

Duncanville Independent School District

Reed Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Focus on Student Success	10
Goal 2: Focus on Students, Families and Community	19
Goal 3: Focus on Operational Excellence	25
Goal 4: Focus on Employees and Organizational Improvement	28
Goal 5: Focus on Financial Stewardship	31
System Safeguard Strategies	33
Title I Personnel	34
Site-Based Decision Making Committee	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus has a large SPED population. A shift has been made in the way these students are educated as the history of Sped performance shows dire results.

The ELL structure has also been changed to one of inclusion rather than being in isolation with any teachers using a more inclusive, co-teach model similar to what is being used in Sped.

Demographics Strengths

- Teachers have been trained in the co-teach model to ensure that they understand how to work together in a co-teach arrangement.
- New ESL teachers have been employed to include a veteran ESL teacher.
- The ESL structure has been changed from a self-contained model to an inclusive model with pull-out from double blocked ELAR classes. This allows students to be exposed to the content as it is originally being taught by the general education teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The performance of ELL students and Sped students has been sub par for 2 or more years. **Root Cause:** Teachers lack the appropriate skills to differentiate for students with varied deficits.

Student Academic Achievement

Student Academic Achievement Summary

Summative data (STAAR) shows that students lack the basic skills needed to be successful. The campus science and social studies performance is unacceptable. Students in SPED are failing at a miserable rate. ELLs are falling behind as well as indicated by the fact the scores lag behind other demographics by more than 10%. The African American population shows a wide achievement gap below Hispanic students.

Student Academic Achievement Strengths

- The campus STAAR test has shown growth in most categories.
- Students are being held responsible for their own achievement.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are scoring well below an acceptable rate on STAAR. **Root Cause:** The campus has not been deeply involved in tracking student data.

School Processes & Programs

School Processes & Programs Summary

The campus has developed new personnel recruitment processes that involve setting up pre-interviews prior to any noted vacancies. The campus will build a pool of candidates in May of each year that will then be invited to a pre-interview allowing both the candidate and the campus to ascertain whether or not there is true potential for a sound working relationship in the future. This allows the campus to select from the best potential candidates in the region (and beyond).

Systems that support teacher development through instruction and teacher leadership are in place. 80% of the teachers on campus hold a leadership role. The roles were increased to include the Instructional Leadership Team, Team Leaders, Leadership Cabinet (Committee Leaders), and the Executive Leadership Team. Each of these teams have varied roles that are key in supporting and sustaining the mission and vision of the campus. Each team is charged with enhancing the campus according to their specified role. This in effect allows more teachers to share the load when it comes to completing tasks that must be accomplished to enhance teacher morale, develop student incentives, carry out community outreach, and maintain an overall positive campus climate.

Many organizational aspects of the campus have been improved. Logistics that pertain to grade level arrangement, bell schedule, holding areas in the morning, and teacher location have all been improved to ensure that the campus has a smoother flow throughout the day.

A support system has been developed for new teachers that includes mentor teacher contact as well as a clear staff development plan that is geared towards

A growth model for student and teacher development has been put in place that involves clear systems for tracking and remediating data trends.

School Processes & Programs Strengths

- Leadership has been increased among teachers.
- A sound process for PLCs and teacher collaboration has been developed and implemented.
- A growth model for student mastery has been developed. Students are knowledgeable about their own learning and involved in their own goal setting.
- Data standards for teachers have been developed and teachers have been trained on the process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Assessment scores are low across most subject areas and demographic groups. **Root Cause:** The campus did not have a clearly defined process for data.

Perceptions

Perceptions Summary

The overall perception of the campus has been low. Teachers report that they feel that they are not valued and that there are no clear systems in place. They also report that the campus has a culture of failure where only a few teachers are taking ownership of the few processes available and others offer no commitment to assist.

The campus has not been utilizing the tools available to tell their own story to the community, thus missing an important format for sharing the greatness of the campus with the public.

Perceptions Strengths

- Teachers are open and welcoming to new ideas and ways of doing business.
- The formation of leadership teams that own varied key processes serves to change teacher mindset while involving them in the work of campus improvement,

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus climate and morale are low. **Root Cause:** There have been no systems in place to address teacher morale and overall climate.

