs:
    - two labs are available daily for classroom use
    - one lab is used during rotations (specials) and is available on other days for classroom use.
- Our campus has two portable smart boards as well as a handful of classrooms with dedicated smart-boards.

**Technology Strengths**

The staff is receptive and actively pursuing hte use of technology as it relates to learning and the improvement of learning.

The staff utilizes all available resources.

**Technology Needs**

In order to fully implement STAR math and iStation we require more devices for classroom use.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data

- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing: a) 78% of students will meet Level II final standard (51% Level III) in Math, 78% of students will meet level II final standard (53% Level III) in Reading/ELA, c) 52% of students will meet Level II final standard (14% Level III) in Writing, and 82% of students will meet Level II final standard (48% Level III) in Science.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement and monitor the use of district provided resources intended to improve student learning in all content areas (State provided reading and math screeners, Star Math, Times Attack, Stemscopes, Think Central (Go Math), Treasures Online Resources, Countdown to Math, Fast Focus, and Daily Rigor, and Mentoring Minds). | Campus administrators and teachers. | Improved performance on progress monitoring assessments. | | | | |
| 2) Implement Norma Jackson & Empowering Writers tools to improve writing strategies in grades K-5. | Campus administrators and teachers. | Improved performance on progress monitoring assessments (CBA's). | | | | |
| Funding Sources: 199 - General Funds - $4000.00, 199 - General Funds - $2000.00 | | | | | | |
| 3) Implement components, protocols, and procedures as detailed in the BISD Curriculum Management Plan. Meet in Horizontal PLC to reinforce focus on TEKS, alignment, and pacing guidelines. | Campus Administration and all instructional staff. | PLC Agendas PLC Products Alignment between grade level classrooms. | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing: a) 80% of students will meet Level II final standard in Math, 37% of students will meet level II final standard in Reading/ELA, c) 53% of students will meet Level II final standard in Writing, and 20% of students will meet Level II final standard in Science.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement with fidelity the components of guided reading instruction and readers / writers workshop in grades K-5 | Campus administration and teachers. | Imprvement of tier I instruction as indicated by CBA and other local assessments. | | | | |
| 2) Analyze student data during PLC time to adjust RTI groupings and student instruction as needed and set SMART goals periodically. | Campus administration, teachers, and interventionists. | RTI student data sheets (student data folders) and increase number of students on tier 1. | | | | |
| 3) Utilize campus coach to provide instructional support for teachers in ELAR. | Campus Administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing: a) 100% of students will meet Level II final standard in Math and 43% of students will meet Level II final standard in Science.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement with fidelity the components of guided reading instruction and readers / writers workshop in grades K-5 | Campus administration and teachers. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| 2) Analyze student data during PLC time to adjust RTI groupings and student instruction as needed and set SMART goals periodically. | Campus administration, teachers, and interventionists | RTI student data sheets (student data folders) and increase number of students on tier 1. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades K-9 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016: 86% of students grades K-5 will achieve reading screener scores at the 40th percentile or higher.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize campus coach and reading interventionist to provide instructional support for teachers in ELAR. | Campus administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| 2) Use WIN time to target student skills in need of improvement or extention | Campus administration and teaching staff. | Student achievement gains across all curriculum areas as measured by interim assessments and more students on tier 1. | | | | |
| 3) Use mentoring minds resources to supplement small group instruction across grades 1-5. | Campus administration and all teaching staff. | Student achievement gains across all curriculum areas as measured by interim assessments and more students on tier 1. | | | | |
| Funding Sources: 199 - General Funds - $11844.00 | | | | | | |
| 4) Implementation of reading learning stations (reading workshop & guided reading). | Campus administration and all teaching staff. | Increase number of students on tier 1. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-9 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Math universal screener (STAR Math), May 2016: 92% of students grades K-5 will achieve math screener scores at the 40th percentile or higher.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize campus coach and mathematics interventionist to provide instructional support for teachers in mathematics. | Campus administration and all teaching staff | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| 2) Use WIN time to target student skills in need of improvement or extention | Campus administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| 3) Use mentoring minds resources to supplement small group instruction across grades 1-5. | campus administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| 4) Implementation of mathematics learning stations (math workshop). | Campus administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement. | | | | |
| 5) Directly teach UPS Check to help students apply problem solving methods using grade appropriate strategies | Campus Administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement and increase of tier 1 students. | | | | |
| 6) In math stations, incorporate math fluency lessons. | Campus Administration and all teaching staff. | 90% of students will meet distract target math fluency goals. | | | | |
| ✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric: 82% of second grade students will read on grade level or above and write at Stage 8 or higher on the Writing Expectations Rubric.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize campus coach to provide instructional support for teachers in ELAR and writing. | Campus administration and all teaching staff. | Improvement of tier 1 instruction as indicated by improvement of interim progress measurement and increase of tier 1 students. | | | | |
| 2) Goal setting conference (continuous improvement model) and frequent feedback to students regarding progress in writing. | Campus administration and All teaching staff. | Students positive movement (2 levels) on writing rubric. | | | | |
| ✔ = Accomplished ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data: 50% of each grade levels classrooms will develop and monitor class goals in the area of academic performance.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Goal setting conference (continuous improvement model) and frequent feedback to students regarding progress in set academic goals. Student data used for class data wall and class goals. | Campus Administration and all teaching staff. | Student data used to create class data wall and class goals showing improvement. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** The overall district student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Weekly feedback to campus on our average daily attendance rate using attendance data wall. | Specials teachers | Weekly averages remaining above 96% | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 9:** The overall district staff attendance rate will be 96%.

**Summative Evaluation:** Munis records by six weeks

## Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize counselor to provide PK-5 student lessons on all of the CORE values. | Counselor | Lesson of each of the core values at least once per six weeks. | | | | |
| 2) Students will be able to earn Proud Porter Panther nominations each six weeks for demonstrating the CORE Values. | Teachers, counselors. | Nominations of students by peers and staff. | | | | |
| 3) Utilize Great Expectations and the CORE Values to promote positive behavior within the classroom and school. | Campus administrators, teachers, counselor. | Recording of student behavior data using classroom behavior systems, such as Class Dojo, Wow stickers/charts, bucket fillers, discipline notebooks and responsibility sheets. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement campus-wide community service projects (canned food drive, clothing drive). | Campus administrators, teachers. | Completion of the projects. | | | | |
| 2) Implement grade-level directed community service projects, such as sock drive, peanut butter and jelly drive, Millions From One. | Campus administrators, teachers, counselor. | Completed community service projects as planned by each grade level, counselor and administrators. | | | | |
| ✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement the campus responsibilities addressed in the Response to Safety and security audit. | Campus administrators. | Monthly submission of report to student services. | | | | |
| ✔ = Accomplished ◓ = Considerable �ó = Some Progress ● = No Progress ✗ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district's safety requirements.

**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Ensure all PK-5th teachers take the required science safety online training through Epsilen Project Share. | Campus administrators, science coordinator. | Online science safety registration and log. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress  ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| **Strategy Description** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|
| | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Develop a campus wide attendance initiative for staff and students | Campus administrators, teachers and counselor | Increased attendance by staff and students per six weeks, as measured by Skyward and district reports | | | | |
| 2) Continue implementation of Watch DOGS (Dads of Great Students) Program | administration and PTA | Increase number of days served to 80. | | | | |
| 3) Provide parent curriculum nights to inform parents of content area standards and how they can assist their child at home. | campus administrators and teachers | Increased parental attendance and involvement and increase student achievement. | | | | |
| 4) Collaborate with PTA and community partners to provide parents with night and weekend activities that promote community involvement. | Campus administrators, PTA and community partners | Increased parental community involvement | | | | |
| 5) Implement and monitor CORE values, Great Expectations, and Second Step with staff and students to develop character skills and behaviors. | Campus administrators, teachers and counselor | Improved overall campus discipline measured by decrease in office referrals | | | | |
| ✔ = Accomplished　◕ = Considerable　◔ = Some Progress　⚪ = No Progress　✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grades 5, 8, and 12:

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Each classroom will establish and post a mission statement | Campus administrators and teachers | Posted mission statement in each classroom | | | | |
| 2) The school mission statement will be posted in each classroom | Campus administrators and teachers | Posted mission statement in each classroom | | | | |
| ✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# State Compensatory

## Personnel for W.A. Porter Elementary:

| Name | Position | Program | FTE |
|---|---|---|---|
| Debra Byczek | Reading Interventionist | | 1.0 |
| Tamra Byrket | Math Interventionist | | .5 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Greg Bicknell | Principal |
| Classroom Teacher | Tracy Clegg | Teacher - Resource (Special Education) |
| Classroom Teacher | Katie Dupre | Teacher - Music (Specials) |
| Classroom Teacher | Lauren Filis | Teacher - Kindergarten |
| Classroom Teacher | Amy Howe | Teacher - 1st Grade |
| Classroom Teacher | Margaret Hutto | Teacher - 3rd Grade |
| Classroom Teacher | Jody Kirspel | Teacher - 2nd Grade |
| Classroom Teacher | Gail LeBreton | Community Member |
| Classroom Teacher | Jennifer Melson | Parent - PTA President |
| Classroom Teacher | Lisa Pybus | Teacher - 4th Grade |
| Classroom Teacher | Linda Wittner | Teacher - 5th Grade |

# Campus Funding Summary

**199 - General Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|:---:|:---:|:---:|:---|:---:|:---:|
| 1 | 1 | 2 | Empowering Writers training | | $4,000.00 |
| 1 | 1 | 2 | Norma Jackson Writing training | | $2,000.00 |
| 1 | 4 | 3 | Mentoring Minds | | $11,844.00 |
| | | | | **Sub-Total** | $17,844.00 |
| | | | | **Grand Total** | $17,844.00 |

# Birdville Independent School District

# Academy at C. F. Thomas

# 2015-2016 Campus Improvement Plan

# Mission Statement

The mission of the Academy at Carrie F. Thomas Elementary is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Vision

All students succeed in a future they create.

# Value Statement

We believe that:

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.

2. Every person is unique by design, with abilities, gifts and talents.

3. Every person has inherernt value and unique potential.

4. All people are innately curious.

5. Relationships are an inherent human need.

6. Personal responsbility is essential and noble for all.

7. Family profoundly impact who we become.

8. Character is developed through life experiences.

9. With a privlege comes responsibility and accountability.

10. A physically and emotionally safe environment encourages learning.

11. Learning is not limited by time or space.

12. Freedon is a univeral desire to be promoted and preserved.

13. Values drive choices.

14. Change is constant.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Academy at Carrie Frances Thomas Elementary (ACFT) provided instruction to approximately 692 students within the Birdville Independent School District during the 2014-2015 school year. Approximately 73% of our students were classified as economically disadvantaged, 42% were English Language Learners, and 70% were determined to be At-Risk. We currently have 3 self-contained special education classrooms with the ACCESS class specifically for students with very low cognitive abilities and multiple health or physical issues and our two AABLE classes (in one classroom) serving students who are typically too low for full time inclusion but too high for the ACCESS class setting. We are, however, experiencing an increase of students qualifying for special education services which is somewhat disturbing as we are working diligently to keep our special education numbers low. During the 2014-2015 school year, we also served 4% of our students in the advanced academic program, which was an decrease of 2%.

The ethnic distribution of our students was: 43.4% Hispanic, 2.5% Native/Alaskan Indian, 3.1% Asian, 10.7% African American, 35.7% White, Pacific Islander, .2% and 4.4% as Two or More Races. Included in the white sub-population are approximately 9% Egyptian whose first language is Arabic.

ACFT's student average daily attendance for the 2014-2015 school year was 96.4% which was lower than that of the previous year by .1%.

### Demographics Strengths

- ACFT serves a very ethnically, culturally, and linguistically diverse population of which we also try to match through our staff personnel. Many of our programs are designed to meet the needs of our students and their families--1-Way & 2-Way Dual Language, ACCESS/AABLE/CM/Resource classes, special education inclusion, advanced academics, ESL assistance for students and their families, and ASPIRE. Our community is unique and special therefore we do much to increase family and community involvement at our campus. We work closely with ASPIRE and our PTA to provide multiple opportunities to develop a strong relationship between home and school.

### Demographics Needs

- Over the past 5 years the percentage fo English Language Learners has increased from 36% to 42% and is also changing from mostly Spanish to approximately 10% Arabic. These students may struggle academically because teachers might not know or be able to best implement effective

strategies to be used with English Language Learners. By training all teachers on the SIOP Model we will be able to make sure we know how to best reach all of our ELL student.s

- It is often difficutl to get our parents involved in the educational process of their children by attending parent/teacher conferences, ARDs, school events, parent learning events, etc.  We would like to increase parental and community partnerships with ACFT to increase student success throug having more family and community events where parents feel comfortable coming to the school and building relationships with school personnel so they will be more likely to come to their children's academic/behavioral meetings and learning events.
- The majority of our students' parents work after school and many of our students do not have anyone to help with academics at home.  Through ASPIRE we are able to provide appropriate and adequate after/before school programming for enrichment and/or remediation purposes to increase student academic success for students who qualify as Tier 3 or Tier 2 students.

# Student Achievement

## Student Achievement Summary

We have too many students on Tiers II & III in both Reading and Math as indicated by STAAR, Star Math, and ISIP. While we did well overall and met the state requirements, there were a few areas in which we need to focus—Science (missed two Safeguards in Hispanic and ELL), Math (new Math TEKS that will count this year)), and Writing (still trying to increase Level II scores and Level III scores). We exceeded our Target in STAAR Level II Performance for Reading and we exceeded our Targets in STAAR Level III Performance for Writing and Science.

| | 2015 | 2016 | | | | 2015 | 2016 | |
|---|---|---|---|---|---|---|---|---|
| Objective / Indicator | actual | target | actual | Objective / Indicator | | actual | target | actual |
| 1.1. STAAR Satisfactory Performance (% at Level II final) | | | | 1.13. Grade 2 Reading and Writing | | | | |
| Math | 34 | 39 | - | On Grade Level Reading (%) | 55 | 70 | - | |
| Reading/ELA | 43 | 48 | - | Six on 12-point rubric (%) | 45 | 60 | - | |
| Writing | 24 | 29 | - | | | | | |
| Science | 22 | 27 | - | 1.14. Classroom Academic Goals | | | | |
| | | | | Classrooms with Goals (%) | | na | 50 | - |
| 1.1. STAAR Level III Performance (%) | | | | | | | | |
| Math | 12 | 17 | - | | | | | |
| Reading/ELA | 21 | 26 | - | 2.1. CORE Values Goals | | | | |
| Writing | 6 | 11 | - | Classrooms with Goals (%) | | na | 100 | - |
| Science | 4 | 9 | - | | | | | |
| 1.2. STAAR Special Ed Performance (% at Level II phase 2) | | | | 3.2. Science Laboratory Safety Standards | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Math | 28 | 39 | - | Classrooms Meeting (%) | na | 100 | - |
| Reading/ELA | 21 | 34 | - | | | | |
| Writing | 0 | 20 | - | 3.3. Perception of Campus Safety | | | |
| Science | 11 | 27 | - | Students/Staff Reporting (%) | na | 90 | - |

1.3. STAAR ELL Performance (% at Level II phase 2)          3.5. Student Learning Needs Met

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Math | 50 | 59 | - | Students Reporting (%) | na | 90 | - |
| Reading/ELA | 57 | 63 | - | | | | |
| Writing | 44 | 60 | - | | | | |
| Science | 37 | 47 | - | | | | |

1.11. Reading Screener
40th Percentile at EOY
(%)          51     60     -

1.12. Math Screener

40th Percentile at EOY     75     79     -
(%)

## Student Achievement Strengths

- ACFT received a Distinction from TEA for Academic Achievement in Reading/ELA
- ACFT receeved a Distinction from TEA for Top 25 Percent Student Progress
- ACFT Met Standard in Reading, Math, Writing and Science

## Student Achievement Needs

- We had 59% passing Science in Hispanic and 56% passing in ELL--we need 60% in both. Therefore we need to increase Tier I instruction in Science for Hispanic and ELL students through following the TAIS plan, obtaining more Science training for teachers, attending more Science curriculum previews, etc.
- While we received a Distinction from TEA for Academic Achievement in Reading /ELA, we still have the majority of our student on a Tier II or III as indicated on last year's ISIP scores and this year's DRA/EDL and/or Running Records. We ned to continute to increase Tier I instruction in

Reading through following the district curriculum with fidelity, professional development opportunities, utilizing appropriate materials, etc.

- The state did not give scores for Mathematics on the state assessment last year due to the new TEKS however mathematics is an area in which our campus needs to focus Tier I instruction through following the Mathematics curriculum with fidelity, professional development opportunities, utilizing appropriate materials, etc.
- While there was a slight increase in Writing performance based on STAAR 2015 there is still a need for an increase in Tier I instruction in Writing in all grade levels utilizing Norma Jackson's Rubric for continuity.
- While we met the Safeguard for all tests with our special education scores there is still a need to increase the STAAR passing rate for students receiving special education services--speech, inclusion, content mastery/resource, and AABLE--as the passing rate will increase this year.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- NCLB Report Card data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data

**Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data

**Parent/Community Data**

- Parent Involvement Rate

**Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2016 STAAR performance in Reading, Mathematics, Science and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 7 <br><br> 1) Provide professional development opportunities for teachers and campus administrators focused on campus needs--ELL, Core Content, Technology, Kagan Structures, etc.. | 3, 4, 10 | Campus Administrators, State & Federal Programs Director, Classroom Teachers | Teacher attendance at professional development events and the implementation of learning as evidenced through walk-throughs. | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 7 <br><br> 2) All teachers will utilize the updated curriculum documents during their planning PLCs to improve Tier I Instruction, including unit overviews and clarifying documents. | | Campus Administrators, Campus Coaches, Classroom Teachers | Presence of documents during all planning PLCs. | | | | |
| **Critical Success Factors** <br> CSF 1 CSF 2 CSF 3 CSF 7 <br><br> 3) Increase the collaborative and leadership capacity of all members of PLCs to improve the quality of instructional plans for all students through professional development opportunities in faculty meetings, Team Leader Meetings, Leader of Learner Meetings, etc.. | | Campus Administrators, Campus Coaches, Classroom Teachers | Increased collaborative efforts that produce more effective instruction as evidenced by data demonstrating increased academic achievement. | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 2 CSF 3 CSF 7 <br><br> 4) All PLCs will utilize data to drive their instruction in the classroom and to help develop better common assessments through professional development opportunities. | 8 | Campus Administrators, Campus Coaches, Classroom Teachers | Increased use of data in PLCs to drive instruction and use when developing common assessments. Increased student achievement in all content areas. | | | | |

| Critical Success Factors<br>CSF 1 CSF 2<br><br>5) All 2-5 grade teachers will implement a CBA review process three times per year to provide targeted feedback for teachers to utilize in PLCs to guide instruction. | 8 | Campus Administrators, Campus Coaches, Classroom Teachers | CBA protocol completed after each round of CBAs and the data will be used to guide future instruction as well as indicate specific areas in further academic attention. | | | | |
|---|---|---|---|---|---|---|---|
| 6) Provide teachers and students with materials necessary to teach/learn at the highest levels such as Mentoring Minds, content specific manipulatives, books, software, technology, etc.. | 10 | Campus Administrators, State & Federal Programs Director, Classroom Teachers, C & I Content Coordinators, Campus Coaches | Use of materials by students and teachers as evidenced by walk-throughs and lesson plans resulting in increased student achievement scores on campus/district/ state assessments. | | | | |

✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading, Mathematics, Science and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Work with Special Education Coordinator to help train general and special education teachers to work within ARD committees to develop appropriate student IEPs by considering the amount and level of specially designed instruction to met each child's needs who qualify for special education. | 4, 9 | Campus Administrators, Special Education Coordinator, Diagnostician, Special Education Teachers, General Education Teachers | Increased differentiation in service times designated for students in both resource and inclusion settings. | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** AT least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading, Mathematics, Science and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 7 1) Provide SIOP Training for all classroom teachers and EAs so they can better meet the instructional needs of our ELL students. | 2, 3, 4 | Campus Administrators, State and Federal Programs Director, C & I Director | Teacher and EA attendance at planned SIOP sessions and implementation of strategies learned in the trainings with ELL students. | | | | |
| = Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades K-5 will achieve reading screener scores at the 40th percentile or higher.
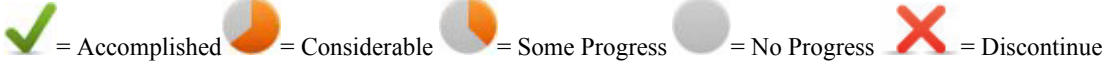
**Summative Evaluation:** Reading universal screener:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the district reading framework with fidelity and provide support to teachers in implementing the framework through the use of coaches or the Reading/ELA Coordinator. | | Campus Administrator, Classroom Teachers, Campus Coaches, Reading/ELA Coordinator | Presence of reading framework documents at PLCs and teachers following framework guidelines as evidenced by walk-through data. | | | | |
| 2) Use reading screener data to provide appropriate interventions for students and appropriate groupings during WIN time. | 8, 9, 10 | Campus Administrators, Classroom Teachers, Campus Coaches, Interventionists | Assignment of students to correct tiers and appropriate use of data by collaborative PLCs to drive instruction. | | | | |
| Funding Sources: 211 - Title I, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-5 will achieve math screener scores at the 40th percentile or higher.

