

**Victoria Independent School District**  
**Patti Welder Middle School**  
**2018-2019 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Student Academic Achievement

### Student Academic Achievement Summary

Previously, the campus struggled with the amount of students reaching the meets and masters level in Reading and Math. The campus did not have a universal enrichment/intervention time to address the needs of all students.

## School Processes & Programs

### School Processes & Programs Summary

The campus reecognized a need for a common Intervention/Enrichment time. Patti Welder staff used campus STAAR data to group students into ability groups and focus on individualized student needs daily. In addition, previous bell schedule didn't have time allotted for intervention/enrichment time. The campus also recognized a need to implement a very structured RTI process.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The campus reecognized a need for a common Intervention/Enrichment time. Patti Welder staff used campus STAAR data to group students into ability groups and focus on individualized student needs daily. In addition, previous bell schedule didn't have time allotted for intervention/enrichment time. The campus also recognized a need to implement a very structured RTI process. **Root Cause:** Previous year schedule did not allow for common intervention/enrichment 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

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR EL Progress Measure data
- PSAT and/or ASPIRE
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement 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
- School safety data

## Employee Data

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

# Annual Goals

## Annual Goal 1: Patti Welder MS will increase student attendance to 94.3% for the 2018-2019 academic year.

**Quarterly Goal 1:** Patti Welder MS quarterly student attendance will increase by 0.3% from last year's Final Attendance of 93.1%.




**Quarterly Review 1:** Exceeded Quarterly Goal









**Quarterly Goal 2:** By the end of the 2nd quarter, Patti Welder MS Student Attendance will be at or above 93.7%.

**Quarterly Goal 3:** Student Attendance for Patti Welder MS will increase to 94% or higher at the end of the third quarter.

**Quarterly Goal 4:** Student Attendance will be at or surpass 94.3% at the end of the fourth quarter.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 6 AIM 7  1) Teachers will keep a record of phone calls made of students that were absent in their 3rd Period class.	2.6	Teachers, Administrators	With concerned parent calls of students that were absent, this will open communication between teacher and guardians, and increase student attendance.				
Problem Statements: Demographics 1							
<b>Critical Success Factors</b> CSF 3 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4 AIM 6  2) An Attendance Committee will be created to review student attendance data.	2.5, 2.6	Administrators, Teachers	Teachers will have input on how to monitor and increase student attendance.				
<b>Critical Success Factors</b> CSF 5 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 6  3) Incentives will be provided for students that meet attendance criteria set by the Attendance Committee.	2.6, 3.2	Attendance Committee, Administrators, Attendance Clerk, Student Success Facilitator	Students will attend school more often.				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 6 AIM 7</p> <p>4) Parent Meetings will be hosted to help review the importance of student attendance and other related topics.</p>	2.6, 3.2	Attendance Committee, Administrators, Student Success Facilitator	Parents will become involved to encourage other parents of the importance of students attending school.				
<p><b>Critical Success Factors</b> CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 6</p> <p>5) The campus will publicize student attendance frequently.</p>	2.6	Attendance Committee, Administrators, Attendance Clerk, Student Success Facilitator	Constant reminders of which Grade Level has the best attendance will help students encourage their peers to come to school.				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>	
<p><b>Problem Statement 1:</b> Last year, the campus struggled with daily attendance. The final attendance rate for PW was 93.1. Patti Welder saw a need to improve daily attendance to 94.13 the following school year. <b>Root Cause 1:</b> The campus declined in attendance after Hurricane Harvey and continuous bad weather days.</p>	



**Annual Goal 2: Patti Welder MS will reduce disobedient incidents, resulting in referrals, by 20% for the 2018-2019 academic year.**

**Quarterly Goal 1:** Patti Welder MS will have 28%, or lower, of office referrals coded as Disobedience incidents.




**Quarterly Review 1:** Significant progress made toward meeting Quarterly Goal

**Quarterly Goal 2:** Office referrals coded as Disobedience incidents will be at 25% or lower.

**Quarterly Goal 3:** Patti Welder MS will have 23%, or lower, of office referrals coded as Disobedience incidents.

**Quarterly Goal 4:** Office referrals coded as Disobedience incidents will be at 20% or lower.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 6</p> <p>1) Teachers and counselors will review, implement, and follow-up with students who were referred to Behavior RtI.</p>	2.6, 3.1	Counselors, Administrative Team	This intervention is to steer students in a positive direction for themselves, towards their peers, and towards their teachers.				
<p>Problem Statements: Perceptions 1 Funding Sources: 199 - Local Funds - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4</p> <p>2) Teachers will revisit Safe &amp; Civil rules schoolwide during Showtime once a month.</p>	2.5, 2.6	Teachers, Counselors, Safe & Civil Committee Members, Administrators	Reviewing the rules defined by the Safe & Civil Committee will help ensure a inviting campus climate.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p><b>Strategy Aims</b> AIM 2</p> <p>3) Monthly incentives will be provided to students with zero referrals for the month.</p>	2.5, 2.6	Administrative Team	Students will be motivated to stay out of trouble and focus on learning in their classrooms.				