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
- Federal Report Card Data
- 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 failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- 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

- 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
- 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 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
- Budgets/entitlements and expenditures data
- Study of best practices



Goals











Goal 1: Focus on Student Success

Performance Objective 1: Ensure students meet or exceed grade level expectations on local, state, and national assessments.

Evaluation Data Source(s) 1: 5% Increase in passing rate of local, state, and national assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers and staff will be provided with the necessary classroom supplies, technology and materials to effectively implement TEKS based lessons and data-driven interventions such as Study Island, Flocabulary, Boardworks, and Measuring Up Live. This includes any and all STAAR related preparation materials (core courses) such as Countdown to Reading, Math and Measuring Up Workbooks. Including one class set of dictionaries for every ELAR class. This also includes instructional materials and supplies for student use. These materials will also be used to conduct Accelerated Instruction for students not meeting initial STAAR standards.</p>	1, 2, 3, 8, 9	Instructional lead teacher, administrators	The impact of this strategy will be an overall increase in student engagement through the provision of the proper tools and materials as evidenced by classroom STAAR Charts, common assessment growth rates, and overall classroom data.				
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1</p> <p>Funding Sources: 199-30 SCE - \$14,000.00, 211 Title I - \$7,415.00, 211-SIP School Improvement - \$7,000.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Math teachers will be provided with manipulatives and other materials to aid in their teaching such as erasable white boards, expo markers, and mini erasers, measuring tools such as, rulers, meter sticks, and timers, number cubes, and/or spinners, extra calculators/batteries.</p>	1, 9	Instructional lead teacher, teacher specialist, administrators	This strategy will enhance the learning of specific low tested STAAR skills and increase student performance as evidenced by classroom STAAR Charts, common assessment growth rates, and overall classroom performance data.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Teachers and administrators will receive staff development through Region 10 and other professional organizations to include consultants, regional workshops, conferences (CAST, TCEA, Empowering Writers). This staff development will target the improvement of instructional expertise and effect on overall student achievement both in general education, special education, at-risk, and Pre-AP environments.</p>	1, 2, 3, 4	Instructional lead teacher, instructional specialist, administrators	Teachers will be better equipped to deliver higher quality lessons which will result in greater student achievement.				
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I - \$3,085.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) The campus will employ a strict process for generating and analyzing student data that will include student data tracking, STAAR Charts and 3-week data meetings for all instructional staff. Teachers will discuss trends in the data with students as well as their peers and make instructional decisions based on that data.</p>	1, 2, 8, 9	Administrators, Instructional Lead Teachers	This strategy will allow teachers to employ the visible learning concept in order to see student growth over time as evidenced by STAAR Charts, and student data profiles.				
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I - \$200.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) The campus will increase the amount of current technology available to students through the purchase of laptops and tablets for reading and math improvement. This will include furnishing technology for the math and reading center.</p>	1, 2	Administrators	Students will be able to access real world information, complete research, and complete tracking assignments to generate growth data.				
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1 - Technology 1 - Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I - \$1,294.00, 211-SIP School Improvement - \$17,000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Students who are taking an EOC or who must retest after taking the 8th grade math and reading STAAR exam, will receive accelerated instruction to personalize their learning deficits with skills and strategies related to their weaknesses.</p>	1, 9	Principal, administrators, lead teachers	Students who need additional assistance after taking an EOC or math/reading 8th grade STAAR will achieve at a higher rate on their second opportunity.				
<p>Problem Statements: Demographics 1 - Student Achievement 1</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.
Problem Statement 2: 8th grade social studies dropped 11% between 2016 (51%) and 2017 (40%). Root Cause 2: Social studies teachers lack the appropriate skills to deliver solid social studies content.
Student Achievement
Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.
School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not implemented strong systems in key areas of functioning across the campus.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff members are not always selected that are the best fit for the needs of the campus. Root Cause 1: Adequate screening of candidates has not been in place.
Problem Statement 2: Under 20% of teachers are ESL certified making it difficult to adequately schedule ELL students. Root Cause 2: Teachers are not required to obtain ESL certification.
Curriculum, Instruction, and Assessment
Problem Statement 1: 6% of teachers on campus are new teachers who lack instructional expertise. Root Cause 1: The addition of new positions that were hired late in the summer caused the campus to hire the best new teachers possible.
Technology
Problem Statement 1: Several campus machines are outdated and in need of frequent repair. Root Cause 1: An update of technology equipment has not been made in some time.
Demographics
Problem Statement 1: The performance of ELL students and Sped students has been sub par for 2 or more years. Root Cause 1: Teachers lack the appropriate skills to differentiate for students with varied deficits.
Student Academic Achievement
Problem Statement 1: Students are scoring well below an acceptable rate on STAAR. Root Cause 1: The campus has not been deeply involved in tracking student data.
School Processes & Programs
Problem Statement 1: Assessment scores are low across most subject areas and demographic groups. Root Cause 1: The campus did not have a clearly defined process for data.