**Summative Evaluation:** Mathematics universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the district math curriculum and instructional delivery method with fidelity and provide support to teachers in implementing the curriculum through the use of campus coaches and the Elementary Mathematics Coordinator. | | Campus Administrators, Classroom Teachers, Campus Coaches | Presence of instructional math framework documents at PLCs and teachers following the framework guidelines as evidenced by walkthrough data. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 2 CSF 3<br><br>2) Use mathematics screener data to provide appropriate interventions for students and appropriate groupings during WIN time. | 8, 9 | Campus Administrators, Classroom Teachers, Campus Coaches | Assignment of students to correct tiers and appropriate use of data by collaborative PLCs to drive instruction. | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 6 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will attend district professional development opportunities to help improve the vertical alignment of the reading instructional delivery system in grades K-2. | 4 | Campus Administrators, Classroom Teachers, C & I Director, C & I Coordinator | Attendance at district professional development opportunities and walkthrough data on instructional delivery. | | | | |
| **Critical Success Factors** CSF 2 CSF 3 <br><br> 2) Use reading screener data to provide appropriate interventions for students and appropriate groupings during WIN time. | 8, 9 | Campus Administrators, Classroom Teachers, Campus Coaches | Assignment of students to correct tiers and appropriate use of data by collaborative PLCs to drive instruction. | | | | |
| **System Safeguard Strategies** <br><br> **Critical Success Factors** CSF 1 <br><br> 3) Teachers will attend trainings that will specify and clarify what "reading on grade level" means for kindergarten, first, and second grade students. | 4 | Campus Administrators, Classroom Teachers, Campus Coaches | Use of reading and writing rubrics and attendance at training. Increased expectations for student performance in the primary grades through improved understanding of what reading and writing needs to be in order to prepare all students for the rigor of STAAR. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

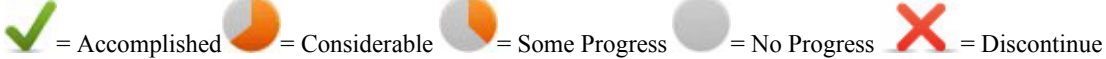| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **Critical Success Factors** CSF 2 CSF 3 CSF 7  1) Campus LoL team will gain information and resources needed to develop and monitor classroom academic goals. | 4 | Campus Administrators, LoL Team Members, Accountability | Attendance at LoL training and increased use of continuous improvement processes. | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 2 CSF 3 CSF 7  2) Selected classrooms will establish classroom academic performance goals based on district guidelines and share goals with the class for each core content area. | 2, 8 | Campus Administrators, LoL Team Members, Selected Classroom Teachers, Accountability | Establishment of goals, communication of goals to students and increased use of continuous improvement processes. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** By the end of the 2015-2016 school year, 100% of students in designated (pilot) classrooms will develop and monitor individual goals in the area of academics.

**Summative Evaluation:** Campus survey data or walkthrough data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** **Critical Success Factors** CSF 2 CSF 3 CSF 7 1) LoL team teachers will be trained in strategies for implementing student data folders in the classroom and engage the campus pilot group in helping to refine the continuous improvement model for Birdville ISD. | 8 | LoL Team Members, Campus Administrators, Accountability | Attendance at LoL training, artifacts from implementation of data folders and increased use of continuous improvement strategies. | | | | |

✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✗ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 9:** The overall campus student attendance rate will be 96.7%.

**Summative Evaluation:** Skyward student attendance by six weeks:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Attendance letters and phone calls to parents of students with excessive tardies and/or absences | | Attendance Clerk, Classroom Teachers, Campus Administrators | Students will meet our campus attendance rate goal of 96.7%. | | | | |
| 2) Students with perfect attendance will be recognized at each Awards Assembly with a certificate and a pencil. | | Attendance Clerk, Classroom Teachers, Campus Administrators | Students will meet our campus attendance rate goal of 96.7%. | | | | |
| 3) The class with the fewest tardies each six weeks for their age range (K&1, 2&3, 4&5) win the Timely Tiger Award at the Awards Assembly and the Tiger Award hangs outside their door for the next six weeks. | | Attendance Clerk, Classroom Teachers, Campus Administrators | Students will meet our campus tardy goal of 20 tardies or less each day. | | | | |
| 4) Communicate the importance of school attendance, academic achievement, and parental community involvement through conference, family events, PTA meetings and ASPIRE. | 6, 10 | All Staff Members, PTA & ASPIRE Coordinator | Increase student attendance to at least 96.7%, increase in student achievement in all content areas, and increase family involvement as evidenced through participation in campus events. | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◑ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 10:** The overall campus staff attendance rate will be 96%.

**Summative Evaluation:** AESOP records by six weeks:

| **Strategy Description** | **TITLE I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Formative Reviews** | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Provide various incentives to staff members with perfect attendance each six weeks (Sonic gift cards, jeans passes, etc.) as well as recognize them during each Awards Assembly. | 5 | Secretary, Campus Administrators | Staff attendance will meet or exceed the campus attendance rate goal of 96%. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 11:** All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

**Summative Evaluation:** All teachers and paraprofessional are considered highly qualified as evidenced by the policies and procedures followed by our Department of Human Resources before, during and after the hiring process of teachers and paraprofessionals.
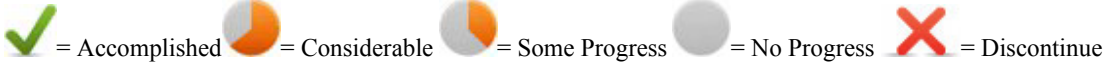
| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) District will conduct recruitment activities to ensure highly qualified personnel in all positions | 5 | Human Resources | All campus instructional personnel are highly qualified as evidenced by the credentials and HR interview procedures | | | | |
| 2) Establish an effective teacher mentoring system in order to retain highly qualified staff | 5 | C&I Director, Reading & Math Coaches, Campus Administrators, Team Leaders | New teachers are successful in the first year as evidenced by new students meeting academic goals, collaboration in PLCs, signing a contract for the following year and average or above average appraisal results in all areas. | | | | |
| **System Safeguard Strategies**<br><br>3) Communication with Department of Human Resources regarding highly qualified teachers and paraprofessionals | 3, 5 | Campus Administrators and Human Resources | All instructional personnel and paraprofessionals are highly qualified as evidenced by their credentials and HR interview procedures. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>4) Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification , coursework, and TexES assessment in order to assure all staff members are highly qualified in all areas | 3, 4, 5 | Campus Administrators, Human Resources, C & I Coordinators, Counselor, | All instructional personnel have obtained ESL certification, G/T hours and other content/grade specific training by the end of the school year. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>5) Ensure all teachers receive high-quality, research-based professional learning opportunities | 4, 5 | Campus administrators, C & I Coordinators | All teachers have multiple opportunities throughout the year to attend high-quality research-based professional learning opportunities as evidenced by their Workshop portfolio on Eduphoria. | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2 CSF 3 CSF 7<br><br>6) Provided strategies to attract highly qualified teachers--strengthen PLCs at campus level, provide quality and relevant professional development and learn to better analyze student data to guide planning and instruction. | 1, 2, 3, 4, 5, 8 | Campus administrators, C & I Coordinators, | All teachers are highly qualified as evidenced through their personnel files, Eduphoria, and the HR recruitment process as well as through participation in campus professional development opportunities, PLC collaborative efforts which also attract and keep highly qualified teachers. | | | | |

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of development using the CORE values.
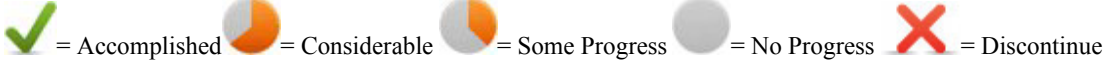
**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All teachers receive Community of Respect Everywhere (CORE) training and hang their CORE posters in their rooms each six weeks. | | Counselor, Campus Administrators | Attendance at CORE training and observation to see if the posters are hung in the classrooms. | | | | |
| 2) Provide classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies. | | Counselor | List of lesson provided and increased awareness of issues related to suicide and bullying by staff and students. | | | | |
| 3) Work with campus DLS and Campus Technology Team to develop and implement a Digital Citizenship and Safety program at ACFT. | | Campus DLS, Campus Technology Team, Campus Administrators | Presence of an assessment tool to evaluate student knowledge and practice of digital citizenship at their grade-appropriate expected level. | | | | |
| 4) Counselor will make CORE announcements each six weeks regarding the targeted CORE Value during morning announcements. | | Counselor, Campus Administrator | Announcements are made each six weeks and are stapled into the announcement notebook as documentation they were completed. Increased awareness and understanding of CORE Values by all students at ACFT. | | | | |
| 5) Each six weeks a student from each classroom is voted on by their peers as the person who best represents that six week's CORE Value to be recognized at the Awards Assembly. | | Classroom teacher, Campus Administrator, Counselor | Selected students receive Student of Virtue Tiger Tag and a Certificate as the reasons they were selected by their peers are read aloud. Increased desire to practice living the CORE Values at school by all students. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, ACFT will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Each grade level will select a six weeks and complete a community service project representing that six weeks' CORE Value. | | Counselor, Classroom Teachers, Campus Administrators | Use of project-based lessons in the classrooms. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All students will appropriately address the safety and security standards as defined in the campus safety audit.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Collect data quarterly on school safety based on audit and develop corrective action plans as needed. | | Campus Administrators, Student Services Executive Director | Complete the quarterly audits and have improved response to known safety issues. | | | | |
| ✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** All science labs will meet the district/campus safety requirements.
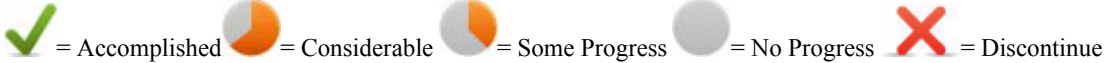
**Summative Evaluation:** Annual science lab safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Fifth grade students will create a Science Lab Safety & Rules Video for all ACFT students to review before they can use the Science Lab and complete a short quiz to demonstrate their understanding. | | DLS, Fifth Grade Science Teachers, K-4 Grades Classroom Teachers, Campus Administrators | Completed video, development of quiz, passing scores on the quiz, increased engagement in the Science Lab, decreased injury or inappropriate activity in the Science Lab | | | | |
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 3 CSF 5<br><br>2) Fifth grade teacher training on Science Lab Safety and teaching students appropriate lab safety and procedures. Collect data from audit to develop corrective action plans if needed. | 4 | Fifth Grade Teachers, C & I Coordinator, Campus Administrators | Student safety test results, walkthroughs and improved compliance with safety procedures. | | | | |
| ✔ = Accomplished    ◕ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least all students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and safety survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize security system during school hours--front door camera and buzz in system and Raptor for all visitors | | Office Staff, Campus Administrators, | Improved perception of campus safety as evidenced by positive feedback on district survey. | | | | |
| 2) All staff members will complete the Safe Schools online training modules. | | Campus Administrators, Human Resources | Compliance with viewing the safety video modules on time as evidenced by documentation of completion. | | | | |
| 3) Implement CHAMPS as our school-wide discipline plan along with procedures for common areas such as the hallway, cafeteria, playground, restrooms, etc. We will also continue CHAMPS training through the use of CDs at faculty meetings throughout the year. Expectations for students and staff booklets were provided for all students and staff so everyone understands and follows the same behavioral expectations during the school day. | 2 | All Staff Members | Improved perception of campus safety as evidence by positive feedback on district survey. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** ACFT will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize multiple avenues to inform parents and community about g/t programs and provide opportunities for g/t students to demonstrate their learning. | 6, 9 | Campus Administrators, GATE Teacher, Campus Web Master, District Communications Officer | List of information dissemination activities and dates as well as improved understanding of the GATE program. | | | | |
| 2) Utilize multiple avenues to inform parents and community about Pre-School Roundup and Kindergarten Registration dates. | 6, 7 | Attendance Clerk, Campus Administrators, Campus Web Master, District Communications Officer | List of information dissemination activities and dates as well as increased participation with Pre-School Roundup and Kindergarten Registration. | | | | |
| 3) Involve students, parents and community in the ASPIRE program, including academic enrichment and assistance for qualifying students. | 2, 6, 9, 10 | Campus ASPIRE Coordinator, Campus Administrators | Increase in student achievement for students participating in ASPIRE as evidenced by campus, district, and state assessments, including ASPIRE data. As well as increased attendance for students participating in ASPIRE. | | | | |
| **System Safeguard Strategies**<br>4) Utilize multiple avenues to inform parents and community about campus events such as PTA presentations, ASPIRE parent learning events, Content Nights, World Read Aloud Day, etc. | 6, 10 | | | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⚫ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 5:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grade 5:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Fifth grade students will participate in completing a Student Learning Survey and the data will be used to improve services provided to students and their parents. | 6 | Campus Administrators, Fifth Grade Teachers | Survey results and improved services provided to students and families. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** in 2015-2016, all campus departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review/reflection discussions of plans with department personnel:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Office staff will develop plans that address the campus' intent of excellence, integrity, and service. | | Campus Administrators, | Presence of plans on campus and quarterly reviews. Make improvements as needed. | | | | |
| ✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Provide professional development opportunities for teachers and campus administrators focused on campus needs--ELL, Core Content, Technology, Kagan Structures, etc.. |
| 1 | 1 | 2 | All teachers will utilize the updated curriculum documents during their planning PLCs to improve Tier I Instruction, including unit overviews and clarifying documents. |
| 1 | 1 | 4 | All PLCs will utilize data to drive their instruction in the classroom and to help develop better common assessments through professional development opportunities. |
| 1 | 3 | 1 | Provide SIOP Training for all classroom teachers and EAs so they can better meet the instructional needs of our ELL students. |
| 1 | 5 | 2 | Use mathematics screener data to provide appropriate interventions for students and appropriate groupings during WIN time. |
| 1 | 6 | 3 | Teachers will attend trainings that will specify and clarify what "reading on grade level" means for kindergarten, first, and second grade students. |
| 1 | 7 | 2 | Selected classrooms will establish classroom academic performance goals based on district guidelines and share goals with the class for each core content area. |
| 1 | 8 | 1 | LoL team teachers will be trained in strategies for implementing student data folders in the classroom and engage the campus pilot group in helping to refine the continuous improvement model for Birdville ISD. |
| 1 | 11 | 3 | Communication with Department of Human Resources regarding highly qualified teachers and paraprofessionals |
| 1 | 11 | 4 | Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification , coursework, and TexES assessment in order to assure all staff members are highly qualified in all areas |
| 1 | 11 | 5 | Ensure all teachers receive high-quality, research-based professional learning opportunities |
| 1 | 11 | 6 | Provided strategies to attract highly qualified teachers--strengthen PLCs at campus level, provide quality and relevant professional development and learn to better analyze student data to guide planning and instruction. |
| 3 | 2 | 2 | Fifth grade teacher training on Science Lab Safety and teaching students appropriate lab safety and procedures. Collect data from audit to develop corrective action plans if needed. |
| 3 | 4 | 4 | Utilize multiple avenues to inform parents and community about campus events such as PTA presentations, ASPIRE parent learning events, Content Nights, World Read Aloud Day, etc. |

# State Compensatory

**Personnel for Academy at C. F. Thomas:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Beverly Ellis | Reading Interventionist | | 1.0 |
| Gayle Marshall | Math Interventionist | | .5 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Gayle Marshall | Math Interventionist | | .5 |
| Veronica Bustamante | Bil Reading Interventionist | | 1.0 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Sabrina Lindsey | Principal |
| Administrator | Staci Hammer | Assistant Principal |
| Business Representative | Eboni Garrett | ASPIRE Coordinator |
| Business Representative | Oscar Trevino | NRH Mayor/Oscar Trevino Construction |
| Classroom Teacher | Ricardo Alvarez | Kindergarten-Bilingual |
| Classroom Teacher | Veronica Bustamante | Reading Intervetionist |
| Classroom Teacher | Bill Combs | Second Grade Teacher |
| Classroom Teacher | Carly Howerton | First Grade Teacher |
| Classroom Teacher | Erlinda McGuire-Rios | Fourth Grade--Bilingual |
| Classroom Teacher | Sheila Seaborn | Fifth Grade Teacher |
| Classroom Teacher | Amelia Tomassi | Third Grade--Bilingual |
| Community Representative | Tommy McIntire | ACFT Community Member |
| Community Representative | Martha Strain | Strain Plumbing |
| Non-classroom Professional | Joan Heffner | Counselor |
| Paraprofessional | Shelley Ezzell | Special Education Educational Assistant |
| Parent | Larry Nunley | Parent |
| Parent | Stefanie Woodard | Parent |

# Campus Funding Summary

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 4 | 2 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 4 | 2 | Interventionists | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $0.00 |

# Addendums

# Academy at Carrie F. Thomas Elementary Parental Involvement Policy

|  | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 6. | Participation in parent involvement policy development | End of 1$^{st}$ semester | Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | All year | Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings | • SBDM • Agenda |
| 6. | Communicate program information to all parents | Fall PTA meeting | Provide information about : 1. Participation in Title I<br><br>2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers | • Calendar of parent activities and sign in sheet of participation. • Schedule of staff development. |
|  |  |  | 3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data | • Parent Conferences • Letters to parents • State reports |
|  |  |  | 4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English | • Notes home to parents |

# Academy at Carrie F. Thomas Elementary Parental Involvement Policy

| | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 6. | Shared responsibility for student achievement | Registration | Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in September. Revise for fall registration. | • Compacts • Surveys |
| 6. | Build capacities of all parents | All year | Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops | • Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations |
| 6. | Build capacities of staff | Aug. to May | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Sign in sheets |
| 10. | Coordinate and integrate Title I parent program with other parent programs | Aug. to May | Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21st Century, Communities in Schools • Information about other programs is sent home to parents to encourage participation. | • Parent training schedules • Session evaluations • Budget records |

| 7. | Ensure smooth transition for students and families into Kindergarten and from 5th grade to Middle School. | January March to Aug | Middle school and elementary counselors arrange school visit for 5th graders in December; the middle school conducts a summer camp for incoming 5th graders; all course registration for 6th grade is completed with counselor guidance in spring semester for 5th graders. Provide early registration for incoming Kindergarten students; Meet the Teacher night; PreK 3 and 4 year program also provided on campus for eligible students | • Trip to middle school • Sign in sheets • Preregistered students for 6th grade • Pre-registered students • Sign in sheets • PreK attendance |

# Academy at Carrie F. Thomas Elementary Parental Involvement Policy

**OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act,* the Academy at Carrie F. Thomas has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

**REQUEST FOR SUGGESTIONS**

The staff at the Academy at Carrie F. Thomas Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Sabrina Lindsey at (817) 547-3000 or email her at sabrina.lindsey@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

# Birdville Independent School District

# Foster Village Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

The mission of Foster Village Elementary is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Elementary school in Northeast Tarrant County
- Title I
- Serves approximately 574 students
- Student Attendance Rate : **96.4%**
- Student Ethnicity:

  **58.3%** White

  **24.0%** Hispanic

  **8.4%** African-American

  **3.7%** Asian

  **4.6%** Two or more races

  **<1%** Hawaiian, Pacific Islander/Other

- **57.2%** of students are Econmically Disadvantaged
- **46.2%** of students are At-Risk
- **13.9%** of students are served in Special-Education
- **10.1%** of students are English Language Learners
- **7.5%** of students are identified as Gifted and Talented
- **13.2%** Mobility Rate
- Campus Retention Rates:

| Grade | 2012-2013 | 2013-2014 | 2014-2015 |
|-------|-----------|-----------|-----------|
| K | 10.7% | 12.7% | <1% |
| 1 | 4.8% | 2.8% | 1.8% |
| 2 | 8.5% | 1.5% | 0 |
| 3 | 0 | 3.4% | <1% |
| 4 | 1.6% | 0 | 0 |
| 5 | 3.1% | 2.8% | 0 |

**Demographics Strengths**

- Student attendance rates remain above district and state averages.
- Significant decreases have occured in campus retention rate.

**Demographics Needs**

- Percentage of students identified as At-Risk continues to grow.
- Percentage of students identified as economically disadvantage remains high (over 50% of total student population).
- The number of students served in Special Education is growing and is above district and state averages.

