

San Saba Independent School District
San Saba Middle School
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Several sentences summarizing your demographics

Demographics Strengths

Bullet points or sentence summary

Student Achievement

Student Achievement Summary

Enter student data.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Look at TAPR data

Comprehensive Needs Assessment Data Documentation

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

Goals


Revised/Approved: November 14, 2018

Goal 1: All students will exceed the educational performance standards.

Performance Objective 1: By May 2019, a school atmosphere that is more conducive to learning will be achieved.

Evaluation Data Source(s) 1: Final report cards, STAAR scores, Summer school attendance, Number of SSI retentions, Community and Parent Survey

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Campus-Wide Involvement in Campus Vision | Principal, Counselor, Staff, Diagnostician | Staff Reports, HOT reports (ARD) | | | | |
| 2) Improved Communication at Campus Level | Principal, Counselor, Staff, Diagnostician | Principal & Staff Reports, HOT reports, Transportation staff | | | | |
| 3) Work with students doing remediation during school hours in smaller group ratio | Principal, staff, Counselor, Teachers | STAAR scores, grades, attendance (both absences and tardies) | | | | |
| 4) Work with students doing extension work during the school hours, encouraging learning beyond the classroom. Using in town resources and also outside influences. Learning the importance of community service and the resources available to them within grasp | Principal, Counselor, Teachers, Community members, Community businesses | STAAR scores, grades, attendance, Community Involvement Day participation | | | | |
| 5) Use laptops to enhance student performance and knowledge beyond the classroom, looking to college preparedness | Principal, Technology teachers Counselor, and teachers | ISTation; IXL; Study Island; StemScopes; Think Through Math | | | | |
|  | | | | | | |

Goal 1: All students will exceed the educational performance standards.







Performance Objective 2: Enhance performance of Special Populations students, specifically Special Education and ESL students through identification and testing decisions.

Evaluation Data Source(s) 2: Improved standards and expectations should, at the same time, create less disciplinary problems, social problems and/or distraction in the classroom.

Student improvement as measured by STAAR should be recorded

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Monitor and Evaluate Inclusion Program for Special Ed Students | Principal, Special Ed Teachers, Para-professionals, Regular Classroom Teachers, Diagnostician | STAAR data, PBMAS Reports ARD Meeting | | | | |
| 2) Increase ESL Student Participation in State Testing | ESL Representative, LPAC Committee, Principal | STAAR Data, PBMAS Reports | | | | |
| 3) Meet State Standards for Hispanic Identification in Special Education | Principal, Special Education Representative, Diagnostician | Summative Reports: PBMAS, AEIS, PEIMS | | | | |
| 4) Enhance the Dyslexia program and meet student needs | Principal, Counselor, Dyslexia Teacher | AEIS, PBMAS, STAAR data | | | | |
| 5) Use full inclusion to provide intervention to identified students to increase performance | Principal, Counselor, Dyslexia Teacher, 504 committee, Special Education team, Dyslexia Team, Inclusion teacher | IStation, 6 week reports, IStation reports | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 1: All students will exceed the educational performance standards.

Performance Objective 3: Achieve met standard in math scores for STAAR in all subgroups (All, Hispanic, White, Economically disadvantaged)

Evaluation Data Source(s) 3: Meet required improvement percentages in all STAAR, STAAR ALT. and LAT in all student groups (Hispanic, White, LEP, Economically disadvantaged, and SPED) for Math STAAR as required by the state, participation rate at 100%.