Goal 1: Focus on Student Success

Performance Objective 2: Prepare all students for a post-secondary college or career.

Evaluation Data Source(s) 2:

20% Increase of students taking college entrance exams (PSAT)

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) 8th grade students will take the PSAT to expose students to The National Merit Scholarship Program which uses PSAT/NMSQT scores to identify candidates and potential scholarships offered by new College Board partners.</p>	1, 2	Administrators, Counselors	Students will be exposed to the concept of college entrance exams and potential scholarships for college.				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1</p> <p>2) The campus will expose students to college and careers through the offering of the College & Career CTE course.</p>	1	Administrators, Counselors	Students will be educated on college attendance and given a career focus as evidenced by the content taught in the course.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Students will be given the opportunity to apply for short internships outside of the campus with other entities such as law enforcement, post office, city services, etc. This will expose them to various careers in a real world setting.</p>	1, 2, 9						
Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: 211 Title I - \$1,600.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 8th grade social studies dropped 11% between 2016 (51%) and 2017 (40%). Root Cause 2: Social studies teachers lack the appropriate skills to deliver solid social studies content.
Student Academic Achievement

Problem Statement 1: Students are scoring well below an acceptable rate on STAAR. Root Cause 1: The campus has not been deeply involved in tracking student data.
Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.

Goal 1: Focus on Student Success

Performance Objective 3: Engage every student in meaningful learning experiences through a written, aligned, comprehensive curriculum.







Evaluation Data Source(s) 3:

80% increase in student engagement

90% implementation of a written, aligned, comprehensive curriculum

% increase in student performance on curriculum-based assessments (CBA's)

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) The campus will use TRS (TEKS Resource System) as a means to drive instructional content within the PLC process.</p>	1, 2, 3, 8	Administrators, Instructional Specialist, Instructional Lead Teachers	This strategy will align the teaching processes across the campus with those of the district as evidenced by lesson plans and PLC artifacts.	✓			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The campus will use TRS (TEKS Resource System) as a means to drive instructional content within the PLC process.</p>	1, 2, 3, 8	Administrators, Instructional Specialist, Instructional Lead Teachers	This strategy will align the teaching processes across the campus with those of the district as evidenced by lesson plans and PLC artifacts.	✓			
<p>Critical Success Factors CSF 1</p> <p>3) The campus will ensure that lessons are planned according to Texas Education Agency TEKS guidelines to ensure instructional alignment.</p>	1, 2	Administrators	This strategy will ensure that students receive the instruction necessary to master state assessments as well as function beyond middle school as a productive student as evidenced by STAAR Charts, lesson plans, and the IFD.	✓			
<p>Problem Statements: Demographics 1 - Student Achievement 1</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.</p>
Student Achievement

Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) **Root Cause 1:** Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.









Goal 1: Focus on Student Success

Performance Objective 4: Equip all students with the necessary skills to be productive citizens of a global society.