# Student Achievement

## Student Achievement Summary

Foster Village Elementary has earned the highest rating in the state of Texas accountability system. Historically, the campus has always met state and federal standards while being recognized for academic excellence in many areas. An overview of the most recent (2014-2015) state assessment data is as follows:

| Subject | Campus | District | State |
|---|---|---|---|
| Grade 3 Reading | 77% | 82% | 77% |
| Grade 3 Math | 76% | 82% | 77% |
| Grade 4 Reading | 80% | 79% | 74% |
| Grade 4 Math | 87% | 79% | 73% |
| Grade 4 Writing | 84% | 73% | 70% |
| Grade 5 Reading | 92% | 83% | 78% |
| Grade 5 Math | 86% | 85% | 79% |
| Grade 5 Science | 92% | 79% | 72% |

## Student Achievement Strengths

- Campus met standard in all four accountability indexes.
- Campus received distinctions in the following areas: ELA, Science, Post Secondary Readiness, Top 25% in Closing Performance Gaps, and Top 25% in Student Progress based on performance among schools in it's comparable group.
- Science STAAR scores increased significantly (8 percentage points last year, and 18 percentage points over the last four).
- Reading, Math, and Writing STAAR performance in 4th grade is above district and state average.
- Reading, Math, and Science STAAR performance in 5th grade is above district and state average.

## Student Achievement Needs

- Differentiated Instruction should occur more frequently across all grade levels to meet the varied academic needs of learners.

- The number of students in need of Tier III interventions in Math and Reading is above national recommendations.
- Campus did not meet state safeguard as measured by performance on state accountability assessments in the area of Special Education Reading.
- Third grade performance in Math and Reading decreased and is below district and state averages.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

**117 – Foster Village Elementary**

**Problem of Practice:**

Data indicates that when the final phase II standard (2016) is applied to current results, math performance is below the federal safeguard school wide, indicating a need for a proactive approach to be implemented now through the PLC process.

**Theory of Action:**

- **If** campus administrators build the capacity of the staff to function effectively in PLC's and
- **If** teachers develop systems of intervention and enrichment based on student need and
- **If** students understand essential learning targets ( Standards) and are able to use effective strategies to achieve mastery while tracking their learning progress through data folders
- Then more students will achieve at the final Level II (2016) stage and the % of students scoring at the level III advanced stage on STAAR will increase in math.

**Essential Questions:**

- What training, staff and other resources will be required to help teachers build effective PLC processes?
- Do all teachers understand the components, including differentiation methods that are critical for effectively teaching the TEKS/SEs to the depth and complexity required?
- What are the best ways for teachers and administrators to disaggregate data utilizing multiple data points (STAAR, Universal Screeners, CBAs, and Formative Assessments etc. etc.) and using the district designed data analysis protocols?

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- NCLB Report Card data
- Community and student engagement rating data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Progress of prior year STAAR failers
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

**Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

**Support Systems and Other Data**

- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by five percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading, Writing, Mathematics and Science:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies**<br>1) Implement district protocol to analyze data from common formative assessments and curriculum based assessments to make instructional decisions. | 2, 8 | Campus Administration, Academic Coaches, Reading and Math Interventionist | Teachers will make the necessary instructional adjustments to ensure student mastery of standards. | | | | |
| 2) Develop and administer common formative assessments in Math. | 8, 9 | Campus Administration, Academic Coaches, LOL Members | Tier I instruction will be strengthened resulting in the number of students in need of Tier II and III interventions will decrease. | | | | |
| 3) Implement Data Folders school wide as a continuous improvement strategy. | 2 | Campus Administration | Students receive timely feedback as a means to help them set long and short term goals in achieving essential learning targets. | | | | |
| 4) Implement interventions with fidelity that are consistent with BISD RTI guidelines. | 2, 10 | Campus Administrators, Math and Reading Interventionist, Classroom Teachers | A decrease in the numbers of students in need of Tier II and Tier III support in Math and Reading. | | | | |
| Funding Sources: 199 - General Funds: SCE, 211 - Title I | | | | | | | |
| 5) Hire and utilize tutors for additional support during each grade level RTI block. | 2, 9 | Campus RTI Coordinator, Principal | Students receive assistance on targeted skills that allow them to master essential learning standards. | | | | |
| Funding Sources: 211 - Title I - $15000.00 | | | | | | | |
| 6) Hire and utilize educational assistant. | 9 | RTI Coordinator, Principal, Interventionist | Classroom teachers work with at-risk students in small groups while educational assistant monitors and provides aid to Tier I students working on extension and other technology applications. | | | | |
| Funding Sources: 211 - Title I - $20000.00 | | | | | | | |
| 7) Provide time for GT Interventionist to collaborate with teachers during PLC's. | | Campus Administration | Increase in percentage of students scoring at the advanced (Level III) stages on all portions of STAAR. | | | | |

✓ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⬤ = No Progress ✗ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR level 2 phase II standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math and Science:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| **System Safeguard Strategies** <br><br> 1) Special Education teachers will receive training on implementing the district ELAR and Math frameworks. | 3, 4 | Campus Administration | Increased use of high yield instructional strategies in all special education classes. | | | | |
| **System Safeguard Strategies** <br><br> 2) Utilize academic coaches to collaborate with and provide resources to special education staff. | 3, 4 | Campus Administration, Academic Coaches | Lesson plans in eduphoria that reflect best practice strategies and structures. | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English Language Learners will meet the STAAR Level 2, Phase II standard in all subject areas.
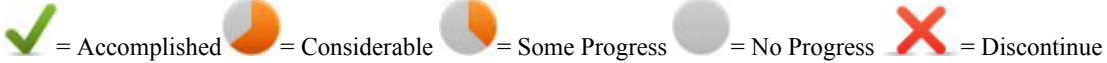
**Summative Evaluation:** STAAR performance in Reading/ELA, Math and Science:
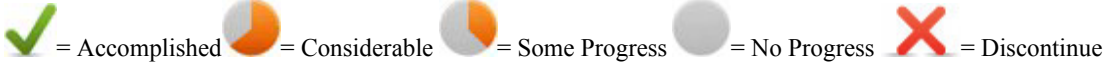
| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All teachers with ESL students will be trained in SIOP by the end of this school year. | 3, 4 | Campus Administration | Sheltered instruction strategies implemented during classroom instruction. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 80% of students in grades K-5 will achieve reading screener scores at the 40th percentile or higher.
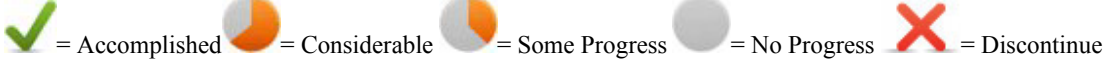
**Summative Evaluation:** Reading Universal Screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) School wide Accelerated Reader initiative will be implemented. | 2 | Campus Media Specialists, Campus Administration | Increase in reading comprehension, fluency and vocabulary as measured by universal screener. | | | | |
| Funding Sources: 211 - Title I - $2300.00 | | | | | | | |
| 2) Utilize coaches in PLC's to provide support in designing lessons consistent with implementing the ELAR framework. | 2, 3, 4 | Campus Administrators, Academic Coaches, LOL Members | T-TESS and walk through data that demonstrates effective utilization of the ELAR framework components during ELAR instruction. | | | | |
| ✔ = Accomplished  ◑ = Considerable  ◕ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-5 will achieve math screener scores at the 40th percentile or higher.

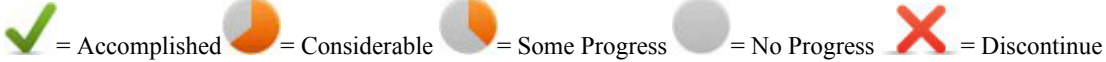**Summative Evaluation:** STAR Math, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) All teachers will be trained in guided math and math work stations. | 3, 4 | Campus Administrators, Academic Coaches | T-TESS and walkthrough data showing evidence that Math framework is being effectively implemented. | | | | |
| Funding Sources: 211 - Title I | | | | | | | |
| 2) Utilize Math Interventionist as part of campus intervention team. | 9, 10 | Campus Administrators | Students in need of Math interventions will receive targeted assistance during specified grade level intervention window. | | | | |
| Funding Sources: 211 - Title I - $29000.00, 199 - General Funds: SCE | | | | | | | |
| ✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment: Writing Expectation Rubric, District CBA:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Use the 12 Stage Analytic Rubric from Norma Jackson to determine proficiency in writing. | 2 | Classroom Teachers, Campus Administrators, Academic Coaches | Teachers will hold conferences with students regularly, set individual goals and monitor to ensure progress is being made. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** The overall campus student attendance rate will be 97%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Six weeks and semester incentives will be provided for students with perfect attendance. | 2 | Assistant Principal | Campus attendance rate will increase. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop and implement Positive Paws (paws-itive) program as a means of recognizing students who exhibit CORE traits and values. | 2 | Counselor | A continual increase in the number of students recognized for positive acts. | | | | |
| 2) Implement CHAMPS in all classrooms and develop positive behavioral intervention supports for all other common areas. | | Campus Administrators, Counselor, PBIS Team, All teachers and staff | Decrease in the number of office referrals because students are adhering to CHAMPS guidelines. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, all students will participate in community service project.

**Summative Evaluation:** Campus Survey Data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Each grade level will select and develop a community service project demonstrating acts of kindness. | | Counselor | Foster Village students and staff will experience a heightened awareness of CORE values through real life experiences. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Campus will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual Safety Audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Safety Team will conduct AED, fire and bad weather drills to practice emergency procedures. | | Assistant Principal, Safety Team, Nurse | Documentation of monthly drills and completion of all campus responsibilities outlined in the BISD safety and security audit. | | | | |
| 2) All students will be trained in Science safety procedures and guidelines. | | | All students follow safety guidelines and no occurrence of accidents in the Lab. | | | | |
| ✔ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Students and staff will be given opportunities to participate in surveys that campus will use to collect data about emotional and physical safety. | | Site-Based Team, Campus Administrators | Development, administration and utilization of survey results in strategic planning. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, campus will establish mission statements, set campus improvement goals, and develop campus improvement plan.

**Summative Evaluation:** Annual and quarterly review of campus plan in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Develop a campus mission statement that reflects input from all stakeholders. | | Site-Based Team, Campus Administrators | A mission statement that reflects the values of all staff, students and parents of the Foster Village community. | | | | |
| 2) Develop campus issue bin process to receive feedback and address critical academic needs and logistical operations. | | Site-Based Team, LOL Team | Campus processes revisited, discussed and monitored by campus leadership team monthly. | | | | |
| 3) Implement a Title I parent and community involvement plan that builds the capacity of parents and creates a shared responsibility in student achievement. | 6 | Principal | Increased numbers of parents attending campus sponsored parent trainings, CARE Team, 504 and parent teacher conferences. | | | | |
| 4) Develop a campus mentoring program for new teachers. | 5 | Principal | New teachers will be able to utilize best practice strategies in classroom and understand district and campus procedures. | | | | |
| 5) Guidance lessons will be delivered to all grades that focus on adapting and planning for success in various transitions. | 7 | Counselor | Students successfully matriculate through Pre-K program, primary and intermediate grades and middle school. | | | | |
| 6) Develop and implement an employee attendance incentive program. | | Principal | Increase in overall campus employee attendance rate. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Implement district protocol to analyze data from common formative assessments and curriculum based assessments to make instructional decisions. |
| 1 | 2 | 1 | Special Education teachers will receive training on implementing the district ELAR and Math frameworks. |
| 1 | 2 | 2 | Utilize academic coaches to collaborate with and provide resources to special education staff. |

# State Compensatory

**Personnel for Foster Village Elementary:**

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---|---|---|---|
| Elizabeth Smith | Reading Interventionist | Intervention | 1.0 |
| Vanessa Sutton | Math Interventionist | | .5 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Angela Peterson | Educational Assistant | Intervention | 1.0 |
| Vanessa Sutton | Math Interventionist | Intervention | .5 |

# Campus Funding Summary

**199 - General Funds: SCE**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 4 | Interventionists | | $0.00 |
| 1 | 5 | 2 | Math Interventionist | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

**211 - Title I**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 4 | .5 Math Interventionist | | $0.00 |
| 1 | 1 | 5 | | | $15,000.00 |
| 1 | 1 | 6 | | | $20,000.00 |
| 1 | 4 | 1 | | | $2,300.00 |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | Math Interventionist | | $29,000.00 |
| | | | | **Sub-Total** | $66,300.00 |
| | | | | **Grand Total** | $66,300.00 |

# Addendums

# Foster Village Elementary Parent Involvement Policy

## OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act, Foster Village Elementary* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

## REQUEST FOR SUGGESTIONS

The staff at Foster Village Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call the campus principal at (817) ___547-3100__ or email Patrick Guy at _patrick.guy@birdvilleschools.net_____ to give us your suggestions or to discuss opportunities for you to work directly with us.

| | | | **Foster Village Elementary  Parent Involvement Strategies** | |
|---|---|---|---|---|
| SW # | **Requirement** | **Timeline** | **Activity** | **Evaluation Measure(s)** |
| 6. | Participation in parent involvement policy development | September 2015 | Involve parents in policy development through.. <br> SBDM <br> Distribute at registration, inviting comments | • Campus policy <br> • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | Spring 2016 | Involve parents in planning, implementing, and evaluating Title I Program: <br> SBDM meetings | • Site-based meeting sign-ins <br> • Agenda |
| 6. | Communicate program information to all parents | Annual Meeting December 2015 | Provide information about  … <br> Participation in Title 1 <br> Program Description | • Meeting Agenda <br> • Meeting Attendance Records |
| | | | Curriculum | • Report Card Conferences required twice per year ( 1st and 4th six weeks) |
| | | | State and local assessments and expectations for student proficiency | • Principal Communication |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact <br> Develop <br> Distribute <br> Evaluate <br> Revise | • Signatures kept on file at school. Teachers will go over home school compact during first report card conference |
| 6. | Build capacities of parents | | Assist parents in understanding <br> State academic content (TEKS) <br> State academic achievement standards (STAAR, I Station) <br> Ways to monitor progress <br> Ways to work with teachers to improve achievement | • Parent Conferences <br> • Curriculum Information Nights |

| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| | | | Provide training and materials to parents to help them work with their children | • Reading, Science and Math Night |
| 6. | Build capacities of staff | | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Staff Meeting Agenda ( speaker) |
| 10. | Coordinate and integrate Title I parent program with other parent programs | | Coordinate parent involvement under Title I with Head Start, Title III, ASPIRE, and other grant programs | • Parent training schedules<br>• Session evaluations<br>• Budget records |
| 7. | Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade | | 5th grade students will visit North Ridge Middle school and specified staff from North Ridge will visit 5th grade students to talk about electives, class selection and other information deemed important for beginning Middle school | • Calendar |

Title I School wide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus: Foster Village Elementary

**Campus Goal: All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highlyqualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations 2014-15 NCLB Highly Qualified Report 100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files Expenditure reports for Stipends Certifications of completion of training Eduphoria Workshop files |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus: Foster Village Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities Information regarding campus incentives for staff 100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files Mentor training modules All first-year teachers are provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  Foster Village Elementary

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |

### Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** Foster Village Elementary
**Safeguard(s) Missed:** Special Education Reading
**Problem 1 Statement:** Special Education had 48% passing rate in reading.
**Annual SMART Goal:** 60% of Special Education students will pass STAAR reading in 2016.
**Root Cause:** Lack of instructional strategies being utilized in self-contained special education classes.
**Targeted Strategy to Address Root Cause:** Implement ELA best practices and strategies in special education classrooms.

**Turnaround Principles Addressed by Strategy:**

☑ 1 - Strengthen instruction    ☐ 4 - Increase learning time    ☐ 7 - Ensure effective teachers
☑ 2 - Use data to inform instruction    ☐ 5 - Improve family/community engagement
☐ 3 - Provide strong leadership    ☐ 6 - Improve school environment

## Quarter 1 (Sep - Oct)

**Q1 Goal:** By the end of the second six weeks, 100% of special education teachers will incorporate the reading framework into their daily ELA block.

| Interventions/actions to address this need in Q1 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Special education teachers will receive training over the district adopted reading framework. | Teacher sign-in sheet validating training. | | | |
| 2) Academic coaches will assist teachers with the implementation process of the new framework. | Lesson plans and coaching conversatins as well as a guided reading walk through form completed by administration/coaches. | | | |

## Quarter 2 (Nov - Jan)

**Q2 Goal:** By the end of the third six weeks, 100% of self contained special education teachers will participate in RTI collaborative conferences and provide the appropriate interventions.

| Interventions/actions to address this need in Q2 | Data collected to monitor implementation of action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Special education teachers will participate in the first and second round of RTI conferences. | RTI spreadsheets containing STAAR, common formative assessments, CBAs and reading screener results for individual students will be created and utilized during collaborative conferences. | | | |

# 2015-2016 Campus Improvement Plan Quarterly Report
## Missed Safeguards - Problem 1

**Campus:** Foster Village Elementary
**Safeguard(s) Missed:** Special Education Reading
**Problem 1 Statement:** Special Education had 48% passing rate in reading.
**Annual SMART Goal:** 60% of Special Education students will pass STAAR reading in 2016.
**Root Cause:** Lack of instructional strategies being utilized in self-contained special education classes.
**Targeted Strategy to Address Root Cause:** Implement ELA best practices and strategies in special education classrooms.

| | | | | |
|---|---|---|---|---|
| 2) Special education teachers will use specific reading interventions listed in the district handbook for tier 2 and 3 students. | Teachers will keep a record of the specific interventions and days each student receives them. | | | |

## Quarter 3 (Jan - Mar)

**Q3 Goal:** By the end of March, 80% of the special education students are making reading progress based on their CBAs, common formative assessments and reading screener data.

| Interventions/actions to address this need in Q3 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Special education teachers implement reading strategies in lessons. | Lesson plans and lesson plan feedback. | | | |
| 2) Coaches and administration conduct walkthroughs to determine implementation and effectiveness of guided reading. Feedback will be provided to teachers through walkthrough form. | Walkthrough and feedback forms. | | | |

## Quarter 4 (Apr - Jun)

**Q4 Goal:** By mid-June, campus leadership will review multiple data sources to determine strategy effectiveness and identify obstacles to address through 2016-2017 planning.

| Interventions/actions to address this need in Q4 | Data collected to monitor intervention/action | Did you meet quarterly goal? How do data support this? | On track to meet annual goal? | Adjustments to be made to meet annual goal |
|---|---|---|---|---|
| 1) Campus leadership reviews 2016 STAAR reading data to determine student passing rate. | 2016 STAAR reading scores. | | | |
| 2) Determine EOY reading tiers based on assessment data. | Student tier placement on RTI spreadsheet. | | | |

# Birdville Independent School District

# North Ridge Elementary

# 2015-2016 Campus Improvement Plan

# Mission Statement

North Ridge Elementary in our commitment to excellence,

will build a base of success through collaboration, communication and respect.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County.  North Ridge Elementary serves 521 students in Kindergarten through fifth grade, including three self-contained Special Education classes.

Student ethnicity distribution includes 5.5% African American, 17.6% Hispanic, 70.5% White, .9% American Indian, 2.3% Asian and 3% Two or More Races. 31.2% of the North Ridge Elementary students qualify as Economically Disadvantaged.  2.5% are Limited English Proficient and 32.6% of the students have met the criteria for a Student At-Risk. 10.6% of students qualify to receive Gifted and Talented support and 11.9% of the student population is served through Special Education.  The mobility rate of North Ridge Elementary is 8.2%

### Demographics Strengths

North Ridge Elementary's mobility rate is reported at 8.2%.  Although our mobility rate is slowly increasing, it is still low enough to not negatively impact student learning and progress.

### Demographics Needs

North Ridge Elementary's Gifted and Talented population is 10.6% of our total enrollment.  We could like to see this population of students increase.

# Student Achievement

**Student Achievement Summary**

North Ridge Elementary's current accountability rating from TEA is Met Standard.   The campus met standard in the areas of Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.   Distinction Designations were awarded in the categories of Top 25 Percent Closing Performance Gaps, Academic Achievement in Science and Postsecondary Readiness.

**Student Achievement Strengths**

1.  STAAR Reading satisfactory performance increased by 2 percentage points.

2.  STAAR Writing satisfactory performance increased by 3 percentage points.

3.  STAAR Reading advanced performance increased by 5 percentage points.

4.  STAAR Writing advanced performance increased by 2 percentage points.

5.  ISIP Tier 1 grew from 66% to 71%.

6.  The end of the year STAR Math performance indicated 91% of students on Tier 1.

**Student Achievement Needs**

1.  STAAR Science satisfactory performance indicated no growth.

2.  STAAR Science advanced performance indicated a decrease by 3 percentage points.

# School Culture and Climate

**School Culture and Climate Summary**

The Organizational Health Instrument was given in October 2014. The data indicated that 9 of the ten dimensions of Organizational Health scored at the Interdependent level, 1 at the Independent level and 0 at the Dependent level. The three highest dimensions were Communication, Cohesiveness and Problem Solving Adequacy. The two lowest scoring dimensions were Adaptation and Autonomy.