Six week reports, discipline referrals, TxEIS

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continuation of the use of IFD and YAG | Campus principal, staff, curriculum leader | STAAR, SDAA, PBMAS | | | | |
| 2) Block 5th grade classes in math | Principal, counselor | Grade reports, benchmark | | | | |
| 3) Intervention classes that support math skills | intervention teachers | intervention group reports and meetings | | | | |
| 4) Utilization of programs such as Study Island, Think through Math, IXL | teachers, campus principal | program reports | | | | |
| 5) Offer tutorials to students who struggle with math. | Tutorial teachers, staff, and administration | Tutorial reports at the end of each term | | | | |
| 6) CHAMPS tutorial period built into the school day to increase student success | All teachers/staff, principal, counselor | CHAMPS schedule, failure reports, TxEIS data | | | | |
| 7) Identification of sub-groups struggling with math instruction by having grade level meetings with teachers to identify students that make up ALL subgroups and where the area of focus needs to be to bring them to grade level or higher. | Counselor, principal, teacher of record, ESL teachers, SPED teachers | report cards, benchmark, STAAR results, previous grades in subject area | | | | |
| 8) Lesson plans and discipline referrals will be checked weekly | Counselor, principal | Principal report, TxEIS | | | | |
|  | | | | | | |

Goal 1: All students will exceed the educational performance standards.


Performance Objective 4: Achieve the required improvement percentages in science scores for STAAR in all subgroups met (All, Hispanic, White, Economically disadvantaged)

Evaluation Data Source(s) 4: Meet required improvement percentages in all STAAR and STAAR online with accommodation in all student groups (Hispanic, White, LEP, Economically disadvantaged, and SPED) for science STAAR as required by the state, participation rate at 100%.

Percentage passage on STAAR, LAT will be the passing standard required by the state results, TELPAS results, and increase in the areas.

Six weeks reports, discipline referral, TxEIS

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continuation of the use of IFD & YAG | Campus principal, staff, curriculum leaders | STAAR, SDAAs, PBMS | | | | |
| 2) Utilization of programs such as Study Island and StemScopes and Gizmos | Enrichment teachers, campus principal | Program reports to campus office | | | | |
| 3) Offering tutorials to students who struggle with science | Tutorial teachers, staff, and administration, AVID | Tutorial reports at end of each term | | | | |
| 4) Provide staff development for staff to improve instruction | Administration, principal, teachers, counselor | 6-week grades, benchmark scores | | | | |
| 5) Identification of sub-groups struggling with science instruction by having Grade Level Meetings with teachers to identify students that make up all subgroups and where the area of focus needs to be to bring them to grade level and higher | counselor, principal, teachers, science teachers | report cards and benchmark | | | | |
| 6) Identify Hispanic sub-group and individuals and concentrate in the area of need. Look at vocabulary and use of English language used in this subject. | counselor, principal, ESL teachers, TxEIS | Benchmarks, report cards, iStation, ESL curriculum | | | | |
| 7) Lesson plans and discipline referrals and grades will be checked weekly | principal and counselor | principal report and TxEIS | | | | |
|  | | | | | | |

Goal 1: All students will exceed the educational performance standards.

Performance Objective 5: Achieve the required improvement percentages in Social Studies scores for STAAR in all subgroups met (All, Hispanic, White, Economically disadvantaged)

Evaluation Data Source(s) 5: Meet required improvement percentages in all STAAR, STAAR ALT. and LAT in all student groups (Hispanic, White, LEP, Economically disadvantaged, and SPED) for the Social Studies STAAR as required by the state, participation rate at 100%.

Six weeks reports, discipline referral, TxEIS

STAAR reports, principal, CBA, Euphoria data

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continuation of the use of IFD & YAG | Campus principal, staff | STAAR, PBMAS | | | | |
| 2) Offering tutorials to students who struggle with Social Studies. Identification of sub-groups struggling with social studies instruction by having Grade Level Meetings with social studies teachers to identify students that make up ALL subgroups and where the area of focus needs to be to bring them to grade level and higher | tutorial teachers, staff, and administration | tutorial reports at end of each term | | | | |
| 3) Lesson plans and discipline referrals will be checked weekly | principal, counselor | principal report, TxEIS | | | | |
| 4) PLC Meetings with social studies teachers to plan cross curricular learning | Administrator, social studies teacher | STAAR reports, principal, CBA, Euphoria data | | | | |
| | | | | | | |


Goal 1: All students will exceed the educational performance standards.