Evaluation Data Source(s) 4:

40% increase of students participating in innovative programs.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) The campus will offer innovative after school programs for students to include chess, technology, broadcasting, dance, tae kwon do, outdoor life, varied field experiences and more. Parents are also encouraged to volunteer with the extracurricular activities.</p>	1, 6, 8	Administrators, counselors	Students will be impacted by this strategy by receiving additional small group contact with teachers operating in their own expertise as a mentor as evidenced by student rosters and a decrease in disciplinary actions.				
Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1 - School Processes & Programs 1							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The campus will set up a comprehensive mentoring program that will target at-risk students by implementing activities that serve to prevent students from dropping out. This program will include a parental education component that will equip parents with key information about helping their children maneuver through school.</p>	6, 9	Principal, family liaison, counselors	This strategy will decrease the number of at-risk students that drop out of school.				
Problem Statements: Demographics 1 - Family and Community Involvement 1 - Perceptions 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.</p>
School Culture and Climate
<p>Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not implemented strong systems in key areas of functioning across the campus.</p>

Family and Community Involvement

Problem Statement 1: The campus does not have a PTA. **Root Cause 1:** An initiative to invite parents to get involved and support their school has not been established.

School Processes & Programs

Problem Statement 1: Assessment scores are low across most subject areas and demographic groups. **Root Cause 1:** The campus did not have a clearly defined process for data.

Perceptions

Problem Statement 1: The campus climate and morale are low. **Root Cause 1:** There have been no systems in place to address teacher morale and overall climate.

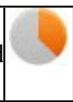

Goal 2: Focus on Students, Families and Community

Performance Objective 1: Provide families with multiple opportunities to participate in their child's education.

Evaluation Data Source(s) 1: 20% increase in family participation rates at school functions

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Host a Parent Academy prior to school opening to introduce staff members and orient parents to the school.	6, 9	Administrators	This strategy will give students a smoother transition into middle school (7th graders) and assist parents with knowing where to go to ask questions and get answers.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Reorganize the counseling program to include preventive measures for student and family issues. Counselors will increase their contacts with families and students through face-to-face meetings, home visits, referral to outside programs such as Hamilton-Guy, and interfacing with the community liaison.</p>	1, 2, 6, 9	Administrators, counselors	Counselors will be able to offset potential issues by working closer with families.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) The campus will host a series of parent involvement meetings to train parents of how to get involved with their child's education and school experience.</p>	1, 2, 6	Administrators, counselors	Parent involvement will increase by 20%.				
Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>4) The campus will host a series of parent involvement meetings to train parents of how to get involved with their child's education and school experience.</p>	1, 2, 6	Administrators, counselors	Parent involvement will increase by 20%.				
Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1							
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>5) The campus will set up a calendar of parent classes that will be taught on varied topics throughout the school year. The topics will include Students and Technology, How do I Help My Child with Education?, and others.</p>	1, 2, 6	Administrators, counselors	Parents will gain a deeper understanding of what their children are learning.				
Problem Statements: Demographics 1 - Family and Community Involvement 1							

Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6	1, 2, 6, 9, 10	Administrators, counselors	This strategy will result in more parent involvement and interface with the campus as evidenced by sign-in sheets and activity logs.				
6) The campus will host family nights such as family science night and varied field experiences to help parents engage in academic activities along with their children.			Funding Sources: 211 Title I - \$200.00				
							

Performance Objective 1 Problem Statements:








Demographics
Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.
School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not implemented strong systems in key areas of functioning across the campus.
Family and Community Involvement
Problem Statement 1: The campus does not have a PTA. Root Cause 1: An initiative to invite parents to get involved and support their school has not been established.

Goal 2: Focus on Students, Families and Community

Performance Objective 2: Provide all students with opportunities to volunteer, intern, and apprentice within the community.

Evaluation Data Source(s) 2: % increase in student participation rates in community activities

Summative Evaluation 2:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) The campus will interface with local government offices to provide students an opportunity to learn about real world careers in a hands-on way. Contact will be made with police, postal, medical and other agencies.</p>	1, 2, 10	Administrators, Counselors	Students will gain real world career experiences as evidenced by their intern logs.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Focus on Students, Families and Community

Performance Objective 3: Connect families to various organizations which provide social service resources.