<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 6</p> <p>4) The campus will publicize student discipline by Grade Levels every week.</p>	2.6	Administrative Team	Students will support their peers to stay out of trouble and focus on learning.				
<p><b>Critical Success Factors</b> CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 6</p> <p>5) Incentives will be provided to the Grade Level with the least amount of referrals at the end of every nine weeks.</p>	2.5, 2.6	Administrative Team	Students will encourage their peers to act properly in and out of the classroom.				
= Accomplished     = Continue/Modify     = Considerable     = Some Progress     = No Progress     = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Student referrals reflected disobedience which also affected student achievement. The campus focused on creating a positive school where all students felt safe and were academically successful. <b>Root Cause 1:</b> Campus systems and structures were not in place to monitor discipline closely.</p>

**Annual Goal 3: Patti Welder will focus on WICOR strategies campus wide and improve Reading scores over all by 5% from last years overall score of 55% in Reading.**

- Quarterly Goal 1:** The campus will implement WICOR strategies with 50% of walkthroughs demonstrating campus fidelity.
- Quarterly Review 1:** Exceeded Quarterly Goal
- Quarterly Goal 2:** The campus will implement WICOR strategies with 60% of walkthroughs demonstrating campus fidelity.
- Quarterly Goal 3:** The campus will implement WICOR strategies with 75% of walkthroughs demonstrating campus fidelity.
- Quarterly Goal 4:** The campus will implement WICOR strategies with 100% of walkthroughs demonstrating campus fidelity

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The campus was trained on WICOR strategies on Aug. 14 th.		AVID team and Administration	Campus teachers will provide students with critical reading skills to be successful.	✔			
Problem Statements: School Processes & Programs 1							
2) Showtime (Advisory) was developed as an Enrichment/Intervention time for all students.		All staff	Students will be grouped according to their needs and receive individual instructional plans.	✔			
3) The campus developed a very structured Showtime which included the following components of the reading program:  DEAR, Quickwrites, , and campus novels.		RT Instructional Counselor and Campus Administration team	Patti Welder will become a rich literacy base campus which will help students enhance Reading scores.	✔			
4) Campus administrators use glow and grow forms to progress monitor WICOR strategies with fidelity at the campus level.		Campus administrators	The campus will get an overall percentage of how well the campus implements WICOR strategies with fidelity.	✔			
5) Advisory was added to students daily schedule.		Counselors	Students were allotted time to have enrichment/intervention time.	✔			
6) Teachers reference the WICOR strategies in their lesson plans.		Campus administrators	The campus will implement WICOR strategies with fidelity.	✔			

**Quarterly Goal 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** The campus recognized a need for a common Intervention/Enrichment time. Patti Welder staff used campus STAAR data to group students into ability groups and focus on individualized student needs daily. In addition, previous bell schedule didn't have time allotted for intervention/enrichment time. The campus also recognized a need to implement a very structured RTI process. **Root Cause 1:** Previous year schedule did not allow for common intervention/enrichment time.

**Annual Goal 4: By the end of the 18-19 school year, we will increase the percentage of students reaching the meets and masters level to the following:**

**Reading Masters 12% to 15%**

**Math Masters-11% to 15%**

**Reading Meets 26% to 30%**

**Math Meets- 29% to 32%**

**Quarterly Goal 1:** By the end of the first quarter, we will increase the percentage of students reaching meets and masters level to the following:  
Reading Masters 12% to 13% Math Masters 11% to 12% Reading Meets 26% to 27% Math 29% to 30%

**Quarterly Review 1:** Some progress made toward meeting Quarterly Goal

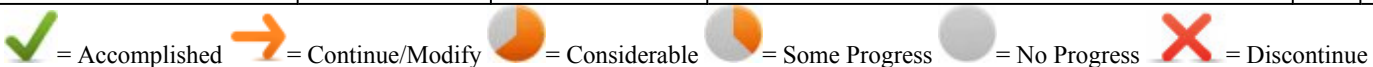
**Quarterly Goal 2:** By the end of the first quarter, we will increase the percentage of students reaching meets and masters level to the following:  
Reading Masters 13% to 14% Math Masters 12% to 13% Reading Meets 27% to 28% Math 30% to 31%