Performance Objective 6: Achieve at required improvement percentages in Reading/ELA scores for STAAR in all sub-groups met (All, Hispanic, White, Economically disadvantaged).

Evaluation Data Source(s) 6: Meet required improvement percentages in all STAAR, STAAR ALT. and LAT in all student groups (Hispanic, White, LEP, Economically disadvantaged, and SPED) for the Social Studies STAAR as required by the state, participation rate at 100%.

Six weeks reports, discipline referral, TxEIS

Summative Evaluation 6:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continue to use IFD and YAG documents | Campus principal, staff, teachers | STAAR, SDAA, PBMAS | | | | |
| 2) 5th grade block for ELA/R classes | English teacher, principal, counselor | Grading reports, benchmark, master schedule | | | | |
| 3) Utilization of programs such as: IStation and Study Island | teachers, campus principal | Program reports to campus office | | | | |
| 4) Offering tutorials to students who struggle with Reading/ELA beginning second semester | Tutorial teachers, staff, and administration | Tutorial reports at end of each term, 6-weeks report at the end of the 2nd semester, IStation reports | | | | |
| 5) Lesson plans and discipline referrals will be checked weekly | principal, counselor | principal report, TxEIS | | | | |
|  | | | | | | |

Goal 2: A well-balanced, vertically aligned curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Goal 3: All members of the school community will be partners in the continuing improvement of the educational system.

Goal 4: A school environment will be provided that is safe, orderly and well maintained.

Performance Objective 1: To create a school campus in which students, staff, and community members feel safer and more welcoming.







Evaluation Data Source(s) 1: An improved atmosphere at the school campus can help to build stronger relationships for all persons involved.

Decrease in discipline referrals

Classroom management, Success in the learning environment,
Classroom environment, Positive responses

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|------------------------------------------------------------|--------------------------------|--------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Character Education and Bullying Education Training | Counselor, Principal, Staff | Counselor's Report | | | | |
| 2) Intervention for At-Risk Students | Counselor, Principal, teachers | Counselor's Report | | | | |
| 3) Counseling Services | Counselor | Counselor's Report | | | | |
| 4) Mentoring Program for staff members new to the district | Teachers, counselor, principal | Discipline Referrals, Grading reports, Eduphoria | | | | |


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: A school environment will be provided that is safe, orderly and well maintained.

Performance Objective 2: To create a secure school campus in which students, staff, and community members are safer and more protected.

Evaluation Data Source(s) 2: A safer school campus is both necessary and critical to a school's success. Through collaboration and teamwork, the campus can ensure student safety.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Implementation of Safety Practices such as lockdown drills, weather drills, fire drills, and emergency response drills | Principal, Staff | Principal's Report | | | | |
| 2) Continued training for teachers and students such as Drug Awareness, Alcohol Awareness, Nutrition/health program etc. | Counselor, School Nurse, Principal | Principal, Counselor's Report | | | | |
| 3) Maintain surveillance cameras (keep them serviced) and maintain emergency lighting, security fence, maintain video for staff to monitor people entering the school | Administration, Maintenance | Safety Audit | | | | |
|  | | | | | | |


Goal 4: A school environment will be provided that is safe, orderly and well maintained.

Performance Objective 3: To educate campus staff and students concerning dating violence and student health issues such as: hygiene, influenza, and puberty issues.

Evaluation Data Source(s) 3: Students will be educated to help prevent dating violence and student health issues that could diminish student academic performance

Parent and student surveys regarding knowledge of safety issues

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Nurse Presentations over Student Health Issues | Nurse | Nurse Report | | | | |
| 2) Dating Violence Training for 7th/8th Grade Students | Counselor, AVID | Counselor Report, AVID Lesson Plans | | | | |
| 3) Teen Leadership classes in 7th grade to promote healthy lifestyle choices | Counselor, Nurse, Teachers, AVID | Counselor Report, Parent support, student participation | | | | |
|  | | | | | | |

Goal 4: A school environment will be provided that is safe, orderly and well maintained.