Evaluation Data Source(s) 3: 10 social services referrals annually

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 5 1) The campus counselors will make referrals to students who are in need of assistance above and beyond the level that the campus can provide.	9, 10						
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 1 CSF 5 2) The campus counselors will make referrals to students who are in need of assistance above and beyond the level that the campus can provide.	9, 10	Administrators, Counselors	This strategy will result in students and parents getting help from outside agencies without having to struggle to find resources as evidenced through counseling referral logs.				
Problem Statements: School Culture and Climate 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not implemented strong systems in key areas of functioning across the campus.



Goal 2: Focus on Students, Families and Community

Performance Objective 4: Ensure students at every grade level have opportunities to participate in co-curricular and extracurricular activities.

Evaluation Data Source(s) 4: 80% of students indicating satisfaction with the opportunities provided in co-curricular and extracurricular activities

60% of students participating in in co-curricular and extracurricular activities

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) The campus will provide multiple opportunities for students to participate in extracurricular and co-curricular activities with the addition of several student clubs and organizations that operate during the school day and after school.</p>	1, 2, 6, 8, 9	Administrators, Counselors	Students will receive more mentorship in small group settings through their activity participation which will impact student achievement as evidenced by student achievement data on STAAR Charts, and common assessments.				
Problem Statements: Demographics 1, 2 - Student Achievement 1							
							

Performance Objective 4 Problem Statements:









Demographics
Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.
Problem Statement 2: 8th grade social studies dropped 11% between 2016 (51%) and 2017 (40%). Root Cause 2: Social studies teachers lack the appropriate skills to deliver solid social studies content.
Student Achievement
Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 10% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in the success of these student groups.

Goal 2: Focus on Students, Families and Community

Performance Objective 5: Provide a safe, nurturing, learning and working environment for all students & staff.

Evaluation Data Source(s) 5: 80% of students and staff indicating they feel safe at school
 10% reduction in disciplinary referrals and placements
 5% reduction in the number of work related accidents reported annually

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The campus will ensure a safe, nurturing learning and working environment by employing several committees that focus on wellness, safety, bullying, and social-emotional aspects of students and staff. Parents are also encouraged to join a committee as well.</p>	1, 2, 6, 8, 10	Administrators, counselors	An overall improvement in the campus environment will be impacted by this strategy as evidenced by staff wellness surveys.				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) In order to begin a safe and nurturing environment for new students transitioning from intermediate schools to middle schools, the campus will host a Panther Day to orient potential new students on the varied activities and programs available as well as the instructional program. Parents will be invited to attend the event as a part of their transition as well.</p>	6, 7, 9	Administrators, counselors, Parent Outreach Committee	The impact of this strategy will be to give students early access and information that will make transitioning to a new campus easier.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:



Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.

Goal 3: Focus on Operational Excellence

Performance Objective 1: Ensure all campuses and departments have clearly defined, aligned, and communicated processes and procedures to support the district's mission and beliefs.

Evaluation Data Source(s) 1: Number of clearly defined, aligned and communicated processes and procedures

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 6 1) Establish clear systems for instructional and operational processes such as instructional delivery, PBIS, campus safety, and parental involvement.	10	Administrators	The impact of this strategy will be a smooth flowing atmosphere with a safe environment for staff and students as indicated by standardized test results, and safety reports.				
Problem Statements: Perceptions 1							
							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.

Goal 3: Focus on Operational Excellence

Performance Objective 2: Design a systematic approach for internal and external communications focused on timeliness, frequency, and accuracy.

Evaluation Data Source(s) 2: % of satisfaction with district communications on the annual climate/satisfaction survey

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The campus will utilize social media (Facebook & Twitter), Phone Messenger, and USPS for increased communication with parents and other community members. Positive postcards will also be utilized by teachers as a monthly positive communication method with parents about student greatness. In house communication will done by weekly newsletters and the Google campus calendar.</p>	1, 2, 6	Administrators, Publications Committee	This strategy will increase and streamline the flow of information within and outside of the campus as evidenced by campus efficiency surveys.	✔			
<p>Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1 - Perceptions 1</p>							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not implemented strong systems in key areas of functioning across the campus.
Family and Community Involvement
Problem Statement 1: The campus does not have a PTA. Root Cause 1: An initiative to invite parents to get involved and support their school has not been established.
Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.