**School Culture and Climate Strengths**

1. All dimensions fell within the Interdependent and Independent levels of individual and team functioning.

**School Culture and Climate Needs**

1. The lowest scoring dimension was Adaptation indicating the lack of motivation to accept change.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

All North Ridge Elementary faculty and staff members are highly qualified.  North Ridge hires new personnel using a team structure.  When new personnel is hired, they are assigned a campus mentor to train and assist them.  North Ridge places team work as priority in all work that we do.  Teachers work in Professional Learning Communities and Vertical Teams.  All faculty and staff are included in meetings, trainings and decision making.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

North Ridge Elementary focuses on data to drive instruction.  Professional Learning Communities, Faculty Meetings, Vertical Teams and RTI Collaboratives are structures that are in place to foster discussion of the Standards, teaching methods/best practices, assessments, data and interventions.

# Family and Community Involvement

**Family and Community Involvement Summary**

North Ridge Elementary recognizes the importance of Family and Community Involvement. We work close with our PTA to plan events and support our families. Events are scheduled throughout the year to encourage family involvement. Our campus webmaster communicates to families through the use of Facebook, Remind and the campus web page. Teachers stay connected with their families through conferences, phone calls, newsletters, emails and Remind messages. We strive to build a close relationship with our families through positive communication.

# School Context and Organization

**School Context and Organization Summary**

Our Campus Improvement Plan is written and monitored by the campus Leaders of Learners Team. Four times a year, the team gathers to review progress and status of our plan. North Ridge Elementary teachers and support staff monitor student progress through out the year during Professional Learning Community meetings and RTI Collaboratives. Students also monitor their own progress through data folders and classroom conferences.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area. Math: NA, Reading: 61% / 36%, Writing: 42% / 13%, Science: 60% / 23%

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, and Writing:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Implement structures, including Reading, Math, Writing Workshop Models to support Tier 1 learning across all grade levels and content areas. Implement WIN Time to support Tier 2 and 3 and enrich Tier 1 student learning. | Teaching Staff Campus Administration Academic Coach | Campus Walkthroughs Upward movement of Tiers Progress Monitoring | | | | |

| 2) Engage students in the vocabulary of the standards in all content areas.<br><br>Implement ELAR strategies including Guided Reading, Close Reading, Norma Jackson writing structures, Interactive Read-Alouds, LLI, Comprehension Toolkit, Words Their Way across all grade levels.<br><br>Implement Math strategies including Bea Luchin - Problem Solving, UPSCheck, Higher Level Questioning and Interactive word walls across all grade levels.<br><br>Implement Science strategies including STEMscopes activities, Hands-on Instruction, 5E Model, AIMS and Edusmart across all grade levels.<br><br>Implement Social Studies strategies including the use of visual resources, integration of SS into the ELAR Tier I block, use of Pearson as the primary resource across all grade levels.<br><br>Utilize resources such as Mentoring Minds, Leveled Literacy Intervention, Scholastic News and Countdown to STAAR to support student learning. | Teaching Staff<br>Campus Administration<br>Academic Coach | CBA Data<br>Common Formative Assessment Data<br>Unit Assessment Data<br>Six Week Assessment Data<br>Student Data Folders<br>Teacher Observation Documentation<br>Report Cards<br>STAAR Scores<br>Star Math<br>DRA/Fluency Probes<br><br>Funding Sources: 199 - General Funds - $3000.00, 199 - General Funds - $5850.00, 199 - General Funds - $500.00 | | | | |
| 3) Support best practice instruction through Professional Learning. Teachers will attend Professional Learning based on their needs and goals.<br><br>Professional Learning options include:<br>-Guided Reading<br>-Guided Math<br>-Close Reading<br>-Literacy Stations<br>-Bea Luchin<br>-Norma Jackson<br>-LLI<br>-Words Their Way<br>-Curriculum Previews<br>-Creative Mathematics<br>-Lab Safety<br>-UPS Check | Teaching Staff<br>Campus Administration<br>GT Interventionist | Teacher and student implementation of new learning gained Professional Development<br><br>Funding Sources: 199 - General Funds - $1050.00, 199 - General Funds - $1000.00, 199 - General Funds - $175.00, 199 - General Funds - $1000.00 | | | | |

| 4) Teachers and Interventionists will implement the use of technology to enrich instruction.<br><br>Technology resources including the following:<br>-Edusmart<br>-STEMscopes<br>-Go Math<br>-Flocabulary<br>-RAZ Kids<br>-Brain Pop<br>-Starfall<br>-Eduphoria<br>-Xtra Math<br>-Star Math<br>-One More Story | Teaching Staff<br>Campus Administration<br>Academic Coach<br>Digital Learning Specialist | Increased student engagement and growth measured by program reports<br><br>Increased student usage of technology resources | | | | |
| | Funding Sources: 199 - General Funds - $270.00, 199 - General Funds - $2210.00, 199 - General Funds - $200.00, 199 - General Funds - $2295.00, 199 - General Funds - $5600.00 | | | | | |

✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Special Education Teachers will implement a Guided Learning Model and a Multi-sensory approach to their small group instruction.<br><br>Special Education Teachers will provide inclusion services allowing the Special Education student to receive Tier 1 instruction in the classroom, then providing Tier 3 interventions within that setting to support their Individual Educational Plan. | SPED Teachers Campus Administration SPED Administrations | Increased student engagement and academic progress measured during inclusion and pull out services | | | | |
| 2) Special Education Teachers will implement SIPPS, Corrective Reading and Level Literacy Intervention as resources to support student learning. | SPED Teachers Campus Administration SPED Administrations | Noted progress made using program assessment measures | | | | |
| 3) Special Education and General Education Teachers will attend Professional Development to support their lesson delivery and help close the learning gap of the Special Education students.<br><br>Professional Learning resources include LLI, Guided Reading and Kim Sutton training. | SPED Teachers Campus Administration SPED Administrations | Teacher and student implementation of strategies gained from Professional Development<br><br>Student academic progress made after implementation of new strategies | | | | |
| | Funding Sources: 199 - General Funds - $300.00 | | | | | |
| 4) Technology supporting our Special Education students include:<br><br>-A-Z learning<br>-Flocabulary<br>-RAZ Kids<br>-Brain Pop<br>-Starfall<br>-Eduphoria<br>-Xtra Math<br>-Star Math<br>-One More Story | Teaching Staff Campus Administration Academic Coach Digital Learning Specialist | Increased student engagement and academic growth measured by program reports<br><br>Increased student usage of technology resources | | | | |

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, Social Studies, and Writing:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Classroom Teachers and Interventionists will implement a Multi-sensory approach and a vocabulary focus to support the learning of ELL students. | Teaching Staff Campus Administration Academic Coach | Campus Walkthrough Data Upward movement of Tiers Progress Monitoring Data | | | | |
| 2) Resources such as Comprehension Toolkit and Think Alouds will be implemented to support Tier 1 instruction. | Teaching Staff Campus Administration Academic Coach | Increased student engagement and academic progress measured by program reports | | | | |
| 3) All Teachers and Interventions will receive SIOP training to support the learning of ELL students. | Teaching Staff Campus Administration Academic Coach | Teacher and student implementation of strategies gained from Professional Development Student academic progress made after implementation of new strategies | | | | |
| 4) Teachers and Interventionists will implement the use of technology to enrich instruction. Technology resources including the following: -Tumble Books -United Streaming -RAZ Kids -Starfall -Flocabulary -Vocabulary A to Z | Teaching Staff Campus Administration Academic Coach Digital Learning Specialist | Increased student engagement and academic growth measured by program reports Increased student usage of technology resources | | | | |
| ✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, at least 80% of all students will write at the recommended stage or higher measured by the Writing Expectations Rubric.

**Summative Evaluation:** Writing Expectations Rubric Data and Writing Portfolios

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) All Teachers will implement writing into each content area.<br><br>Teachers will implement strategies from the following resources:<br>-Norma Jackson curriculum<br>-Write Source<br>-Treasures<br>-Words Their Way | Teaching Staff, Campus Administration, Academic Coach | BOY, MOY, EOY writing rubric scores, STAAR Test, CBA Data | | | | |
| | | Funding Sources: 199 - General Funds - $500.00 | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the 2015-2016 school year, 100% of classrooms will monitor student progress through the use of data folders.

**Summative Evaluation:** Evidence of Student Data Folders

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) All teachers will assist all students in the development of Student Data Folders.<br><br>Teachers will conduct conferences with their students to review progress each month.<br><br>Campus Administrators will conduct conferences with select students each six-weeks to discuss progress. | Teaching Staff Campus Administration Academic Coach | Student progress noted in data folder<br><br>Student progress noted on report cards | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) To recognize student progress and positive character development, Outstanding Citizen Awards, Perfect Attendance, Academic Excellence and Excellence in Conduct recognition will be made during six-weeks Longhorn Celebration Assemblies. | Teaching Staff Guidance Counselor Campus Administration | Reduced number of discipline referrals<br><br>Improved conduct and work habit grades on report cards | | | | |
| Longhorn Pride Tickets are given daily to student demonstrating positive behaviors. Weekly drawings recognize Longhorn Pride ticket winners.<br><br>Resources to support character development include Second Step, DAVE Lessons , CORE announcements and Counselor Guidance Lessons.<br><br>Student Council assists in recognizing students who exhibit outstanding character. Fourth and Fifth grade students are chosen to serve on Student Council.<br><br>Richland High School and North Ridge participate in the PALS mentoring program. High School students mentor Elementary students on a weekly basis. | | Funding Sources: 199 - General Funds - $600.00 | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) North Ridge serves our community in the in which we are a part of. Special projects include:<br>-Campus Beautification workdays<br>-Clothes Connection Drives<br>-Can Food Drive<br>-Christmas Providers<br>-Coat Drive<br>-Student Council<br>-Garden Club<br>-Adopt a Spot | Teaching Staff<br>Campus Administration<br>Guidance Counselor | Student participation in community service projects | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✗ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe, secure, and nurturing environment.

**Performance Objective 1:** North Ridge Elementary will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) The campus participates in Monthly fire drills. <br><br> The campus participates in semester safety drills and AED drills. <br><br> The Watch DOGS (Dads of Great Students) program assists North Ridge in keeping our campus safe. Watch DOGS Dad assist with drop-off, pick-up and take security walks around the building. <br><br> All NRE faculty and staff members compete Safeschools training each year. | Campus Administration | Safety Audit data <br><br> Safety drill performance and feedback | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✘ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe, secure, and nurturing environment.

**Performance Objective 2:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) All NRE faculty and staff conduct Safeschools training each year.<br><br>The Counselor will conduct class lessons and small group lessons on relevant student topics. The Counselor will also oversee the implementation of Play It Safe, DAVE and Second Steps lessons.<br><br>Implementation of the Raptor System and Campus security system. | Teaching Staff<br>Campus Administration<br>Counselor<br>Crisis Counselor | Campus survey data<br>Parent feedback | | | | |
| ✔ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe, secure, and nurturing environment.

**Performance Objective 3:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) North Ridge faculty, staff and students will involve the community during Campus Beautification Days, IDEA Explosion, and Service Projects. | Campus Administration Counselor | Survey Results | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, 90% of all strategies delineated in the campus plan will be accomplished.

**Summative Evaluation:** Annual review of campus plan in plan4learning

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) The North Ridge LOL team reviews in November, January, March, and June to monitor Campus Improvement Plan. | LOL Team Campus Administration | The formative review notes will indicate campus growth toward the goals set. | | | | |
| 2) All campus decisions will support and be aligned to the Campus Improvement Plan. The North Ridge campus improvement plan will be posted in the Professional Learning Community room so that the goals and strategies are visible to all. | Campus Administration | Classroom strategies and structures are aligned to the campus improvement plan as noted in walkthroughs. Campus spending is aligned to the campus improvement plan. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | |

# State Compensatory

**Personnel for North Ridge Elementary:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Amanda Holman | Math Interventionist | | .5 |
| Gay Lynn Morrison | Reading Interventionist | | 1.0 |

# 2015-2016 Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Deborah Coulson | Principal |
| Administrator | Dan Burbach | Assistant Principal |
| Classroom Teacher | Jessica Dunnam | Fifth Grade Teacher |
| Classroom Teacher | Stephanie Jackson | Fourth Grade Teacher |
| Classroom Teacher | Patti LeBlanc | Second Grade Teacher |
| Classroom Teacher | Keri Murrell | Special Education |
| Classroom Teacher | Jennifer Paris | Third Grade Teacher |
| Classroom Teacher | Gail Stewart | Kindergarten Teacher |
| Classroom Teacher | Kecia Wallace | First Grade Teacher |
| Non-classroom Professional | Amanda Holman | Math Interventionist |
| Parent | Melissa Flowers | PTA President |
| Parent | Randy Vaughn | |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 2 | Leveled Readers and Reading Material | | $3,000.00 |
| 1 | 1 | 2 | Mentoring Minds | | $5,850.00 |
| 1 | 1 | 2 | LLI Materials | | $500.00 |
| 1 | 1 | 3 | Kim Sutton | | $1,050.00 |
| 1 | 1 | 3 | TEPSA Conference | | $1,000.00 |
| 1 | 1 | 3 | CAMT | | $175.00 |
| 1 | 1 | 3 | Substitues | | $1,000.00 |
| 1 | 1 | 4 | Star Fall | | $270.00 |
| 1 | 1 | 4 | RAZ Kids | | $2,210.00 |
| 1 | 1 | 4 | One More Story | | $200.00 |
| 1 | 1 | 4 | Brain Pop | | $2,295.00 |
| 1 | 1 | 4 | Laptop Computers | | $5,600.00 |
| 1 | 2 | 3 | Kim Sutton Math Reasoning Training | | $300.00 |
| 1 | 4 | 1 | Words Their Way materials | | $500.00 |
| 2 | 1 | 1 | Nana Puddin' Assembly | | $600.00 |
| | | | | **Sub-Total** | $24,550.00 |
| | | | | **Grand Total** | $24,550.00 |

# Birdville Independent School District

# John D. Spicer Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

# Vision

All students succeed in a future they create

# Value Statement

We believe that:

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.

2. Every person is unique by design, with abilities, gifts and talents.

3. Every person has inherent value and unique potential.

4. All people are innately curious.

5. Relationships are an inherent human need.

6. Personal resposibilty is essential and noble for all.

7. Family profoundly impact who we become.

8. Character is developed through life experiences.

9. With a privlege comes responsibility and accountability.

10. A physically and emotionally safe environment encourages learning.

11. learning is not limited by time or space.

12.Freedom is a universal desire to be promoted and preserved.

13. Values drive choices.

14. Change is constant.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

**\*Staff Demographic Breakdown:**

Spicer Elementary consist of **72** total staff members

- Spicer Elementary consist of **6** African American staff memebers
- Spicer Elementary consist of **9** Hispanic staff members
- Spicer Elementary consist of **57** White staff members
- Spicer Elementary consist of **4** male staff members
- Spicer Elementary consist of **68** female staff members

**\*Student Demographic Breakdown:**

**(Data from: PEIMS Edit, Reports Data review 2014-15 Fall collection)**

 Spicer serves 646 students

- Spicer Elementary serves 157 Hispanic/Latino students
- Spicer Elementary serves 3 American Indian students
- Spicer Elementary serves 80 Asian students
- Spicer Elementary serves 171 African American students
- Spicer Elementary serves 198 White students
- Spicer Elementary serves 7 Pacific Islander students
- Spicer Elementary serves 30 students who are of Two or More races.

**\*Special Education Student Breakdown:**

**(Data gathered from campus diagnostician and speech therapist, September 2015)**

Spicer Elementary serves **53** special education students which consists of Resource/CM, PPCD, SEEC and speech.

**\*Gifted and Talented Student Breakdown:**

**(Data gathered from gifted/talented teacher's class roll)**

This year, Spicer Elementary anticipates serving **33** Gifted and talented students.

**\*LEP Student Breakdown**

**(Data from: Peims Edit, Reports Data review 2014-15 Fall collection)**

Spicer Elementary serves 190 LEP Students.

**\*ESL Student Breakdown**

**(Data from: Peims Edit, Reports Data review 2014-15 Fall collection)**

Spicer Elementary serves 157 ESL students in grades Kindergarten through Grade 5 and 30 bilingual students in Pre-k.

**\*At-Risk Student Breakdown**

**(Data from: Peims Edit, Reports Data review 2014-15 Fall collection)**

Spicer Elementary serves 214 At-Risk students.

**\*Economically Disadvantaged Student Breakdown**

**(Data from: Peims Edit, Reports Data review 2014-15 Fall collection)**

Spicer elementary serves 378 students that are economically disadvantaged.

**\*Immigrant Student Breakdown**

**(Data from: Peims Edit, Reports Data review 2014-15 Fall collection)**

Spicer Elementary serves 43 Immigrant Students.

**\*Mobility**

**(Data from TEA 2015 accountability summary)**

Over the past three years our mobility rate has decreased.   According to AEIS reports, although these numbers have decreased, over time our student percentages are substantially more than our campus comparison group, more than our district and more than the state.

- 2008-2009 134 Students 25%
- 2009-2010 121 Students 23%
- 2010-2011 105 Students 20%
- 2011-2012 97 Students 19%

Mobility rate as noted on 2014-15 TEA accountablilty summary was at 19.4%.

# Student Achievement

## Student Achievement Summary

| | Reading 3 | | | Reading 4 | | | Reading 5 | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % Sat | % Adv | N | % Sat | % Adv | N | % Sat | % Adv |
| All Students | 69 | 65 | 9 | 79 | 81 | 25 | 73 | 77 | 26 |
| Economic Disadvantage | 55 | 58 | 5 | 55 | 78 | 22 | 45 | 69 | 24 |
| American Indian/Alaskan Native | - | - | - | 1 | 100 | 0 | - | - | - |
| Asian | 8 | 63 | 25 | 7 | 86 | 29 | 8 | 100 | 38 |
| Black/African American | 26 | 50 | 8 | 20 | 60 | 20 | 27 | 67 | 19 |
| Hispanic | 11 | 55 | 0 | 24 | 83 | 17 | 15 | 73 | 20 |
| Native Hawaiian/Pacific Islander | - | - | - | 1 | 100 | 100 | - | - | - |
| Two or More Races | 4 | 100 | 25 | 3 | 100 | 67 | 2 | 100 | 50 |
| White | 20 | 85 | 5 | 23 | 91 | 30 | 21 | 81 | 33 |
| Female | 28 | 75 | 18 | 44 | 86 | 30 | 31 | 81 | 26 |
| Male | 41 | 59 | 2 | 35 | 74 | 20 | 42 | 74 | 26 |
| First Year of Monitoring | 1 | 100 | 0 | - | - | - | 3 | 100 | 33 |
| LEP | 17 | 65 | 12 | 21 | 71 | 14 | 17 | 76 | 12 |
| Special Ed Indicator | 1 | 0 | 0 | 2 | 50 | 50 | 4 | 50 | 25 |

| | Math 3 | | | Math 4 | | | Math 5 | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % Sat | % Adv | N | % Sat | % Adv | N | % Sat | % Adv |
| All Students | 66 | 77 | 18 | 79 | 85 | 18 | 69 | 87 | 20 |
| Economic Disadvantage | 52 | 73 | 15 | 55 | 84 | 15 | 41 | 83 | 17 |
| American Indian/Alaskan Native | - | - | - | 1 | 100 | 0 | - | - | - |
| Asian | 8 | 75 | 50 | 7 | 100 | 14 | 8 | 100 | 75 |
| Black/African American | 23 | 70 | 9 | 20 | 75 | 10 | 22 | 77 | 5 |
| Hispanic | 11 | 64 | 9 | 24 | 88 | 13 | 16 | 94 | 19 |
| Native Hawaiian/Pacific Islander | - | - | - | 1 | 100 | 100 | - | - | - |
| Two or More Races | 4 | 100 | 50 | 3 | 100 | 33 | 3 | 100 | 33 |

| | N | % Sat | % Adv | N | % Sat | % Adv | N | % Sat | % Adv |
|---|---|---|---|---|---|---|---|---|---|
| White | 20 | 90 | 15 | 23 | 83 | 26 | 20 | 85 | 15 |
| Female | 28 | 82 | 25 | 44 | 82 | 11 | 29 | 83 | 14 |
| Male | 38 | 74 | 13 | 35 | 89 | 26 | 40 | 90 | 25 |
| First Year of Monitoring | 1 | 0 | 0 | - | - | - | 3 | 100 | 67 |
| LEP | 14 | 86 | 29 | 21 | 86 | 10 | 13 | 92 | 31 |
| Special Ed Indicator | 1 | 0 | 0 | 2 | 100 | 0 | 6 | 67 | 17 |

| | Writing 4 | | | Science 5 | | |
|---|---|---|---|---|---|---|
| | N | % Sat | % Adv | N | % Sat | % Adv |
| All Students | 83 | 72 | 2 | 70 | 80 | 7 |
| Economic Disadvantage | 58 | 69 | 2 | 42 | 83 | 2 |
| American Indian/Alaskan Native | 1 | 100 | 0 | - | - | - |
| Asian | 7 | 86 | 14 | 8 | 100 | 25 |
| Black/African American | 22 | 55 | 0 | 23 | 70 | 4 |
| Hispanic | 24 | 71 | 0 | 16 | 75 | 6 |
| Native Hawaiian/Pacific Islander | 1 | 100 | 0 | - | - | - |
| Two or More Races | 3 | 100 | 0 | 3 | 67 | 0 |
| White | 25 | 80 | 4 | 20 | 90 | 5 |
| Female | 46 | 74 | 4 | 30 | 73 | 7 |
| Male | 37 | 70 | 0 | 40 | 85 | 8 |
| First Year of Monitoring | - | - | - | 3 | 100 | 0 |
| LEP | 21 | 67 | 0 | 13 | 77 | 8 |
| Special Ed Indicator | 6 | 17 | 0 | 6 | 67 | 0 |

**Student Achievement Strengths**

- STAAR results indicate that there is little gap between economically disadvantaged students and overall students.
- As reported on the TEA accountability summary, Spicer scored 18 points above the target in index 1, 10 points above the target in index 2, and 11 points above the target in index 4.
- Spicer was 25 points above the target in index 3 which earned a "distinction" by being in the top 25% closing the performance gap (compared to 40 other campuses)
- As reported on the 2015 accountability summary, no safeguards were missed and participation rate was 100%.