Performance Objective 4: To create a clear stair-step method to discipline throughout the school campus.

Evaluation Data Source(s) 4: Clear, consistent discipline at the campus level can help to create better structure, expectations and performance for students

PBMAS, RSCCC Discipline Reports, Detention Reports, Decrease in Referrals to DAEP

TxEIS, Discipline Reports, Six week good notes sent home

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Enforcement of Student Code of Conduct | Staff, Principal, Superintendent | TxEIS Disciplinary Report | | | | |
| 2) Behavior Intervention Planning | Principal, Counselor, Staff | Teacher Reports, Detention Reports | | | | |
| 3) Discipline Policy Training for All Staff Members | Principal, ICU, Levels of Discipline, Tiers of Disciplinary actions | Teacher Reports, Detention reports | | | | |
| 4) Implement multiple discipline strategies with students continuing to non-conform with policy | Principal, Teachers | TxEIS, Discipline Reports, Detention Reports | | | | |
| 5) Implement grade meetings and group meetings to monitor students with special disciplinary needs, PLC | Principal, Counselor, Teachers | TxEIS, Discipline Reports | | | | |
|  | | | | | | |

Goal 5: Technology will be provided that is available, workable and current.

Goal 6: District facilities will be maintained and upgraded appropriately.

Goal 7: SSISD will reserve 25% of its annual local operating budget to grow fund balance for future projects and to ensure fiscal soundness.

Goal 8: Highly qualified staff of professionals and para professionals will be employed to provide instructional support to students.







Performance Objective 1: 100% of staff will be provided training and staff development in student success of Special Populations students through teacher led professional development.

Evaluation Data Source(s) 1: With continued training for special populations, teachers will continue to provide the necessary effective interventions to ensure success for all students in all areas

Students STAAR performance

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Staff In-service training in Special Education | Administration, Special Education Representative, Teachers that are members of the ARD committee | Summative Reports: PBMAS, AEIS, PEIMS, Eduphoria | | | | |
| 2) Implementation of Continuum of Services for Special Education students | ARD Committee, Principal, Special Education Teachers, Classroom Teachers | STAAR Data, PBMAS Reports | | | | |
| 3) Staff In-service training for ESL Program | Administration, ESL Teachers, Counselor | Summative Reports: STAAR Data, PBMAS, AEIS, PEIMS | | | | |
| 4) Improvement in ESL Testing Standards | Administration, LPAC, Staff | Assessment Reports: STAAR | | | | |


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 8: Highly qualified staff of professionals and para professionals will be employed to provide instructional support to students.

Performance Objective 2: 100% of the professionals and para professionals will be qualified according to state guidelines.

Evaluation Data Source(s) 2: Teacher certificates based on state testing

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Pay fees for testing professional personnel obtaining ELL certifications | Principals, Assistant Superintendent | number of fees paid and teachers certifies | | | | |
| 2) Supporting teachers in achieving their professional development and student growth goals through training and support. | Superintendent, Assistant Superintendent | T-TESS, classroom observations, ESC XV session, attendance | | | | |
| 3) Provide access to ESC XV training of para professional through the para professional academy | Superintendent, Assistant Superintendent | Number attending and successfully completing academy | | | | |
| 4) Provide release time for para professional attending college and professional development activities | Principals | Number attending professional development opportunities | | | | |
| 5) Provide access to technology in order for professional staff and para professional staff to have access to higher education and professional development | Superintendent, technology director, principals | Number attending professional development opportunities and utilizing technology applications. | | | | |
| 6) Implement incentive pay and incentive of receiving Master's and PhD., and UIL coaching | Superintendent, Assistant Superintendent, Board of Trustees, Principals | UIL results, AEIS, Master's degrees/PhD's acquired | | | | |
|  | | | | | | |







Goal 9: The local district will provide a rating depending on the Community and Student Engagement Indicator of the State Accountability system reach the Recognized rating by 2018.

Performance Objective 1: 90% participation in extracurricular activities including: athletics, music, academics, etc.