Goal 3: Focus on Operational Excellence

Performance Objective 3: Utilize continuous improvement efforts to increase operational efficiency and use of district facilities.

Evaluation Data Source(s) 3: 5 continuous improvement efforts utilized to improve district facilities

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will work with the district and local organizations to improve the aging facilities.		Administrators	The campus will benefit by having a safer physical environment as evidenced by repair reports.				
Problem Statements: School Context and Organization 1							
Critical Success Factors CSF 6	10	Administrators	The campus will benefit by having a safer physical environment as evidenced by repair reports.				
2) The campus will work with the district and local organizations to improve the aging facilities.	Problem Statements: School Context and Organization 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 1: The campus is in need of major repair. Root Cause 1: Needed repairs often go overlooked due to the cost of the needed repairs.

Goal 4: Focus on Employees and Organizational Improvement








Performance Objective 1: Attract, recruit, and retain the best staff for student success.

Evaluation Data Source(s) 1:

100% of fully certified teachers hired

85% of employees retained

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) New teachers will be paired with a campus mentor who will serve as a guide for navigating through the very first year of teaching. The mentor will cover campus procedures and policies along with best teaching practices with new teachers.	4, 5	Administrators	This strategy will ultimately result in retaining new teachers.				
Critical Success Factors CSF 1 CSF 7 2) A teacher incentives team will be utilized to recognize and reward teachers as well as to create a feeling of collegiality among teachers across the campus.	4, 5	Administrators	This strategy will ultimately result in retaining new teachers.				
Problem Statements: Perceptions 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 2: Recognize staff members who exemplify the mission and beliefs of the district.



Evaluation Data Source(s) 2:

10 staff recognized annually for quality performance

20% decrease in staff identifying morale as a reason for exit

% of staff indicating through a satisfaction survey that they feel supported

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) The Teacher Incentives Committee has been developed to recognize staff members who typify the vision and mission of the campus and district. This committee will make in house recognitions as well as nominate candidates for the Made with Pride program. This committee will also be responsible for organizing EOY awards for staff.</p>	2, 5, 8	Administrators, Executive Leadership Team	The impact of this strategy will be to have less teacher turnover as evidenced by EOY teacher retention rates.				
Problem Statements: Perceptions 1							
							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.








Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 3: Provide professional development opportunities that are aligned with district goals and allow differentiation to meet individual staff needs.

Evaluation Data Source(s) 3:

- # of professional development opportunities provided
- % of staff participation in professional development opportunities
- % of staff indicating professional development opportunities met their learning needs

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) Teachers will be provided with professional development opportunities to include conferences, region 10, and local consultants.	1, 2, 4	Administrators	Teachers will become better instructors as evidenced by student growth data.				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 6% of teachers on campus are new teachers who lack instructional expertise. Root Cause 1: The addition of new positions that were hired late in the summer caused the campus to hire the best new teachers possible.
Problem Statement 2: 70% of teachers are not adept in generating and reading student data. Root Cause 2: Teachers have not been trained to generate and read student mastery data.








Goal 5: Focus on Financial Stewardship

Performance Objective 1: Ensure financial transparency through consistent communication.

Evaluation Data Source(s) 1:

3 communication efforts to inform stakeholders and ensure transparency

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 5 1) The campus will hold quarterly SBDM meetings to discuss campus needs and budgeting with stakeholders.	2, 10	Administrators	This strategy will help to create financial transparency and awareness among varied stakeholders as evidenced by agenda, minutes and meeting sign-in sheets.				
Problem Statements: School Context and Organization 1 - Perceptions 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: The campus is in need of major repair. Root Cause 1: Needed repairs often go overlooked due to the cost of the needed repairs.
Perceptions
Problem Statement 1: The campus climate and morale are low. Root Cause 1: There have been no systems in place to address teacher morale and overall climate.