**Student Achievement Needs**

- African American students scored lower than any other sub group on STAAR testing.
- When looking at grade levels, 3rd grade students showed the greatest need in both Reading and Math.
- Overall results, indicate that no more than 80% of students were passing in any subject area.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) School wide use of ClassDoJo | | Teachers | Improved Tier I instruction as indicated by ClassDoJo feedback to students on work habits and participation. | | | | |
| 2) Monitor the implementation of instructional strategies focused around the four questions of the PLC: What do students need to know and be able to do? How will we know when they've learned it? What instruction must take place to ensure students learn? What will we do if students do/do not learn the standard? | 1, 2, 8, 9 | Principal, Assistant Principal | Improved Tier I instruction as indicated by administration walk through data, CBA and state assessment results. | | | | |
| 3) Ensure the use of resources: STEMscopes, science lab, clarifying documents and exemplar lessons in Forethought, STAR Math, Norma Jackson writing rubric | 3, 6, 9 | Principal, Assistant Principal | Increased use of resources as evidenced by usage reports. | | | | |
| | Funding Sources: 199 - General Funds | | | | | | |
| 4) Monitor the implementation of Spicer's Problem of Practice to ensure students, teachers and administrators are held accountable for student success. | 1, 2, 8 | Principal, Assistant Principal, Teachers, Leaders of Learners | Improved Tier I instruction as indicated by administration walk through data, CBA and state assessment results. | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By 2018, at least 60% of students receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Meet bi-weekly with special education/resource teacher and general education teacher to discuss and monitor co-teaching responsibilities. | 2, 9, 10 | Principal, Assistant Principal, special education teacher | Improved special education student data in CBA's and STAAR. | | | | |
| Funding Sources: 199 - State Special Ed. | | | | | | | |
| 2) Monitor special education inclusion instruction to ensure greater student mastery in math and reading objectives. | 8, 9 | Principal, Assistant Principal | Improved special education student mastery in math and reading as shown through CBA data and state assessments. | | | | |
| Funding Sources: 199 - State Special Ed. | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** At least 60% of English language learners will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** STAAR performance in Reading/ELA, Math, Science, and Writing:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement effective ELL services through the use of Master Schedule | 3, 4, 8, 9 | Principal, Assistant Principal, teachers, ESL educational assistant | EOY data, CBA data, progress monitoring data will show ELL student progress in Math and reading. | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 2) Ensure that all teachers K - 5 have received SIOP training. | 2, 3, 4 | Principal, Assistant Principal and coaches | ELL students will receive the benefits of increased strategies of sheltered instruction. EOY data | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| ✔ = Accomplished 🕐 = Considerable 🕐 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, 70% of students in grades K-5 will achieve reading screener scores at the 40th percentile or higher.

**Summative Evaluation:** Reading universal screener, May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure teachers in K - 5 attend math curriculum previews each six weeks, district professional development and outside professional development in reading. | 2, 3, 4, 8 | Principal, Assistant principal, reading Interventionist and coaches | Attendance reports from workshops. | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 2) Implement effective Tier III interventions in reading | 2, 3, 4, 8, 10 | Principal, Assistant Principal, reading interventionists and teachers. | EOY and CBA data | | | | |
| Funding Sources: 199 - General Funds, 211 - Title I | | | | | | | |
| 3) Ensure district coaches are assisting teachers that may struggle with Tier I instruction. | 2, 3, 4, 8 | Principal, Assistant Principal, teachers, coaches | Percentage of students on Tier I in EOY RtI collaborative. | | | | |
| Funding Sources: 199 - General Funds, 211 - Title I | | | | | | | |
| ✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By the end of the school year, 80% of students in grades K-5 will achieve math screener scores at the 40th percentile or higher.
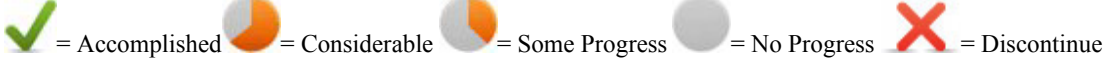
**Summative Evaluation:** Math universal screener (STAR Math), May 2016:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement effective Tier III interventions in math. | 2, 3, 4, 8, 10 | Principal, Assistant principal, Math Interventionist. | EOY data, CBA data, STAAR results | | | | |
| Funding Sources: 211 - Title I - $40427.00, 199 - General Funds: SCE | | | | | | | |
| 2) Ensure teachers in K - 5 attend math curriculum previews each six weeks, district professional development and outside professional development in math. | 4 | Principal, Assistant Principal, teachers, math interventionists and coaches | Attendance reports from workshops. | | | | |
| Funding Sources: 199 - General Funds | | | | | | | |
| 3) Provide professional learning opportunities on campus during ART/PLC days, PLC days and extended PLC days | | Principal, Assistant Principal, coaches and interventionists | Improved instruction for students in all classes as evidence through walk-throughs, lesson planning and implementation, and increase in achievement in all core subjects. | | | | |
| Funding Sources: 211 - Title I - $1500.00 | | | | | | | |
| ✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 6:** By the end of the school year, at least 80% of second grade students will read on grade level or above and write at Stage 7 or higher on the Writing Expectations Rubric.

**Summative Evaluation:** Standardized reading assessment; Writing Expectations Rubric:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Implement effective Tier III instruction in second grade reading. | 2, 3, 4, 8, 9 | Principal, Assistant Principal, reading interventionists, coaches | EOY data, CBA data, RtI Interventionists | | | | |
| Funding Sources: 211 - Title I - $47877.00 | | | | | | | |
| 2) Ensure that all second grade teachers attend district professional development, CLOSE reading, curriculum previews. | 4 | Principal, Assistant Principal, teachers | Attendance reports from workshops | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 7:** By the end of the 2015-2016 school year, at least 50% of classrooms will develop and monitor class goals in the area of academic performance.

**Summative Evaluation:** Campus survey data:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Continue to use the Norma Jackson writing rubric school wide to monitor student writing. Classrooms in K - 5 will continue to use writing pass along portfolios to monitor student writing over time. | 2, 3 | Principal, Assistant principal and teachers | EOY writing sample scored using Norma Jackson Rubric in each grade level. | | | | |
| | | Funding Sources: 199 - General Funds | | | | | |
| ✔ = Accomplished  ◐ = Considerable  ◖ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 8:** The overall district student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Letters generated by Skyward will be sent home regularly. Teachers will call home when a student is absent. Monitor district student attendance reports. | 2 | Principal, Assistant Principal, attendance clerk and teachers. | EOY student attendance. | | | | |
| 2) Monitor student daily attendance and tardies. Implementation of CHAMPs tickets to promote student attendance. | 2 | Principal, Assistant principal, teachers | Decrease in the number of student absences and tardies from the previous year - Skyward. | | | | |
| ✔ = Accomplished ◔ = Considerable ◑ = Some Progress ◯ = No Progress ✗ = Discontinue | | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 9:** The overall campus staff attendance rate will be 96%.

**Summative Evaluation:** Munis records by six weeks

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Track and manage employee attendance through AESOP. | | Principal | Report summary from AESOP | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✗ = Discontinue | | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure the fidelity and implementation of our CORE values throughout the campus | 2, 10 | Principal, Assistant Principal, Counselor and teachers | Decrease in the number of student referrals from the previous year. | | | | |
| ✔ = Accomplished ◓ = Considerable ◓ = Some Progress ◯ = No Progress ✘ = Discontinue | | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure that the after school ASPIRE program has enrichment events that bring students, parents and community together. | 2, 6, 10 | Principal, Assistant Principal ASPIRE coordinator | Agendas of events with student involvement in community events. | | | | |
| ✔ = Accomplished ◐ = Considerable ◑ = Some Progress ◯ = No Progress ✘ = Discontinue | | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All students and staff will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure the fidelity and implementation of CHAMPs and Positive Behavior Support (PBS) use throughout the campus. | 2 | Principal, Assistant Principal and teachers | Decrease in the number of student referrals from the previous year. | | | | |
| 2) Effectively implement all strategies that were provided in the campus safety audit. | | Principal, Assistant Principal | An accomplished rating in the safety audit check that gives a rating at the EOY. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Ensure the fidelity and implementation of CHAMPs and Positive Behavior Support (PBS) use throughout the campus. | 2 | Principal, Assistant Principal | Decrease in the number od student referrals from the previous year. | | | | |
| Funding Sources: 199 - General Funds - $500.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** At least 90% of students will report that their learning needs were met.

**Summative Evaluation:** Student learning survey for students in grade 5:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Hold parent information night on cyber bulling with Haltom district attorney. | 6 | Principal, Assistant Principal, Counselor | Decrease in the student referrals related to online bulling through social media. | | | | |
| 2) Consistent use of Second Step program in K - 5. | 2 | Principal, Assistant Principal, Counselor, teachers. | Decrease in referrals related to inappropriate student communication on campus. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, Spicer will establish a mission statement, set campus improvement goals, and develop annual improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Meet bi-weekly with Faculty Advisory Council to review campus goals and CIP. | 2 | Principal, Assistant Principal | Improved overall structures and concerns through out the campus. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress   ✖ = Discontinue | | | | | | | |

# State Compensatory

**Personnel for John D. Spicer Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Clara Torres | EA | PK3 | .5 |
| Lacresha Bailey | Teacher | PK3 | 1.0 |
| Stephanie Calcote | Teacher | Math Interventionist | .5 |
| Tamra Michaud | Teacher | PK3 | .5 |
| Trina Harsh | Teacher | Reading Interventionist | 1.0 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Lori Ward | Teacher | Reading Interventionist | .6 |
| Stephanie Calcote | Teacher | Math Interventionist | .5 |

# 2015-2016 Campus Planning Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Cheryl Waddell | Principal |
| Administrator | Patsy Stanley | Assistant Principal |
| Classroom Teacher | Annell Butler | 5th grade teacher |
| Parent | Kendra Graves | PTA President |
| Secretary | Leticia Zarate | Secretary |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 3 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | Interventionists | | $0.00 |
| 1 | 4 | 3 | Coaches | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 1 | 7 | 1 | | | $0.00 |
| 3 | 2 | 1 | | | $500.00 |
| | | | | Sub-Total | $500.00 |

## 199 - General Funds: SCE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 5 | 1 | Interventionist | | $0.00 |
| | | | | Sub-Total | $0.00 |

## 211 - Title I

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 4 | 2 | Interventionists | | $0.00 |
| 1 | 4 | 3 | Coaches | | $0.00 |
| 1 | 5 | 1 | Interventionist | | $40,427.00 |
| 1 | 5 | 3 | | | $1,500.00 |
| 1 | 6 | 1 | | | $47,877.00 |
| | | | | Sub-Total | $89,804.00 |

## 199 - State Special Ed.

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $90,304.00 |

# Addendums

# John D. Spicer Elementary Parent Involvement Policy

**OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act, John D. Spicer Elementary* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

**REQUEST FOR SUGGESTIONS**

The staff at John D. Spicer Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Dr. Cheryl Waddell at (817) 547-3300 or email Cheryl Waddell at Cheryl.waddell@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

| | | | (Campus) Parent Involvement Strategies | |
|---|---|---|---|---|
| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
| 6. | Participation in parent involvement policy development | Title I parent meeting – September 2014 | Involve parents in policy development through. SBDM Distribute at registration, inviting comments | • Campus policy • Written parent suggestions |
| 6. | Participation in decision making for Title I Program | SDBM October 2014 | Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings | • Site-based meeting sign-ins • Agenda |
| 6. | Communicate program information to all parents | Title I parent meeting – September 2014 | Provide information about grade level curriculum Participation in Title 1 parent information night Program Description: ASPIRE, Science night, Math night | • Parent sign-in sheets at curriculum nights and informational events. |
| | | | State and local assessments and expectations for student proficiency | |
| | | | Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English) | |
| 6. | Shared responsibility for student achievement | | Utilize the school-parent compact Develop Distribute Evaluate Revise | |
| 6. | Build capacities of parents | | Assist parents in understanding curriculum and state expectations State academic content (TEKS) State academic achievement standards (TAKS, TPRI) Ways to monitor progress Ways to work with teachers to improve achievement | • Parent sign in sheets at parent information night. |

**(Campus) Parent Involvement Strategies**

| SW # | Requirement | Timeline | Activity | Evaluation Measure(s) |
|---|---|---|---|---|
| 6. | | | Provide training and materials to parents to help them work with their children | • IStation and Think Through Math have been installed on community library computers for family use. |
| 6. | Build capacities of staff | Aug. – May 2014 | Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents | • Increased numbers of parent involvement: volunteers, and programs that outreach to families. |
| 10. | Coordinate and integrate Title I parent program with other parent programs | Title I parent meeting – September 2014 | Coordinate parent involvement under Title I with Head Start, Title III, ASPIRE, and other grant programs. | • Parent training schedules<br>• Session evaluations<br>• Budget records<br>• ASPIRE Tier III student enrollment. |
| 7. | Ensure a smooth transition for students from 5$^{th}$ grade into 6$^{th}$ grade and from 8$^{th}$ grade into 9$^{th}$ grade | March – May 2014 | 5$^{th}$ grade students visit feeder middle school. They meet with athletic coaches, band directors, and fine arts teachers.<br><br>Middle school counselor visits elementary school to discuss academic classes and scheduling. | • Ensure student involvements in extracurricular activities of their choice.<br>• Ensure students are in academic classes to meet the rigor for student success. |

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  John D. Spicer Elementary

**Campus Goal:  All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.**

**Campus Objectives:**
1) **100% of core area teachers will be highly qualified**
2) **100% of instructional paraprofessionals will be highly qualified**
3) **100% of teachers will receive high-quality professional development**

| School-wide Component | Strategic Action | Target Population | Responsible Staff (Position) | Resources (Funds/Professional Learning/Materials) | Monitoring (Formative) | Results (Summative) |
|---|---|---|---|---|---|---|
| 3 | 1.Communicate with Human  Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff | All staff | Principal Human Resources Director & Coordinators | Local funds | Personnel files Teacher interviews Review of applications | Personnel files for current year teachers Principal Attestations  2013-14  NCLB Highly Qualified Report  100% of teachers and paraprofessionals are highly qualified |
| 3, 4 | 2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours | All teachers | Principal Designated teachers C & I Staff Technology staff | Local funds Title III funds | Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements | Personnel files  Expenditure reports for Stipends  Certifications of completion of training  Eduphoria Workshop files |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  John D. Spicer Elementary

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 3. Communicate with Human Resources staff  regarding highly qualified status of all instructional paraprofessionals | All instructional paraprofessionals | Principal Human Resources Director & Coordinators | Local funds | Personnel files Paraprofessional applications | Personnel files<br><br>Principal attestations |
| 3, 5 | 4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities | All Teachers | Principal Human Resources Director & Coordinators | Local funds | Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions | Schedule of district recruitment activities<br><br>Information regarding campus incentives for staff<br><br>100% of teachers are highly qualified |
| 3 | 5.Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff | First-year teachers | Principal First year teachers Mentor Coaches | Local funds Title I funds | List of first-year teachers Schedule of mentor activities | Personnel files<br><br>Mentor training modules<br><br>All first-year teachers are provided a mentor |

# 2015-2016 Highly Qualified Recruitment and Retention Plan
## Campus:  John D. Spicer Elementary

| 4 | 6. Ensure that teachers receive high-quality professional development at the campus and the district level | All teachers | Principal Director of Curriculum & Instruction | Local funds Title I-A funds Title III funds | Schedule of professional learning opportunities | Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended |
|---|---|---|---|---|---|---|

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

# Birdville Independent School District

# Green Valley Elementary

# 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

# Mission Statement

**Together we build connections through innovative leadership to empower life long learners.**

*The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.*

# Vision

**All scholars succeed in a future they create.**

# CORE Values

**<u>Community of Respect Everywhere</u>**

**Responsibility**

**Empathy**

**Kindness**

**Honesty**

**Acceptance**

**Courage**

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

487 scholars

White:  80.2%

Hispanic/Latino:  10.4%

Black or African American:  3.1%

Asian:  1.8%

American Indian/Alaska Native:  1.0%

Two or More:  3.5%

EE-05

Percent Economically Disadvantaged:  17.5%

Percent English Language Learners:  3.1%

Mobility Rate:  8.5%

### Demographics Strengths

<u>Scholar Enrollment by Program</u>

Gifted and Talented Education:  13.4%

**Demographics Needs**

At Risk Scholars:  30.5%

Economically Disadvantaged:  17.3% (Regular Ed. 14.7% & SPED 2.6%)

LEP:  3.1% (Regular Ed. 2.6% & SPED 0.4%)

<u>Scholar Enrollment by Program</u>

Special Education:  10.2%

ESL Education:  3.1%

Military Connect:  0.2%

Foster Care Indicator:  0.8%

# Student Achievement

**Student Achievement Summary**

<u>Performance Index Report</u>

Index 1:  99 (Target Score = 60)

Grade 3 Reading Performance (Level III) - 61% = Q1

Grade 4 Reading Performance (Level III) - 47% = Q1

Grade 4 Writing Performance (Level III) - 36% = Q1

<u>Objective/Indicator2015 Actual = 2016 Target</u>

1.1 STAAR Satisfactory Performance (% at Level II Final)

Math:  79 = 84

Reading/ELA:  80 = 85

Writing:  79 = 84

Science:  65 = 70

1.1 STAAR Level III Performance (%)

Math:  49 = 54

Reading/ELA:  51 = 56

Writing:  36 = 41

Science:  25 = 30

1.2 STAAR Special Education Performance (% at Level II Phase 2)

Math:  77 = 82

Reading/ELA:  76 = 71

Writing:  71 = 68

Science:  67 = 64

1.11 Reading Screener

40th Percentile @ EOY (%):  79 = 84

1.12 Math Screener

40th Percentile @ EOY (%):  89 = 93

1.13 Grade 2 Reading & Writing

On Grade Level Reading (%):  80 = 85

SIX on 12-point *Norma Jackson* rubric (%):  54 = 69


**Student Achievement Strengths**

Distinction Designations were earned in the following areas:

- Academic Achievement in Reading/ELA
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness


**Student Achievement Needs**

Distinctions not earned:

- Academic Achievement in Science
- Top 25 Percent Student Progress

# School Culture and Climate

**School Culture and Climate Summary**

2.1 CORE Value Goals

Classrooms with Goals (%):  2016 Target = 100%

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Needs**

## Green Valley Elementary

### *connect / innovate / empower*

**Problem of Practice:**

Data indicates that many Tier 1 scholars and/or scholars identified as Gifted & Talented are failing to demonstrate significant growth and experience higher levels of achievement.

**Theory of Action:**

- If team members differentiate across the disciplines based on scholar's data;
- If team members design scholar's tasks aligned to the rigor of the standards;
- If team members provide feedback to scholars about learning progression; and
- If team members incorporate the elements of depth & complexity to encourage deeper thinking and understanding of concepts through questioning and class discussions;

…then all scholars will demonstrate significant growth and advanced performance.

**Essential Questions…**What will we focus on to achieve our Theory of Action?

- Do scholars understand the standards and/or expectations?
- What will we do when they demonstrate mastery of the standard?
- How will we differentiate to meet the needs of all scholars?

Data will be monitored, reviewed and reflected upon at horizontal PLC team meetings, RTI Collaborative meetings as well as vertical PLC Goal team meetings.  The Gifted & Talented Interventionist will work with PLC teams to meet the needs of scholars who require enrichment (not interventions) during their SMART time.  Focus on the extension of Science instruction will also be implemented with fifth grade scholars.

# School Context and Organization

**School Context and Organization Summary**

3.2 Science Laboratory Safety Standards

Classroom Meeting (%):  2016 Target = 100%

3.3 Perception of Campus Safety

Students/Staff Reporting (%):  2016 Target = 90%

3.5 Student Learning Needs Met

Students Reporting (%): 2016 Target = 90%

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- AEIS longitudinal data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: All scholars will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** The percentage of scholars performing at Level II (final) will increase by five percentage points in each subject area. The percentage of scholars performing at Level III on STAAR will increase by five percentage points in each subject area.