Evaluation Data Source(s) 1: The greater the population of students involved in extracurricular activities, the more ownership students may take in the school culture.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Increased student recruitment, increased student options | Extracurricular staff, Administration | Extracurricular student enrollment | | | | |
| 2) Extracurricular incentives/recognition, athletic passes for perfect attendance, public recognition for attendance | Principal, counselor, extracurricular staff | Extracurricular reports | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 9: The local district will provide a rating depending on the Community and Student Engagement Indicator of the State Accountability system reach the Recognized rating by 2018.

Performance Objective 2: Promote student recognition by increasing student participation, projects, and public awareness.

Evaluation Data Source(s) 2: Promoting student recognition can create a sense of ownership for all students involved.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Student recognitions: perfect attendance & honor roll each six-weeks | Principal, staff, counselor | PEIMS reports, summative data | | | | |
| 2) AVID banquet, Assembly for UIL, Academic Awards Banquet | Principal, staff, counselor, AVID | Student recognition, report, public recognition | | | | |
| 3) Students' participation in activities such as Red Ribbon Week, Drug and Bully Awareness, Homecoming Activities | Principals, counselor, teachers | Student recognition and awards | | | | |
| | | | | | | |

Goal 9: The local district will provide a rating depending on the Community and Student Engagement Indicator of the State Accountability system reach the Recognized rating by 2018.


Performance Objective 3: Offer community relation opportunities such as: newspaper reports, board newsletters, open house presentations

Evaluation Data Source(s) 3: Improved community relations with the school can enhance the overall image and involvement in educational activities and will be measured by surveys.

Response from community

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Communications to community such as newspaper reports, positive notes, Ask Principal link on web site | Teachers, staff, technology group | weekly reports | | | | |
| 2) Open house presentations: meet the teachers, principal, paraprofessionals | Principal, staff | open house report, sign-in sheets | | | | |
| 3) School board report | principal | board reports | | | | |
| 4) Leadership events | Technology classes, AVID, yearbook, student council, FFA | Response from students | | | | |



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue


Goal 9: The local district will provide a rating depending on the Community and Student Engagement Indicator of the State Accountability system reach the Recognized rating by 2018.

Performance Objective 4: Maintain communication between community and school members through articles and monthly board reports

Evaluation Data Source(s) 4: Improved community communication can ensure that needs are met and balanced between community expectations and campus expectations. This will be measured through surveys.

Community, parents, students, and faculty response

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Meetings with site based community members | Principal, site based committee | Site based committee documentation | | | | |
| 2) Communication between community members and school members | Community, principal, staff | Site based committee documentation | | | | |
| 3) School website communication, parent portal, school way app, team app | Campus staff | Website communications and report, apps, internet | | | | |
| 4) Encourage working with the community in a variety of ways including Community Day | Campus staff | Number of participants | | | | |
| 5) Opportunity to recognize student and staff on-line | Campus staff | nominations | | | | |
|  | | | | | | |

Goal 9: The local district will provide a rating depending on the Community and Student Engagement Indicator of the State Accountability system reach the Recognized rating by 2018.

Performance Objective 5: 100% of the campus will devise a plan to identify areas of high quality and those needing to be improved.

Evaluation Data Source(s) 5: Goals are reviewed to see if progress has been made and what needs have been met.

Success and progress in all areas.

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------|------------------------|-------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Survey of needs | Administration | Faculty meets to discuss results of survey. Goals are set and programs of need discussed. | | | | |
| 2) PLC to discuss programs and needs | Principals and faculty | Review areas of quality programs and set goals for new and improved programs | | | | |
| | | | | | | |

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------|---------------|-------------------|
| Administrator | Monica Shahan | Interim Principal |
| Classroom Teacher | Darlene Kyle | 5th grade Teacher |
| Classroom Teacher | David Bourke | 6th Grade Teacher |
| Classroom Teacher | Chelsea Fikac | 7th/8th Teacher |
| Classroom Teacher | Karena Prew | 7th/8th Teacher |