Goal 5: Focus on Financial Stewardship

Performance Objective 2: Utilize an aligned and deployed budgeting process ensuring necessary resources to support the district's mission and beliefs.

Evaluation Data Source(s) 2:

100% of purchases and expenditures aligned to the district goals

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will follow all district policies and procedures to align its budgeting process with that of the district.	10	Administrators	The impact of this strategy will be to ensure that the campus maintains consistency and alignment with the district in its budgeting process..				
2) The campus will follow all district policies and procedures to align its budgeting process with that of the district.	10	Administrators	The impact of this strategy will be to ensure that the campus maintains consistency and alignment with the district in its budgeting process..				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Math teachers will be provided with manipulatives and other materials to aid in their teaching such as erasable white boards, expo markers, and mini erasers, measuring tools such as, rulers, meter sticks, and timers, number cubes, and/or spinners, extra calculators/batteries.
1	1	3	Teachers and administrators will receive staff development through Region 10 and other professional organizations to include consultants, regional workshops, conferences (CAST, TCEA, Empowering Writers). This staff development will target the improvement of instructional expertise and effect on overall student achievement both in general education, special education, at-risk, and Pre-AP environments.
1	1	4	The campus will employ a strict process for generating and analyzing student data that will include student data tracking, STAAR Charts and 3-week data meetings for all instructional staff. Teachers will discuss trends in the data with students as well as their peers and make instructional decisions based on that data.
1	1	5	The campus will increase the amount of current technology available to students through the purchase of laptops and tablets for reading and math improvement. This will include furnishing technology for the math and reading center.
4	3	1	Teachers will be provided with professional development opportunities to include conferences, region 10, and local consultants.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Duane Hill	Reading Center Teacher	Title I	1.0
Randall Woods	Math Center Teacher	Title I	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Delonda Robinson	Assistant Principal
Classroom Teacher	Lashunda Foster	
District-level Professional	Latonia Dennis	
principal	Pamela Wilson	
Classroom Teacher	T Jones	
Administrator	Paul Zevallos	
Classroom Teacher	Duane Hill	
Classroom Teacher	Taryn Spencer	
Business Representative	Cassandra Shead	Business Representative

Campus Funding Summary

199-30 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Study Island	199.11.6329.00.041.30.000	\$9,800.00
1	1	1	Measuring Up	199.11.6399.00.041.30.000	\$2,750.00
1	1	1	Boadworks-ELAR	199.11.6329.00.041.30.000	\$1,450.00
Sub-Total					\$14,000.00
Budgeted Fund Source Amount					\$14,000.00
+/- Difference					\$0
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Flocabulary	211.11.6329.00.041.30.000	\$2,000.00
1	1	1	Boardworks-Math	211.11.6329.00.041.30.000	\$1,500.00
1	1	1	Countdown	211.11.6329.00.041.30.000	\$3,230.00
1	1	1	Marker Boards	211.11.6399.00.041.30.000	\$685.00
1	1	3	Sub Pay	211.11.6112.99.041.30.000	\$1,200.00
1	1	3	Empowering Writers Workshop	211.13.6411.00.041.30.000	\$1,360.00
1	1	3	CAST Conference	211.13.6411.00.041.30.000	\$525.00
1	1	4	Printing Supplies for Data Gathering	211.11.6399.00.041.30.000	\$200.00
1	1	5	Tablets	211.11.6395.00.041.30.000	\$1,294.00
1	2	3	Travel	211.13.6411.00.041.30.000	\$1,600.00
2	1	6	Printing supplies	211.61.6399.00.041.30.000	\$200.00
Sub-Total					\$13,794.00
Budgeted Fund Source Amount					\$13,794.00
+/- Difference					\$0
211-SIP School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	Measuring Up Workbooks	211.11.6399.00.041.30.SIP	\$7,000.00
1	1	5	Chromebooks	211.11.6395.00.041.30.SIP	\$17,000.00
Sub-Total					\$24,000.00
Budgeted Fund Source Amount					\$24,000.00
+/- Difference					\$0
Grand Total					\$51,794.00