**Summative Evaluation:** All 2016 performance targets for each objective will be reached.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize Eduphoria: Forethought for lesson planning and collaboration. | Campus Administration Instructional Staff | Lesson Plan documentation in Forethought as evidence for planning for learning to occur at high levels. Plans for differentiation (intervention and/or enrichment) should be included. | | | | |
| 2) Implement components, protocols, and procedures as detailed in the BISD Learning Platform. Meet in vertical PLC (Professional Learning Community) teams to reinforce focus on TEKS (Texas Knowledge and Skills), alignment to the standards and pacing guidelines. | Campus Administration Instructional Staff | PLC Team Agendas, Eduphoria Workshop, Vertical Alignment, Common Vocabulary, Standards Posted & Referenced | | | | |
| 3) Utilize Eduphoria AWARE to analyze data, set goals, and track progress | Campus Administration Instructional Staff | PLC Agendas, Data Collection: Writing & Reading notebooks (as applicable K-5) | | | | |
| 4) Use district assessment data: STAR Math Screener, Reading Screener (TBD), and CBA (Curriculum Based Assessment) to make informed, data based decisions and set goals. | Campus Administration Instructional Staff Counselor Interventionists | Eduphoria AWARE, Data Collection: Writing & Reading notebooks (as applicable K-5), SPED: DRA, Go Math and Pre-Assessments | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5) Participate in Collaborative Instruction Review - Coaching Cohort learning sessions, share and incorporate learning with vertical and horizontal teams. | Campus Administration Participating Teachers: Julie Saal, Cynthia Weber, and Janae Poulton Coaching Participants: Dawn Demas, Shawn Serviente, Tug Benham, Debbie Birchman, Kristi Criswell, and Heather Madis BISD Academic Coach | CIR Lesson Reflection Worksheets, Agendas, Increased communication regarding best practices including discussions around RIGOR, RELEVANCE and ENGAGEMENT | | | |
| | Funding Sources: 199 - General Funds - $500.00 | | | | |
| 6) Participate in Leaders of Learners professional learning sessions, share and incorporate learning with vertical and horizontal teams.<br><br>Plan for Professional Learning to support goals of the school (create list to forward to SBDM Team for further review and discussion) | Leaders of Learners team members: Dawn Demas (Principal), Claire Hillhouse (Kinder), Cheryl Zellmer (1st Grade), Debbie Birchman (2nd Grade), Heather Madis (3rd Grade), Hera Jhaveri (4th Grade), Joyce Henk (5th Grade) | Faculty Meeting Agendas (following LOL Meetings w/instructional focus), Campus Leadership Alignment, Increased communication across grade levels | | | |
| 7) Incorporate daily "SMART" (Scholars Moving Around Teachers) intervention and/or enrichment time | K-5 Instructional Staff, Reading Interventionist, Math Interventionist, Support Staff, Gifted & Talented Interventionist, SPED/Content Mastery Teacher, Campus Administration | Value added to each scholar, Data analysis, Eduphoria AWARE data, Use of LLI Kits (as applicable by grade levels) | | | |

| 8) Plan for Learning: Connect to Universal Themes & Generalizations, Incorporate the Elements of Depth & Complexity, Design Qualities, Marzano's High Yield Instructional Strategies, Address Multiple Intelligences and Differentiate for Individual Learning Styles | PK-5 Instructional Staff, GT Interventionist, Campus Administration | Eduphoria Workshop indicating on-going professional learning and networking/collaborating with others, Conference Registration, Campus Professional Learning and Collaboration within K-5 PLC Goal Teams | | | |
|---|---|---|---|---|---|
| Summer 2016 Learning for GT hours to include vertical team representation as well as Campus Administration | Funding Sources: 199 - General Funds - $3000.00 | | | | |

| ✔ = Accomplished | = Considerable | = Some Progress | = No Progress | ✖ = Discontinue |
|---|---|---|---|---|

**Goal 1:** All scholars will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By the end of the school year, 84% of scholars in grades K-5 will achieve READING screener scores at the 40th percentile or higher.

**Summative Evaluation:** The number of scholars receiving reading interventions at Tier 3 will decrease.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize Eduphoria: Forethought for lesson planning and collaboration. | Campus Administration Instructional Staff | Lesson Plan documentation in Forethought Lesson Plan documentation in Forethought as evidence for planning for learning to occur at high levels. Plans for differentiation (intervention and/or enrichment) should be included. | | | | |
| 2) Implement components, protocols, and procedures as detailed in the BISD Learning Platform. Meet in vertical PLC (Professional Learning Community) teams to reinforce focus on TEKS (Texas Knowledge and Skills), alignment to the standards and pacing guidelines. | Campus Administration Instructional Staff | PLC Team Agendas, Eduphoria Workshop, Vertical Alignment, Common Vocabulary, Standards Posted & Referenced | | | | |
| 3) Utilize Eduphoria AWARE to analyze data, set goals, and track progress | Campus Administration Instructional Staff | PLC Agendas, Data Collection: Reading notebooks (as applicable K-5) | | | | |
| 4) Implement Reading Program - Texas Treasures adoption / Guiding Reading / Literacy Stations (listening, word work, writing, read to self, read to others). Utilize Language to Literacy strategies emphasizing critical and creative thinking across the disciplines, reinforce skills needed for making inferences, cause/effect, predicting outcomes, justification, interpretation and critical thinking, utilize an evidence based approach addressing text dependent questions, and create common assessments. <br><br> Utilize Mentoring Minds Motivation Series materials and on-line resources for Grades 2-5 <br><br> Utilize Reading Workshop format. <br><br> Utilize Reading A-Z in 2nd grade. | Instructional Staff, Campus Administration, Reading Interventionist, SPED/Content Mastery Teacher, BISD Academic Coach | Product focus, Increased open ended questions, Debbie Diller strategies are evident as well as classroom environment conducive to the model, District scope and sequence, Fluency folders - sight words, Reader's Theatre, Words Their Way (Kinder), Reading Journals, Horizontal Collaboration and Long range planning sessions with other BISD campuses <br><br> Funding Sources: 199 - General Funds - $4000.00 | | | | |

| 5) Incorporate daily "SMART" (Scholars Moving Around Teachers) intervention and/or enrichment time | K-5 Instructional Staff, Reading Interventionist, Math Interventionist, Support Staff, Gifted & Talented Interventionist, SPED/Content Mastery Teacher, Campus Administration | Value added to each scholar, Data analysis, Eduphoria AWARE data, Use of LLI Kits (as applicable by grade levels) | | | | |
|---|---|---|---|---|---|---|
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue | | | | | | |

**Goal 1:** All scholars will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By the end of the school year, 93% of scholars in grades K-5 will achieve MATHEMATICS screener scores at the 40th percentile or higher.

**Summative Evaluation:** The number of scholars receiving math interventions at Tier 3 will decrease.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize Eduphoria: Forethought for lesson planning and collaboration. | Campus Administration Instructional Staff | Lesson Plan documentation in Forethought Lesson Plan documentation in Forethought as evidence for planning for learning to occur at high levels. Plans for differentiation (intervention and/or enrichment) should be included. | | | | |
| 2) Implement components, protocols, and procedures as detailed in the BISD Learning Platform. Meet in vertical PLC (Professional Learning Community) teams to reinforce focus on TEKS (Texas Knowledge and Skills), alignment to the standards and pacing guidelines. | Campus Administration Instructional Staff | PLC Team Agendas, Eduphoria Workshop, Vertical Alignment, Common Vocabulary, Standards Posted & Referenced | | | | |
| 3) Utilize Eduphoria AWARE to analyze data, set goals, and track progress | Campus Administration Instructional Staff | PLC Agendas, Data Collection: Writing & Reading notebooks (as applicable K-5) | | | | |
| 4) Use district assessment data: STAR Math Screener, Reading Screener (TBD), and CBA (Curriculum Based Assessment) to make informed, data based decisions and set goals. | Campus Administration Instructional Staff Counselor Interventionists | Eduphoria AWARE, Data Collection: Writing & Reading notebooks (as applicable K-5), SPED: DRA, Go Math and Pre-Assessments | | | | |
| 5) Analyze data and target areas where growth is needed addressing Math goals by integrating Science, where applicable, by addressing and reinforcing TEKS in both content areas.<br><br>Math teachers should attend Bea Luchin training and incorporate strategies outlined in the training.<br><br>Science Vertical Team & GT Interventionist will attend CAST (Science Teachers Association of Texas) Defy Gravity Conference from November 12-13, 2015 | Math Teachers Science Teachers Vertical PLC team members Interventionists Instructional Staff Gifted and Talented Interventionist Campus Administration | Lesson Plans, PLC Team Agendas, Scholar's Products, Classroom Environment, Mentoring Minds Motivation Series for Math (Gr. 2-5), Mentoring Minds Motivation Series for Science (Grades 3-5), Literary Connections for Math & Science (as outlined in Mentoring Minds teacher's editions) | | | | |
| Funding Sources: 199 - General Funds - $7000.00 | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 6) Incorporate daily "SMART" (Scholars Moving Around Teachers) intervention and/or enrichment time | K-5 Instructional Staff, Reading Interventionist, Math Interventionist, Support Staff, Gifted & Talented Interventionist, SPED/Content Mastery Teacher, Campus Administration | Value added to each scholar, Data analysis, Eduphoria AWARE data | | | |
| 7) Assess scholars in Math Problem Solving and Computation. Participate in professional learning to provide additional resources needed to enrich and support the curriculum. Design instruction using manipulatives and incorporate technology requiring scholars to use higher order thinking skills, make connections, and bridge and transfer new found knowledge across the disciplines to new learning. Create common assessments. | K-5 Classroom Teachers, Math Interventionist, SPED/Content Mastery Teacher, BISD Academic Coach | Value added to each scholar, Data analysis, Attendance at Curriculum Previews, UPS Check strategies posted in classrooms, CBA results, Eduphoria Forethought, Attendance by required staff at Bea Luchin training | | | |
| 8) Secure additional materials and resources needed to provide practice and support for the State of Texas Assessments of Academic Readiness (STAAR). This includes, but is not limited to Countdown to STAAR as well as supplemental materials and resources provided by other vendors. *All must be tied directly to the TEKS (Texas Essential Knowledge & Skills)<br><br>Incorporate KAGAN Structures.<br>Utilize Fast Focus Countdown (as applicable at each grade level)<br>Incorporate KIM SUTTON strategies (as appropriate at each level) | Campus Administration, Grades 3-5 Math teachers, Math Interventionist, GT Interventionist, BISD Academic Coach, SPED/Content Mastery Teacher | Lesson Plans, Scholar's Products, Eduphoria AWARE data, Math Personal Trainer - online practice - Mega Math, Texas Go Math Resources | | | |
| Utilize Mentoring Minds Motivation Series for Math materials and on-line resources (Gr. 2-5) | Funding Sources: 199 - General Funds - $4000.00 | | | | |
| ✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue | | | | | |

**Goal 1:** All scholars will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By the end of the school year, at least 80% of second grade scholars will read on grade level or above and write at Stage 7 or higher on the WRITING Expectations Rubric.

**Summative Evaluation:** Second grade scholars will have shown an overall increase in reading and writing levels based on BOY, MOY and EOY data.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize Eduphoria: Forethought for lesson planning and collaboration. | Campus Administration Instructional Staff | Lesson Plan documentation in Forethought Lesson Plan documentation in Forethought as evidence for planning for learning to occur at high levels. Plans for differentiation (intervention and/or enrichment) should be included. | | | | |
| 2) Implement components, protocols, and procedures as detailed in the BISD Learning Platform. Meet in vertical PLC (Professional Learning Community) teams to reinforce focus on TEKS (Texas Knowledge and Skills), alignment to the standards and pacing guidelines. | Campus Administration Instructional Staff | PLC Team Agendas, Eduphoria Workshop, Vertical Alignment, Common Vocabulary, Standards Posted & Referenced | | | | |
| 3) Utilize Eduphoria AWARE to analyze data, set goals, and track progress | Campus Administration Instructional Staff | PLC Agendas, Data Collection: Writing notebooks (as applicable K-5) | | | | |
| 4) Strengthen implementation of K-5 WRITING program - include professional learning sessions working with Norma Jackson, Attend Empowering Writers Workshops (for those who are teaching writing and have not attended), and North Texas Council of Teachers of English Language Arts Conference. Compile writing portfolios for K-5 scholars building throughout their elementary years. Perform K-5 assessments three times per year, score writing papers and enter data into Eduphoria AWARE. ABYDOS training (as applicable for ELA teachers)<br><br>Utilize Mentoring Minds Motivation Series for Writing - Gr. 4 | Campus Administration, K-5 Teachers of ELA/Writing, Reading Interventionist, SPED/Content Mastery Teacher, BISD Academic Coach | Product Focus, Increased Open Ended Questions, Debbie Diller organizational systems in place, Common Assessments, Attendance at Curriculum Previews, Eduphoria AWARE, Utilize Writer's Workshop format, Utilize Norma Jackson's Lesson format, Rubrics, and grading scale for alignment | | | | |
| | Funding Sources: 199 - General Funds - $4600.00 | | | | | |

| 5) Incorporate daily "SMART" (Scholars Moving Around Teachers) intervention and/or enrichment time | K-5 Instructional Staff, Reading Interventionist, Math Interventionist, Support Staff, Gifted & Talented Interventionist, SPED/Content Mastery Teacher, Campus Administration | Value added to each scholar, Data analysis, Eduphoria AWARE data | | | | |

✔ = Accomplished  ◔ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue

**Goal 1:** All scholars will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By 2018, at least 75% of scholars receiving special education services will meet the STAAR Level II phase 2 standard in all subject areas.

**Summative Evaluation:** Progress monitoring will occur at BOY, MOY, and EOY to review progress and data pertaining to each scholar's individual success and gains.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Utilize Eduphoria: Forethought for lesson planning and collaboration. | Campus Administration Instructional Staff | Lesson Plan documentation in Forethought Lesson Plan documentation in Forethought as evidence for planning for learning to occur at high levels. Plans for differentiation (intervention and/or enrichment) should be included. | | | | |
| 2) Implement components, protocols, and procedures as detailed in the BISD Learning Platform. Meet in vertical PLC (Professional Learning Community) teams to reinforce focus on TEKS (Texas Knowledge and Skills), alignment to the standards and pacing guidelines. | Campus Administration Instructional Staff | PLC Team Agendas, Eduphoria Workshop, Vertical Alignment, Common Vocabulary, Standards Posted & Referenced | | | | |
| 3) Utilize Eduphoria AWARE to analyze data, set goals, and track progress | Campus Administration Instructional Staff | PLC Agendas, Data Collection: Writing & Reading notebooks (as applicable K-5) | | | | |
| 4) Use district assessment data: STAR Math Screener, Reading Screener (TBD), and CBA (Curriculum Based Assessment) to make informed, data based decisions and set goals. | Campus Administration Instructional Staff Counselor Interventionists | Eduphoria AWARE, Data Collection: Writing & Reading notebooks (as applicable K-5), SPED: DRA, Go Math and Pre-Assessments | | | | |
| 5) Incorporate daily "SMART" (Scholars Moving Around Teachers) intervention and/or enrichment time | K-5 Instructional Staff, Reading Interventionist, Math Interventionist, Support Staff, Gifted & Talented Interventionist, SPED/Content Mastery Teacher, Campus Administration | Value added to each scholar, Data analysis, Eduphoria AWARE data | | | | |

| 6) Increase the percentage of special education services delivered in the general education setting. | K-5 Instructional Staff, Campus Administration, SPED/Content Mastery Teacher, SPED Education Assistants | Lesson Plans, Schedules, PLC Team Meetings - Vertical & Horizontal, Collaboration between SPED teacher and General Ed. teachers, SPED - data on IEP progress & goals | | | | |
|---|---|---|---|---|---|---|
| ✓ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue | | | | | | |

# Goal 2: All scholars and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** Scholars and staff will organize and participate in events that benefit the community in which they live.

**Summative Evaluation:** The GVE community will help the local community and show support for special causes selected throughout the year.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Organize and participate in the Gator Run-A-Thon to benefit and better serve our scholars by providing resources, materials, assemblies, and training for scholars and staff members. EVENT: October 8, 2015 | Administration Teachers Support Staff | Additional funds rasied to support goals and initiatives. | | | | |
| 2) Organize and participate in local food drive to benefit those who are less fortunate in our local community. EVENT: November 2015 | Nurse Counselor Administration Teachers Support Staff | Total number of boxes donated each year. Goals are set to surpass the previous year. | | | | |
| 3) Organize and participate in a TOY DRIVE to assist the North Richland Hills Police Department in collecting toys for families in our local community. EVENT: December 2015 | All Staff Members | Toys are collected from the campus by the NRH PD. This generally occurs each year on the last day of school prior to the holiday break in December. | | | | |
| 4) Organize and participate in a CLOTHING DRIVE for BISD Clothes Connection EVENT TIMELINE: On going, but plans for a FALL drive and SPRING drive | PTA Leadership Administration Counselor Nurse Office Staff | Clothing is collected in a timely manner and delivered to the BISD Clothes Connection. | | | | |
| 5) Organize and participate in the PASTA for PENNIES annual Leukemia & Lymphoma cancer awareness drive. Scholars will check in with a "friend of GVE" who is a child fighting this disease. Scholars will collect money to donate towards research. EVENT: April 11-22, 2016 | Nurse 5th grade Team Administration Counselor | Goal is to surpass the previous year's total. | | | | |
| 6) Reinforce CORE (Community of Respect Everywhere) Values on the morning announcements, through guidance lessons, and in newsletters. Scholars in individual classrooms will be recognized each six weeks at the GATOR GREATS BREAKFAST. | Counselor Administration Classroom teachers | Guidance lessons Feedback from teachers Lower number of discipline referrals | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | |

# Goal 3: All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** 90% of all actions delineated in the campus improvement plan will be completed.

**Summative Evaluation:** At the end of the 2015-2016 school year, 90% of actions listed in the annual campus plan will have been completed.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Monitor implementation of campus improvement plan - SBDM (Site Based Decision Making) Team will revisit and monitor progress at each meeting prior to formative review. | Campus Administration, SBDM Team | SBDM Agendas, SBDM Minutes, Formative reviews noting progress and goals achieved | | | | |
| 2) Conduct and communicate formative reviews four times per year to stake holders via open SBDM team meetings, campus newsletters and webpage. | Campus Administration, Campus Webmaster | Campus Newsletters (weekly), Campus Website, SBDM Agendas | | | | |
| ✔ = Accomplished  ◖ = Considerable  ◖ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

**Goal 3:** All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** The science lab will meet the district's safety requirements.

**Summative Evaluation:** All required safety equipment will be included in the lab. Teachers will complete required training on safe use of the lab and equipment. Chemicals will be locked until needed for lab usage.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Science Materials Manager will attend meetings as scheduled by BISD Science Coordinator.<br><br>Science Lab needs and/or safety concerns will be communicated to campus administration to address.<br><br>Science Materials Manager will meet with Science Vertical Goal team in regards to lab organization and expectations. | Campus Administration, Science Materials Manager, Head Custodian, K-5 Science Teachers | Neat and orderly lab, organized materials, labeled cabinets with supplies needed for labs, system in place for lab usage | | | | |
| | Funding Sources: 199 - General Funds - $1200.00 | | | | | |
| ✔ = Accomplished  ◑ = Considerable  ◐ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

**Goal 3:** All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The safety and security standards as defined in school safety audits will be appropriately addressed.

**Summative Evaluation:** Safety and security concerns will be regularly reviewed and addressed by campus administration and head custodian. Immediate concerns will be forwarded to the appropriate district department(s).