**Quarterly Goal 3:** By the end of the first quarter, we will increase the percentage of students reaching meets and masters level to the following:  
Reading Masters 14% to 15% Math Masters 13% to 14% Reading Meets 28% to 29% Math 31% to 32%

**Quarterly Goal 4:** By the end of the first quarter, we will increase the percentage of students reaching meets and masters level to the following:  
Reading Masters 14% to 15% Math Masters 14% to 15% Reading Meets 29% to 30% Math 31% to 32%

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Improve overall campus percentage of students achieving meets and masters on STAAR test		All staff	Through productive PLCs, progress monitoring student data and productive enrichment/intervention times students will show success in Reading and Math.				
Problem Statements: School Processes & Programs 1							
2) The campus will develop a structured Intervention/Enrichment time.		RTI counselor	Interventions/Enrichment time will improve overall Reading and Math scores.				
3) Saturday camps will be offered to enhance student skills.		Leadership team	Reading and Math teachers help students improve their scores.				
4) RTI meetings happen occasionally to progress monitor the academic success of each student.		RTI counselor, Teachers and Administrators	Student's individual needs are met through daily interventions.				
5) Students develop and utilize interactive notebooks		Instructional Coaches, Administration	Students use interactive notebooks to improve their comprehension skills.				

6) The campus improves technology campus wide.		The campus Principal	The campus uses updated technology for learning such as tablets, kahoot, quizziz, quizlets and instructional computer programs such as Achieve 3000, and Dreambox.	✓			
7) The campus monitors checkpoints and benchmarks to check for progress in Reading and Math.		Campus Instructional Coaches, Teachers and Administration	Teachers will focus on target areas that data demonstrates.	✓			
							

**Quarterly Goal 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The campus reecognized a need for a common Intervention/Enrichment time. Patti Welder staff used campus STAAR data to group students into ability groups and focus on individualized student needs daily. In addition, previous bell schedule didn't have time allotted for intervention/enrichment time. The campus also recognized a need to implement a very structured RTI process. <b>Root Cause 1:</b> Previous year schedule did not allow for common intervention/enrichment time.</p>

## Annual Goal 5: Patti Welder students will show progress in Reading and Math to the following percentages:

### Reading- All students-68%, All students-Math-72%

**Quarterly Goal 1:** Patti Welder students will show progress in Reading and Math on checkpoints to the following percentages: Reading all students-58% Math-62%














**Quarterly Review 1:** Some progress made toward meeting Quarterly Goal

**Quarterly Goal 2:** Patti Welder students will show progress in Reading and Math on checkpoints to the following percentages: Reading all students-62% Math-65%

**Quarterly Goal 3:** Patti Welder students will show progress in Reading and Math on Benchmarks to the following percentages: Reading all students-64% Math-68%

**Quarterly Goal 4:** Patti Welder students will show progress in Reading and Math on 2019 STAAR test to the following percentages: Reading all students-68% Math-72%

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All staff will build positive relationships with students.		All Staff	Students will achieve academically higher when they have great support from staff.				
Problem Statements: Student Achievement 1							
2) Students maintain data binders demonstrating progress in Reading and Math.		Classroom teachers	Progress is monitored in Reading and Math to drive instruction.				
3) Showtime is developed to target interventions/enrichment time.		All staff	Students have targeted interventions daily to increase Reading and Math.				
4) Reward students with rewards, praise and positivity.		All campus staff	Increase student morale which will lead to higher achieving students.				
5) Campus wide develop a word of the day activity.		All staff	Students will build vocabulary and lexile levels. This will eventually lead to higher levels of comprehension.				
6) The campus will develop an AR committee that monitors students reading daily and develops a literacy rich campus.		Campus AR committee	The AR committee develops campus goals and rewards students for reading.				
7) The campus builds in a DEAR (Drop Everything and Read) time to their weekly schedule.		All classroom teachers	Critical reading skills are developed. In addition, all students focus on fluency and comprehension skills campus wide.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Quarterly Goal 1 Problem Statements:

Student Achievement
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<p><b>Problem Statement 1:</b> Patti Welder over all went 56% in Reading. The campus struggled with Reading achievement across each grade level. The campus focused on testing strategies instead of a complete enriched Reading program campus goal. <b>Root Cause 1:</b> The campus was not universal in addressing literacy campus wide.</p>
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## Campus Funding Summary

<b>199 - Local Funds</b>					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
2	1	1	None		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00