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Staff will review emergency procedures as noted on BISD flip chart.<br><br>Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather.<br><br>Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement. | Campus Administration, Staff Members | Record of drills,<br>After incident reports detailing areas of concern and/or areas of strength,<br>Follow up emails to staff regarding the drills,<br>Report prepared to send to Student Services/State of Texas | | | | |
| 2) Utilize video monitoring system and Raptor check in system for entrance to the campus. | Campus Administration, Office Staff | Campus Safety Audit,<br>Raptor data,<br>Stored video feed | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | |

# State Compensatory

**Personnel for Green Valley Elementary:**

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Andrea Gray | Math Interventionist | Special Services | .5 |
| Diane Grado | Reading Interventionist | Special Services | 1.0 |

# 2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Dawn Demas | Principal |
| Administrative Assistant | Penny DeLuca | Administrative Assistant |
| Administrator | Shawn Serviente | Assistant Principal |
| Business Representative | Ron Henk | Business Owner |
| Classroom Teacher | Phillip Benham | GATE Interventionist |
| Classroom Teacher | Cori Brown | 5th Grade Teacher |
| Classroom Teacher | Hera Jhaveri | 4th Grade Teacher |
| Classroom Teacher | Sharla Malone | 2nd Grade Teacher |
| Classroom Teacher | Marla Pendery | 1st Grade Teacher |
| Classroom Teacher | Julie Saal | Kinder Teacher |
| Classroom Teacher | Cynthia Weber | 3rd Grade Teacher |
| Community Representative | Summer Holloway | Community Member |
| Community Representative | Jeff Williams | Community Member |
| Counselor | Jeanna Koerner | Counselor |
| District-level Professional | Jeff Samuelson | BISD Instructional Tech Specialist |
| Non-classroom Professional | Heather Beaver | Librarian |
| Paraprofessional | Keith Davis | Technology EA |
| Parent | Cody Brannen | PTA President |
| Parent | Jason Brown | PTA Vice President |
| Specials Classroom Teacher | Dyan Chappell | Speech Therapist |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | CIR Group Sessions - cater lunches to support group during this time | | $500.00 |
| 1 | 1 | 8 | Conference Registrations | | $3,000.00 |
| 1 | 2 | 4 | Mentoring Minds Motivation Series for Reading (Gr. 2-5) | | $4,000.00 |
| 1 | 3 | 5 | Mentoring Minds Motivation Series for Math & Science as noted | | $7,000.00 |
| 1 | 3 | 8 | Mentoring Minds Motivation Series for Math - Gr. 2-5 | | $4,000.00 |
| 1 | 4 | 4 | Mentoring Minds Motivation Series for Writing - Gr. 4, Norma Jackson Consulting Fees, Conference Registrations | | $4,600.00 |
| 3 | 2 | 1 | Consumable Science Materials | | $1,200.00 |
| | | | | **Sub-Total** | $24,300.00 |
| | | | | **Grand Total** | $24,300.00 |

# Birdville Independent School District

# Walker Creek Elementary

# 2015-2016 Campus Improvement Plan
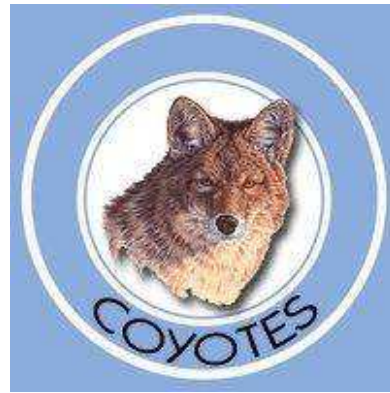
# Mission Statement

**The mission of Walker Creek Elementary is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.**

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In the 2015-2016 school year Walker Creek Elementary has been in existence for 11 years. It currently serves 653 students of which 6.7% are African American, 17.3% are Hispanic, 67.8% are White, .06% are American Indian, 4.9% are Asian, 2.5% are two or more races. 29.9% are economically disadvantaged, 9.2% are ELL and 8.1% are Special Education. The mobility rate is 9.5%.

### Demographics Strengths

Walker Creek Elementary has strong parental and community involvement and support. Local businesses partner with the campus on a continuous basis to advance the vision and mission of Walker Creek as well as increase the success of merchants and businesses.

The Parent Teacher Association (PTA) is highly active and involved at Walker Creek. Numerous members and a strong PTA Board provide opportunities for the staff, students, and the community to work together on behalf of Walker Creek's students.

### Demographics Needs

Teachers to become SIOP trained to support our ELL students.

# Student Achievement

## Student Achievement Summary

Walker Creek Elementary student achievement for 2014-15 is:

STAAR Satisfactory Level 2 and STAAR Advanced Performance Level 3

Reading 3rd - L2% 91, L3% 28

Math 3rd - L2% 91, L3% 21

Reading 4th - L2% 88, L3% 35

Writing 4th - L2% 79, L3% 10

Math 4th - L2% 92, L3% 27

Reading 5th - L2% 95, L3% 50

Science 5th - L2% 94 , L3% 26

Math 5th - L2% 95, L3% 38

## Student Achievement Strengths

Walker Creek Elementary students met the standard in all areas.

**Student Achievement Needs**

Students will increase STAAR Math level 3 scores by 5%. (3rd - 26%; 4th - 32%; 5th - 43%)

Students will increase STAAR Reading level 3 scores by 5%. (3rd - 33%; 4th - 40%; 5th - 55%)

4th grade students will increase STAAR Writing level 3 scores by 5% to 15%.

85% of students will meet or exceed state standards on 4th Grade STAAR Writing.

5th grade students will increase STAAR Science level 3 scores by 5% to 31%.

# School Culture and Climate

**School Culture and Climate Summary**

Walker Creek culture is family oriented. The students are competitive with one another. Staff members are also competitive with one another. Teachers enjoy learning from each other to ensure students meet high academic standards. Teachers impart effective instruction with a focus on student learning. Walker Creek staff is loving and caring.

**School Culture and Climate Strengths**

- Students are comfortable talking with adults about academic and personal issues
- Verbal and written reflection shared among staff members
- Student leadership
- Respect and caring
- Clear policies and expectations for behavior

**School Culture and Climate Needs**

- A sustained focus on specific professional development/life-long learning for staff members (Ex. Continuos Improvement)
- Inter-grade & across-grade (vertical) planning
- Diversity recognized and celebrated
- High attendance rate

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps

**Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data

**Employee Data**

- Professional learning communities (PLC) data
- Professional development needs assessment data

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** By end of 2015-2016 school year, students will increase STAAR Math level 3 scores by 5%. (3rd - 26%; 4th - 32%; 5th - 43%)
By end of 2015-2016 school year, students will meet or exceed standards on STAAR Math. (3rd - 95%; 4th - 92%; 5th - 95%)

**Summative Evaluation:** 5% increase from last year on our first Math CBA and 5% increase on each CBA following that for the 15-14 school year.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide and implement best practice strategies and structures gained from professional learning.<br>-Continuous Improvement<br>-Bea Luchin (UPSC)<br>-Eduphoria (AWARE)<br>-PLC with GT Interventionist<br>-GT Training | Campus Administration, All WCE Staff | 1) Specific strategies taught during professional learning implemented in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| 2) Provide and Implement best practice resources to support classroom instruction.<br>-Mentoring Minds<br>-Countdown from Lonestar Learning<br>-PDSA (Data Folders)<br>-GT Stations<br>-Math Workshop<br>-UPS Check (Bea Luchin Questioning Strategies) | Campus Administration, All WCE Staff | 1) Resources that empower students to master the standards and think critically utilized in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| | | Funding Sources: 199 - General Funds - $3000.00 | | | | |
| 3) Provide and implement technology resources to support classroom instruction.<br>-Star Math<br>-Xtra Math<br>-Think Central (Go Math)<br>-Brain Pop | Campus Administration, All WCE staff | 1) Technology utilized in every classroom to support instruction. 2) Increased performance of students as demonstrated through Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| | | Funding Sources: 199 - General Funds - $2295.00 | | | | |
| 4) The campus will work together in Professional Learning Communities to work through the Planning for Learning Protocol in grade level teams and vertical teams. | Campus Administration, All WCE staff | 1) PLC minutes reflect use of protocol at all grade levels. 2) Increased consistency of instructional delivery between grade-level classrooms and increased alignment between instruction and standards addressed. | | | | |
| 5) Utilize Math Interventionists to support students requiring Tier 3 interventions. Campus interventionists and classroom teachers will use flexible grouping during WIN time to differentiate learning for all students. | Campus Administration, All WCE staff | 1) Students served in differentiated groups during WIN time. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| | | Funding Sources: 199 - General Funds - $3000.00 | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** By end of 2015-2016 school year, students will increase STAAR Reading level 3 scores by 5%. (3rd - 33%; 4th - 40%; 5th - 55%) By end of 2015-2016 school year, students will meet or exceed standards on STAAR Reading. (3rd - 95%; 4th - 93%; 5th - 94%)

**Summative Evaluation:** 5% increase from last year on our first Reading CBA and 5% increase on each CBA following that for the 15-14 school year.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide and implement best practice strategies and structures gained from Professional Learning.<br><br>*Margaret Kilgo<br>*GT stations<br>*District provided guided reading using Jan Richardson-Scholastic The Next Step in Guided Reading<br>*Mentoring Minds<br>*LLI (Level-Literacy Intervention)<br>*Reading workshops<br>*Small group instruction<br>*Provided guided reading training for teachers for consistent instruction across grade level<br>*Provide teacher training for Comprehension Toolkit and resources | Campus Administration, All WCE staff | 1) Specific strategies taught during professional learning implemented in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| 2) Provide and Implement best practice resources to support classroom instruction.<br><br>*Margaret Kilgo<br>*GT stations<br>*District provided guided reading using Jan Richardson-Scholastic The Next Step in Guided Reading<br>*Mentoring Minds<br>*LLI (Level-Literacy Intervention)<br>*Reading workshops<br>*Small group instruction<br>*Provided guided reading training for teachers for consistent instruction across grade level<br>*Provide teacher training for Comprehension Toolkit and resources | Campus Administration, All WCE staff | 1) Resources that empower students to master the standards and think critically utilized in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results.<br><br>Funding Sources: 199 - General Funds - $3000.00 | | | | |

| 3) Provide and implement technology resources to support classroom instruction.<br><br>*District technology specialist will meet with classroom teachers to implement reading workstation resources to enhance the rigor of instructions | Campus Administration, All WCE staff | 1) Technology utilized in every classroom to support instruction. 2) Increased performance of students as demonstrated through Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
|---|---|---|---|---|---|---|
| 4) The campus will work together in Professional Learning Communities to work through the Planning for Learning Protocol in grade level teams and vertical teams.<br><br>*Provided guided reading training for teachers for consistent instruction across grade level | Campus Administration, All WCE staff | 1) PLC minutes reflect use of protocol at all grade levels. 2) Increased consistency of instructional delivery between grade-level classrooms and increased alignment between instruction and standards addressed. | | | | |
| *PLC time allotted for intervention strategies that will take place during W.I.N. time<br>*Vertical alignment | Funding Sources: 199 - General Funds - $3000.00 | | | | | |

✔ = Accomplished　　◐ = Considerable　　◐ = Some Progress　　● = No Progress　　✖ = Discontinue

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** By end of 2015-2016 school year, 4th grade students will increase STAAR Writing level 3 scores by 5% to 15%. By end of year 2015-2016 school year, 85% of students will meet or exceed state standards on 4th Grade STAAR Writing.

**Summative Evaluation:** 5% increase from last year on our first Writing CBA and 5% increase on each CBA following that for the 15-14 school year.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide Writers workshop training for teachers for consistent instruction across grade levels. Provide and implement best practice strategies and structures gained from professional learning.<br><br>*Norma Jackson<br>*Mentoring Minds<br>*District writing samples for beginning, middle, end of the year<br>*Campus writing portfolio across all grade levels<br>*Reading/Writing workshops<br>*Small group instruction | Classroom teachers K-5th<br>Principal and Assistant Principal<br>Campus reading specialist<br>GT Interventionist | 1) Specific strategies taught during professional learning implemented in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results.<br><br>3) Implementation of district recommended strategies and structures noted in walkthroughs. Measured student progress indicated through student data folders, writing portfolios and report cards. | | | | |
| Funding Sources: 199 - General Funds - $2000.00 | | | | | | |
| 2) Provide and Implement best practice resources to support classroom instruction.<br><br>*Norma Jackson<br>*Mentoring Minds<br>*District writing samples for beginning, middle, end of the year<br>*Writers workshop<br>*Campus writing portfolio across all grade levels<br>*Reading/Writing workshops<br>*Small group instruction | Classroom teachers K-5th<br>Principal and Assistant Principal<br>Campus reading specialist<br>GT Interventionist | 1) Resources that empower students to master the standards and think critically utilized in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results.<br><br>3) Implementation of district recommended strategies and structures noted in walkthroughs. Measured student progress indicated through student data folders, writing portfolios and report cards. | | | | |
| Funding Sources: 199 - General Funds - $1200.00 | | | | | | |
| 3) Provide and implement technology resources to support classroom instruction.<br><br>*District technology specialist will meet with classroom teachers to implement writer workshop stations to enhance the rigor of instructions | Campus Administration, All WCE staff | 1) Technology utilized in every classroom to support instruction. 2) Increased performance of students as demonstrated through Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4) The campus will work together in Professional Learning Communities to work through the Planning for Learning Protocol in grade level teams and vertical teams. | Campus Administration, All WCE staff | 1) PLC minutes reflect use of protocol at all grade levels. 2) Increased consistency of instructional delivery between grade-level classrooms and increased alignment between instruction and standards addressed. | | | |
| *Provided writer workshop Norma Jackson training for teachers for consistent instruction across grade level<br><br>*PLC time allotted for intervention strategies that will take place during W.I.N. time | Funding Sources: 199 - General Funds - $3000.00 | | | | |
| ✔ = Accomplished ◓ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** By end of 2015-2016 school year, 5th grade students will increase STAAR Science level 3 scores by 5% to 31%. By end of year 2015-2016 school year, 94% of students will meet or exceed state standards on 5th grade STAAR Science.

**Summative Evaluation:** 5% increase from last year on our first Science CBA and 5% increase on each CBA following that for the 15-14 school year.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide and implement best practice strategies and structures gained from professional learning.<br>-Continuous Improvement<br>-Eduphoria (AWARE)<br>-STEM Scopes | Campus Administration, All WCE Staff | 1) Specific strategies taught during professional learning implemented in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| 2) Provide and Implement best practice resources to support classroom instruction.<br>-Mentoring Minds<br>-PDSA (Data Folders)<br>-UPS Check (Bea Luchin Questioning Strategies)<br>-STEM Scopes<br>-Science Journals | Campus Administration, All WCE Staff | 1) Resources that empower students to master the standards and think critically utilized in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| | Funding Sources: 199 - General Funds - $1200.00 | | | | | |
| 3) Provide and implement technology resources and hands-on/field experience to support classroom instruction.<br>-STEM Scopes<br>-5th grade camp | Campus Administration, All WCE Staff | 1) Technology utilized in every classroom to support instruction. 2) Increased performance of students as demonstrated through Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| 4) The campus will work together in Professional Learning Communities to work through the Planning for Learning Protocol in grade level teams and vertical teams. | Campus Administration, All WCE Staff | 1) PLC minutes reflect use of protocol at all grade levels. 2) Increased consistency of instructional delivery between grade-level classrooms and increased alignment between instruction and standards addressed. | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** By end of 2015-2016 school year, 80% of K-2 Students will perform at Tier 1 level in Reading and 88% will perform at Tier1 level for Math.

**Summative Evaluation:** 5% increase in Tier 1 percentage at every monthly progress monitoring.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Teachers will conduct "WIN" time 4 times weekly to address the academic needs of scholars. | Campus Administration, All WCE Staff | 1) Students served in differentiated groups during WIN time. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| Funding Sources: 199 - General Funds - $3000.00 | | | | | | |
| 2) Tutoring will be provided for students who are identified as at-risk or identified as Tier II or III. | Campus Administration, All WCE Staff | 1) All grade level teachers tutor before and/or afterschool. 2)Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| 3) Reading Interventionist will serve students who qualify for services as recommended by the RTI committee and or Care team. | Campus Administration, All WCE Staff | 1) Tier 2 and 3 students served consistently four days a week. 2)Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| 4) Razz Kids will be utilized as a resource that provides an online leveled reading proficiency program. | Campus Administration, All WCE Staff | 1) Teachers use Razz kids for guided reading instruction and for station activities. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |
| Funding Sources: 199 - General Funds - $1274.00 | | | | | | |
| 5) Teacher will identify Tier II/III students and provide interventions immediately. Students who do not respond or make progress as a result of interventions, will be recommended to the RTI committee with the intent to gather input as related to additional interventions. | Campus Administration, All WCE Staff | 1) Intervention provided for Tier 2 and Tier 3 students during WIN time and small group lessons during class time Mon-Fri. 2)Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | | |

| 6) Provide with the following best practice strategies as designed for professional learning from<br>1. Level-Literacy Intervention<br>2. Debbie Diller,<br>3. Eduphoria<br>4. Bea Luchin<br>5. Margaret Kilgo<br>6. STEM Scopes<br>7. Literacy Framework<br>8. Literacy Academy<br>9. Guided Reading<br>10. Small Group Instruction<br>11. Go Math<br>12. Think Central | Campus Administration, All WCE Staff | 1) Best practice strategies implemented in each classroom 2)Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | |
| | | Funding Sources: 199 - General Funds | | | |
| 7) Provide and implement best practices resources to support classroom instruction from:<br>1. Mentoring Minds<br>2. Leveled Readers<br>3. Textbooks<br>4. Literacy Workstation Materials<br>5. Starfall<br>6. Brain Pop<br>7. Flocabulary | Campus Administration, All WCE Staff | 1) Resources that empower students to master the standards and think critically utilized in every classroom. 2) Increased performance of students as demonstrated through RTI Progress Monitoring, CFA, CBA, and STAAR state assessment results. | | | |
| | | Funding Sources: 199 - General Funds - $2400.00 | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.

**Summative Evaluation:** Every classroom goes over class goal and mission tied to a CORE value(s) on a daily basis.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Students exhibiting CORE values will be recognized in Celebration of Kids Ceremony. Students' character will be evaluated in relation to the BISD CORE values of responsibility, empathy, kindness, honesty, acceptance and courage. | Attendance Clerk, Assistant Principal, Principal, WCE staff, Administrative Team | Campus has a nurturing environment in which students are leaders and exhibit perfect attendance and responsible character traits. | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ● = No Progress ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, we will establish goals for students participation in 1 community service project through campus committees.

**Summative Evaluation:** Design team collects data that indicates level of participation in community service projects.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Design team will meet and develop goals for participating in community service projects. | Design Team | A goal developed for students to participate in community service. | | | | |
| ✔ = Accomplished ◓ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** All students will have an opportunity to participate in extra curricular activities and programs to demonstrate personal responsibility and integrity that extend beyond the academic core classes during the 2015-2016 school year.
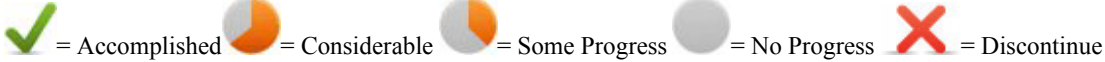
**Summative Evaluation:** Club/program facilitators poll participating students on the effectiveness of our extra curricular programs/clubs in relation to student growth in personal responsibility and integrity.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Battle of the Books<br>Destination Imagination<br>Coyote Choir<br>Celebration of Kids<br>Running Club<br>Drama Club<br>Yo Yo Club<br>Environmental Club<br>Art Club | Campus Administration Campus Staff | Student participation | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** 100% of staff and students will report that classrooms are safe, secure, and nurturing places for increased learning and productivity.

**Summative Evaluation:** Survey students and staff to assess how safe, secure, and nurturing our learning environment is.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) School staff complete Safe School Training. | Campus Administration | All Walker Creek faculty and staff will complete the Safe Schools training. | | | | |
| 2) Students recognized at Celebration of Kids for attendance and academics. | Campus Administration Classroom Teachers | Improved student attendance and academics. | | | | |
| 3) Every classroom teacher imparts the Second Step lessons. Counselor imparts guidance lessons. | Campus Administration Classroom Teachers | Students will report that classrooms are safe, secure, and nurturing places. | | | | |
| ✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** 100% of classrooms will establish a mission statement, class goals and individual student goals.

**Summative Evaluation:** Continuous Improvement professional learning on a monthly basis. Here we set next action steps/goals for continuous growth toward becoming a Continuous Improvement campus.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Staff will be trained in Continuous Improvement and implement CI in classrooms to systematically improve student academic performance. | Classroom Teachers, Campus Administrators | Students systematically improve academic performance. | | | | |
| ✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# State Compensatory

**Personnel for Walker Creek Elementary:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Amanda Holman | Math Interventionist | | .5 |
| Jennifer Sweeney | Reading Interventionist | | 1.0 |
| Mallely Servin | Teacher Bil | PK3 | .5 |
| Melba Dreier | EA | PK3 | .5 |

# 2015-2016 Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Kaynee Correoso | Principal |
| Administrator | Tyra Sentell | Assistant Principal |
| Classroom Teacher | Elena Cazares | Coach- Admin Intern |
| Classroom Teacher | Trevor Crawford | Teacher |
| Classroom Teacher | Amanda Holman | Teacher |
| Classroom Teacher | Kim Morrison | Teacher |
| Classroom Teacher | Khanh Nguyen | Teacher |

# Campus Funding Summary

## 199 - General Funds

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|:---:|:---:|:---:|---|:---:|---:|
| 1 | 1 | 2 | Mentoring Minds | | $3,000.00 |
| 1 | 1 | 3 | Brain Pop | | $2,295.00 |
| 1 | 1 | 5 | WIN Time Tutors | | $3,000.00 |
| 1 | 2 | 2 | Mentoring Minds | | $3,000.00 |
| 1 | 2 | 4 | WIN Time Tutor | | $3,000.00 |
| 1 | 3 | 1 | Norma Jackson Professional Learning | | $2,000.00 |
| 1 | 3 | 2 | Mentoring Minds | | $1,200.00 |
| 1 | 3 | 4 | WIN Time Tutor | | $3,000.00 |
| 1 | 4 | 2 | Mentoring Minds | | $1,200.00 |
| 1 | 5 | 1 | WIN Time Tutor | | $3,000.00 |
| 1 | 5 | 4 | Razz Kids | | $1,274.00 |
| 1 | 5 | 6 | | | $0.00 |
| 1 | 5 | 7 | Mentoring Minds | | $2,400.00 |
| | | | | **Sub-Total** | $28,369.00 |
| | | | | **Grand Total** | $28,369.00 |

# Addendums

**WCE Action Plan**    **Implementing Continuous Improvement**

**Goal:** 100% of students will take ownership of their learning.

**Strategy:** Implement Continuous Improvement

**Action Owner**

| | Administrative Team | Teacher - Learning | Teacher - Practice | Student - Learning | Instructional Coaches |
|---|---|---|---|---|---|
| **Quarter 1**<br>**Aug**<br>**Sep**<br>**Oct** | Check that each teacher has developed a mission statement, created a PDSA board, and started data folders. | Attend Continuous Improvement professional learning on a monthly basis to ensure progress toward the implementation of the PDSA system in each classroom. | Teachers develop a class mission statement, create a PDSA board, and start data folders. | Students are learning the purpose behind Continuous Improvement and how to take ownership of their learning. | Attend training with teachers<br>Observe teachers upon request |
| **Quarter 2**<br>**Nov**<br>**Dec**<br>**Jan** | Checking Mission statements, Data folders, and PDSA boards continue. | Attend Continuous Improvement professional learning on a monthly basis to ensure progress toward the implementation of the PDSA system in each classroom. | Teachers continually address the class mission statement and utilize the PDSA board throughout each week/unit.  Students set class goals and individual class goals in their data folders. | Students are learning the process of Continuous Improvement by setting individual and class goals. | Provide feedback to teachers on implementation<br> Provide coaching, resources, and support to teachers |
| **Quarter 3**<br>**Jan**<br>**Feb**<br>**Mar** | Through walkthroughs observe the PDSA system in classrooms. | Grade level teams collaborate and evalaute the item analysis STAAR report to create intentional data sheets for student data folders. | Teachers begin having individual student data conferences about TEKS that are an area of growth for them to set goals. | Students are creating personal goals through teacher/student conferences and evaluating their goals. | Provide follow-up support training |

| Quarter 4<br>Apr<br>May<br>Jun | Evaluate PDSA implementation and effectiveness through results of staff survey and data review. | Evaluate PDSA implementation and effectiveness through 2015-16 STAAR item analysis. | Design intervention groups for ELLs based on results of vocabulary assessment<br>Evaluate strategy implementation and effectiveness through results of staff survey and data review | Students can report their own progress and evaluate their own learning. | Evaluate strategy implementation and effectiveness through staff survey and data review |

# Birdville Independent School District

# Career and Technology Education

# 2015-2016 Department Plan

# Table of Contents

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

### NUMBER OF LICENSURES/CERTIFICATIONS

| Campus | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| 001 HHS | 73 | 3 | 27 | 109 | 34 |
| 002 RHS | 0 | 173 | 241 | 312 | 367 |
| 010 BHS | 0 | 72 | 350 | 203 | 132 |
| 012 SHS | 12 | 14 | 93 | 78 | 204 |
| 011 BCTAL | 464 | 615 | 1148 | 1304 | 1481 |
| 044 NOMS | 0 | 31 | 31 | 39 | 39 |
| District Totals | 549 | 908 | 1890 | 1989 | 2257 |

## 1. STAAR Career and Technology EOC Passing Rate

| EOC | 2013 PBMAS Standard | 2014 PBMAS Standard | 2015 PBMAS Standard | 2013 District Rate | 2014 District Rate | 2015 District Rate | 2013 Passed | 2014 Passed | 2015 Passed | 2013 Tested | 2014 Tested | 2015 Tested | 2013 Indicator Level | 2014 Indicator Level | 2015 Indicator Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mathematics | 50.0 | 50.0 | 60.0-100 | 85.1 | 85.1 | 85.1 | 691 | 194 | 188 | 812 | 228 | 221 | 0 | 0 | 0 |
| Science | 50.0 | 50.0 | 60.0-100 | 91.8 | 98.5 | 97.8 | 980 | 334 | 265 | 1068 | 339 | 271 | 0 | 0 | 0 |
| Social Studies | 50.0 | SR 93.2 | 60.0-100 | 82.5 | 97.8 | 95.9 | 936 | 875 | 938 | 1134 | 875 | 978 | 0 | Report | 0 |
| ELA | | SR 66.8 | SR 71.8 | | 79.6 | 80.8 | | 1009 | 996 | | 1268 | 1233 | 0 | Report | Report |

Reading/Writing 35.0/35.0                83.1/64.3                993/841                1195/1308

## 2. CTE LEP STAAR EOC, CTE Economically Disadvantaged STAAR EOC CTE SPED STAAR EOC

All special programs served by CTE met the 2015 Indicator Performance Level of 0, significantly exceeding the PBMAS Standard and the State Rate.

## 3. CTE Annual Dropout Rate

| CTE Dropout Rate | 2014 PBMAS Standard | 2015 PBMAS Standard | 2014 District Rate | 2015 District Rate | 2013-14 Dropouts/ Attend | 2012-13 Dropouts/ Attend | 2011-12 Dropouts/ Attend |
|---|---|---|---|---|---|---|---|
| | 2.8 | 2.8 | 1.9 | 1.4 | 43/3100 | 62/3303 | 34/2919 |

## 4. CTE RHSP/DAP Diploma Rate

| CTE RHSP/DAP Diploma Rate | 2014 PBMAS Standard | 2015 PBMAS Standard | 2014 District Rate | 2015 District Rate | 2013-14 RHSP/DAP/ Graduated | 2012-2013 RHSP/DAP/ Graduated | 2011-12 RHSP/DAP/ Graduated |
|---|---|---|---|---|---|---|---|
| | 70.0 | 70.0 | 79.2 | 77.7 | 699/900 | 781/986 | 595/778 |

## 5. CTE Graduation Rate

| CTE Graduation Rate | 2014 PBMAS Standard | 2015 PBMAS Standard | 2014 District Rate | 2015 District Rate | 2013-14 Graduates/ Class | 2012-2013 Graduates/ Class | 2011-12 Graduates/ Class |
|---|---|---|---|---|---|---|---|
| | 75.0 | 75.0 | 93.0 | 93.3 | 895/959 | 950/1021 | 763/825 |

## 6. CTE Nontraditional Course Completion Rate - Males/Females

CTE met the 2015 Indicator Performance Level of 0 for the Nontraditional Course Completion Rate.

## Student Achievement Strengths

CTE students' test scores exceeded the state and district average in every area of the STAAR EOC.

- CTE students increased industry licensures and certifications by 8.4% to 2257 earned certifications for 2014-2015
- CTE students graduate at a higher percentage that non-CTE at 93.3 for CTE.

**Student Achievement Needs**

- CTE student achievement focus is in alignment with the district focus on reading and writing.
- Testing data indicates a need for improved advanced writing EOC scores. Through Professional Learning Communities, collaborative efforts will be made to develop an increased cognitive level of writing in CTE students. Currently our programs incorporate future ready skills in career-oriented writing and literacy practices; however, improvements can be made on advanced writing through CTE coursework.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

## Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 1:** Each year the percentage of students performing at Level II (final) and Level III on STAAR will increase by 5 percentage points in each subject area.

**Summative Evaluation:** 2015 and 2016 STAAR performance in Reading/ELA, Mathematics, Science, Social Studies, and Writing:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) CTE provides a focus and training on writing and literacy across the curriculum as a Problem of Practice. | CTE Coordinators and CTE Director | a) EOC results in ELA will increase by 5 percentage points each year. b) CTE lesson plans reflect writing and literacy as part of mastery of lesson. | | | | |
| Funding Sources: 244 - CTE - $2000.00 | | | | | | |
| 2) Complete development of curriculum to support core content. | CTE Coordinators and CTE Director | Lessons in Forethought | | | | |
| Funding Sources: 244 - CTE - $2000.00 | | | | | | |
| 3) Continue to support the College and Careers course to meet the requirements of HB 5 where every student will develop personal graduation plans and declare endorsements. Provide additional resources through interest/aptitude assessments and the internet-based graduation planning tool, Career Cruising. | CTE Coordinators, CTE Director | 100% of 8th graders completing the electronic portfolios and personal graduation plans. Extensive training and collaboration with guidance and counseling department. | | | | |
| Funding Sources: 244 - CTE - $10000.00 | | | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** The percentage of graduates earning college credit or advanced technical credit will increase by three percentage points each year.
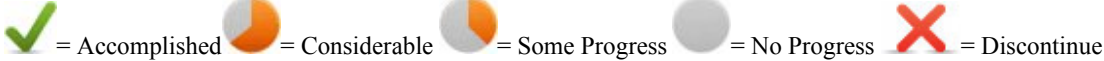
**Summative Evaluation:** College and advanced technical credit earned by graduating classes of 2015 and 2016:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide opportunities for students to earn dual credit for CTE courses and CORE courses at BCTAL. | CTE Coordinators and CTE Director | Increased number of students earning college credit. 122 students earned CTE dual credit and CORE dual credit in 2014-15. | | | | |
| Funding Sources: 244 - CTE - $8000.00 | | | | | | |
| 2) Provide opportunities for students to earn advanced technical credit in CTE courses. | CTE Coordinators, CTE Director | Increased number of students earning advanced technical credit. 1389 students earned advanced technical credit in 2014-15. | | | | |
| Funding Sources: 244 - CTE - $500.00 | | | | | | |
| 3) CTE teachers meet the ATC requirements, go through the ATC training and teach the high school course so that it is enhanced to meet the content of the equivalent college course. | CTE Coordinators, CTE Director | Increase in number of teachers qualified to teach advanced technical credit courses. | | | | |
| Funding Sources: 244 - CTE - $2000.00 | | | | | | |
| 4) CTE teachers meet the qualification to teacher CTE dual credit courses. | CTE Coordinators, CTE Director | Increase in number of teachers qualified to teach CTE dual credit courses. | | | | |
| Funding Sources: 244 - CTE - $100.00 | | | | | | |
| 5) Assist with the development and implementation of an intentional and explicit plan to build a community and district-wide college-going and workforce ready culture. | CTE Director, CTE Coordinators | a) Evidence of a plan, community presentations, communication with parents, portrait of a future-ready learner<br>b) Classrooms engaging students in goals for the future.<br>c) College and Career Night at BCTAL | | | | |
| Funding Sources: 244 - CTE - $1500.00 | | | | | | |
| 6) Establish collaborative linkages with local business and industry partners involved in workforce preparation. | CTE Director, CTE Coordinators | d) Partner with School to Work Coalition, InterLink, Tarrant County Workforce Solutions and the Business Education Success Team. | | | | |
| Funding Sources: 244 - CTE - $100.00 | | | | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** The number of industry-recognized licensures and certifications will increase by 10% each year.
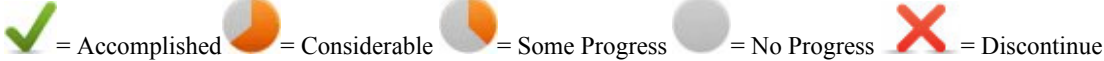
**Summative Evaluation:** Number of certifications/licensures earned in 2014-15 and 2015-16:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Train teachers on licensure and certification requirements so that this information may be incorporated into the curriculum. | CTE Coordinators, CTE Director | a) Numbers of teachers trained<br>b) Improved incorporation of certification requirements in teacher lesson plans. | | | | |
| Funding Sources: 244 - CTE - $500.00 | | | | | | |
| 2) Provide funding for students to take certification exams. | CTE Director, CTE Coordinators | a) Budget expenditures for exams<br>b) Increased number of students receiving licensures and certifications as evidenced by Perkins Program Effectiveness Report. 2257 certifications and licensures earned in 2014-15. | | | | |
| Funding Sources: 244 - CTE - $50000.00 | | | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

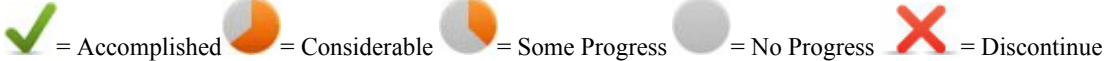**Performance Objective 4:** The overall district student attendance rate will be 96%.

**Summative Evaluation:** Skyward student attendance by six weeks, PEIMS June submission

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide rigorous, relevant project based learning in a business, college learning environment. | CTE Coordinators, CTE Director | Increase attendance rate to meet or exceed 96% goal | | | | |
| Funding Sources: 244 - CTE - $200.00 | | | | | | |
| 2) Monitor the average daily attendance, and CTE contact hours. | CTE Program Coordinator | a) Skyward Principal's Report b)CTE Six Weeks Contact Hour Report c) Attendance rate will increase. | | | | |
| ✔ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** The overall district staff attendance rate will be 96%.

**Summative Evaluation:** Munis records by six weeks

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Track employee absences and report to staff with district report | Director/BCTAL Principal | Increase rate of attendance to meet or exceed 96% goal | | | | |
| Funding Sources: 244 - CTE - $100.00 | | | | | | |
| 2) At BCTAL "Sunshine Committee" meets regularly to plan and implement campus and district activities with staff to support one another and a climate of well-being for all employees. | CTE Director/BCTAL Principal | Increase rate of attendance to meet or exceed 96% goal. | | | | |
| Funding Sources: 244 - CTE - $1000.00 | | | | | | |
| ✔ = Accomplished   ◓ = Considerable   ◓ = Some Progress   ⬤ = No Progress   ✖ = Discontinue | | | | | | |

# Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.
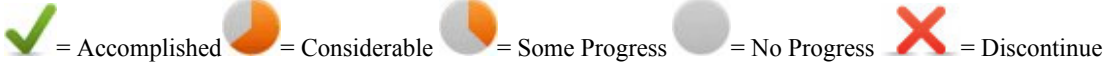
**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Continue Community of Respect Everywhere (CORE). | CTE Director/BCTAL Principal, CTE Coordinators and BCTAL Dean | a) Ninety-five percent of staff and students surveyed indicate that they feel safe and secure. b) Professional learning agendas | | | | |
| | Funding Sources: 244 - CTE - $100.00 | | | | | |
| ✓ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2015-2016 school year, every campus will establish goals for student participation in community service projects.

**Summative Evaluation:** Campus survey data

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Professional Learning Communities will collaborate to develop project-based lessons that include community service and service learning components. | CTE Director/BCTAL Principal, CTE Coordinators, BCTAL Dean | a) Presence of project-based service lessons<br>b) Use of project-based service lessons in classrooms | | | | |
| Funding Sources: 244 - CTE - $200.00 | | | | | | |
| 2) Career and Technology Student Organizations will collaborate to develop community service and service learning opportunities for students. | CTE Director/BCTAL Principal, CTE Coordinators, BCTAL Dean | a) Presence of community service and service learning opportunities | | | | |
| Funding Sources: 244 - CTE - $500.00 | | | | | | |
| ✔ = Accomplished  ◖ = Considerable  ◖ = Some Progress  ● = No Progress  ✗ = Discontinue | | | | | | |

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** Eighty percent of students in grades 7-12 will participate in school-based co-curricular or extra-curricular activities that extend beyond the academic core classes.
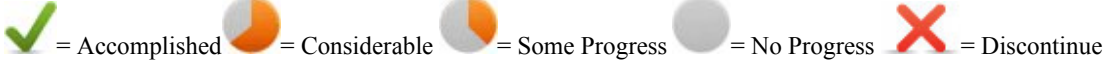
**Summative Evaluation:** Annual review of student participation, Spring 2016

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Create conditions and expectations for students to be involved in activities that extend and enhance their learning and develop their passion. | CTE Director/BCTAL Principal, CTE Coordinators | a) Campus survey results regarding programs to encourage student participation. b) increased student participation | | | | |
| Funding Sources: 244 - CTE - $4000.00 | | | | | | |
| ✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

# Goal 3: All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** All schools will appropriately address the safety and security standards as defined in school safety audits.

**Summative Evaluation:** Annual safety audit:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Provide a safe environment for students, parents, faculty, and staff at BCTAL, and the Birdville Animal Science Complex by providing cameras, ID badges with security access to all doors. Provide caretakers and emergency phones at the Birdville Animal Science Complex. | CTE Director/BCTAL Principal, Agriculture Teachers, CTE Coordinators | a) Meet the safety and security standards b) BCTAL and BASC will be safe for all students, staff and parents | | | | |
| Funding Sources: 244 - CTE - $200.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✘ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** At least 90% of students and staff report feeling safe at school.

**Summative Evaluation:** Annual staff and student survey:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Focus on the Organizational Improvement Cycle and review the individualized report and share with staff. The Birdville Center of Technology and Advanced Learning is an organization with the ability to function effectively, to cope adequately, to change appropriately and grow from within. | Director/BCTAL Principal and Strengths Coach, Coordinators and Dean | a) Ninety-five percent of staff and students surveyed indicate that they feel safe and secure.<br>b) Increased rate of attendance to meet or exceed 96% goal. | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue | | | | | | |

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** All campuses will achieve a rating of Exemplary in the Community and Student Engagement accountability system.

**Summative Evaluation:** Community and Student Engagement Survey:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) Assist with the development and implementation of training and information opportunities with campus counseling departments to deliver current and accurate information toward college admission and financial aid opportunities for staff, students, and parents. | CTE Director/CTE Coordinators | a) Training agendas, training attendance rosters<br>b) Delivery of appropriate information | | | | |
| 2) Assist with providing current information to campus counseling departments regarding the TEXAS grant program and develop presentations to be delivered through classroom lessons, individual conferences, and community meetings. | CTE Director/CTE Coordinators | a) Record of communications with counselors, evidence of presentations developed.<br>b) Information presented in multiple settings. | | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue | | | | | | |

# Goal 4: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

**Performance Objective 1:** In 2015-2016, all district departments will establish mission statements, set department improvement goals, and develop annual department improvement plans.

**Summative Evaluation:** Annual review of department plans in plan4learning:

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|
| | | | Nov | Jan | Mar | June |
| 1) CTE stakeholders and staff serve on the Continuous Improvement Task Force to revise the mission, vision and Q3 logo (Quality Education, Quality Career, Quality Future). | CTE Director, CTE Coordinators | a) Publication of revised mission and logo b) CTE continuous improvement plan in plan4learning c) CTE student logo design contest | | | | |
| | | Funding Sources: 244 - CTE - $5000.00 | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✘ = Discontinue | | | | | | |

# 2015-2016 Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Linda Anderson | Director/Principal |
| Administrator | Paul Andreason | BCTAL Dean |
| Administrator | Marcus Canonico | CTE Content Coordinator |
| Administrator | Allison Vinson | CTE Program Coordinator |
| Business Representative | Sally Bustamante | CTE Advisory Member |
| Business Representative | Thomas Powell | CTE Advisory Member |
| Business Representative | Candy Slocum | CTE Advisory Member |
| Classroom Teacher | Andrea Anderson | Teacher, BHS |
| Classroom Teacher | Tracie Hagar | Teacher, RHS |
| Classroom Teacher | Trevor Kasal | Teacher, BCTAL |
| Classroom Teacher | Gary Lejarzar | Teacher, HHS |
| Paraprofessional | Alison Andrews | Administrative Assistant |

# Campus Funding Summary

## 244 - CTE

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 1 | CTE Curriculum Team | | $2,000.00 |
| 1 | 1 | 2 | Materials for professional learning | | $2,000.00 |
| 1 | 1 | 3 | Interest/Aptitude and Career Cruising | | $10,000.00 |
| 1 | 2 | 1 | Tuition and books | | $8,000.00 |
| 1 | 2 | 2 | | | $500.00 |
| 1 | 2 | 3 | | | $2,000.00 |
| 1 | 2 | 4 | Professional Learning | | $100.00 |
| 1 | 2 | 5 | | | $1,500.00 |
| 1 | 2 | 6 | | | $100.00 |
| 1 | 3 | 1 | Professional Learning | | $500.00 |
| 1 | 3 | 2 | Funds for licensures, certifications, software and practice test | | $50,000.00 |
| 1 | 4 | 1 | Professional Learning | | $200.00 |
| 1 | 5 | 1 | | | $100.00 |
| 1 | 5 | 2 | | | $1,000.00 |
| 2 | 1 | 1 | Consultant to present CORE strategies | | $100.00 |
| 2 | 2 | 1 | Materials for Professional Learning | | $200.00 |
| 2 | 2 | 2 | | | $500.00 |
| 2 | 3 | 1 | | | $4,000.00 |
| 3 | 1 | 1 | ID Badges | | $200.00 |
| 4 | 1 | 1 | | | $5,000.00 |
| | | | | **Sub-Total** | $88,000.00 |
| | | | | **Grand Total** | $88,000.00 |