

Victoria Independent School District
Stroman Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

To improve student achievement by building positive relationships, providing rigorous and relevant learning experiences, and maintaining a safe environment that encourages empathy and respect.

Vision

The Viper Way

Be Safe

Be Respectful

Be Accountable

Value Statement

Success, Nothing Less

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stroman Middle School is an 8-year old, 6-8th grade campus in Victoria ISD located in Victoria, TX. Victoria is considered the crossroads of our area because we are approximately two hours from Austin, Houston, San Antonio, and Corpus Christi. Due to the location of Victoria, we also deal with some inner-city issues that are usually drug or gang related. Victoria also is the home to several large processing plants, three large hospitals, two colleges, and a new Caterpillar Production plant. Stroman Middle School is located in the southeast section of Victoria and is surrounded by our local community center and very low-income housing. During the 2017-18 school year, our campus was shut down for more than 10 days due to Hurricane Harvey and mechanical failure of our heating system. The loss of instructional time as well as internal and external factors resulted in our campus being NOT RATED for the 2018-19 school year.

Our location in Victoria means that 83.81% of our students are economically disadvantaged and 54.73% are identified as at-risk. Additionally, 86% of our students get dropped off or walk to school while the other 14% are bused in from nearby neighborhoods. In May of 2018, we had 729 students enrolled at Stroman Middle School. According to our 2016-17 PEIMS Student Data Collection, our campus has three student groups that account for the majority of our students: 79.84% are Hispanic, 7.13% are White and 11.52% are African American. At 93.34%, our attendance rate decreased 1.16% from the 2017-18 school year.

Stroman Middle School's student groups include 9.33% English Learners (ELLs), 1.78% Gifted and Talented, and 15.36% Special Education. Stroman Middle School continues to place a high priority in employing a high-quality, talented staff. 11 new teachers have just been hired for the new school year. Stroman Middle School is fortunate to have a staff that closely mirrors the student groups with regards to race and ethnicity. We offer our new teachers a strong mentoring program that includes district professional development days as well as separate PLC meetings in which they obtain support from our two Instructional Coaches and other master teachers located on campus.

Demographics Strengths

Stroman Middle School has many strengths including:

1. We have a low student to staff ratio which means we are better equipped to support the academic success of our students.
2. Our focus on building relationships make the campus environment very welcoming to our new students.
3. New teachers report that the campus mentoring and support process to help them get started is very helpful and effective.
4. Our master schedule allows for an Advisory time for all atudents to recieve targeted inerventions in either math or reading.

5. Our master schedule allows teachers who teach a STAAR assessed content area to have an extra period in the day to target individual students during small group pull-outs for meets and masters.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance is consistently under 95% and was at 93.34% for the 2017-18 school year. **Root Cause:** There is a disconnect between families, community, and campus. We did not fully implement the mentor program for students whose attendance fell below 90%. There was limited positive and follow-up contacts to parents. We do not host enough events that encourage parent participation. We do not have a volunteer sign-up so that parents can volunteer to come support our campus during the school year.

Problem Statement 2: Overall, all represented student groups did not meet the required STAAR performance targets on Domain 3: Closing the Gaps. **Root Cause:** Teachers have not received enough Professional Development on how to differentiate their environment, their content, their products, and their processes for students in the represented groups. During regular PLC Meetings, these student groups did not have teacher representation and intentional planning for these students did not occur.

Student Academic Achievement

Student Academic Achievement Summary

All Grade Levels		
SUBJECT	2017 STAAR	2018 STAAR
ALL TESTS	58%	54%
Reading	61%	55%
Math	56%	56%
Writing	56%	55%
Science	67%	60%
Social Studies	49%	40%

STAAR results at the ALL STUDENTS LEVEL show that the 2018 scores show a decrease in every subject area but math as compared to the 2017 scores. The largest decreases occurred in reading with a 6% decrease, science with a 7% decrease, and social studies with a 9% decrease.

STAAR Reading		
GRADE LEVEL	2017	2018
6 th Grade	50%	42%
7 th Grade	55%	53%
8 th Grade	75%	66%

STAAR reading scores broken down by grade level show that there was a decrease in every single grade level when comparing 2018 results to that of 2017. 6th Grade had an 8% decrease, 7th Grade had a 2% decrease, and 8th grade had a 9% decrease.

STAAR Math		
GRADE LEVEL	2017	2018
6 th Grade	46%	49%
7 th Grade	32%	36%
8 th Grade	81%	68%
Algebra I	100%	100%

STAAR math scores broken down by grade level show that there was only a decrease in 8th grade when comparing 2018 results to that of 2017. 6th Grade

increased by 3%, 7th Grade increased by 4%, Algebra I stayed the same at 100%, while 8th Grade decreased by 13%.

2018 Domain 3: Closing the Gaps on Academic Achievement Status for Reading							
STUDENT GROUPS	All	African American	Hispanic	White	Economically Disadvantaged	EL	SpEd
Target for Meets	44%	32%	37%	60%	33%	29%	19%
Percent of Students at Meets or Above	23%	19%	23%	29%	21%	14%	10%
Target Met?	N (21%)	N (13%)	N (14%)	N (31%)	N (12%)	N (15%)	N (9%)

2018 Domain 3: Closing the Gaps on Academic Achievement Status for Math							
STUDENT GROUPS	All	African American	Hispanic	White	Economically Disadvantaged	EL	SpEd
Target for Meets	46%	31%	40%	59%	36%	40%	23%
Percent of Students at Meets or Above	23%	19%	23%	30%	21%	18%	14%
Target Met?	N (23%)	N (12%)	N (17%)	N (29%)	N (15%)	N (22%)	N (9%)

2018 Domain 3: Closing the Gaps on Growth Status for Reading

STUDENT GROUPS	All	African American	Hispanic	White	Economically Disadvantaged	EL	SpEd
Target for Growth	66%	62%	65%	69%	64%	64%	59%
Percent of Students that Showed Growth	59%	59%	59%	51%	56%	46%	51%
Growth Target Met?	N (7%)	N (3%)	N (6%)	N (18%)	N (8%)	N (18%)	N (8%)

2018 Domain 3: Closing the Gaps on Growth Status for Math							
STUDENT GROUPS	All	African American	Hispanic	White	Economically Disadvantaged	EL	SpEd
Target for Growth	71%	67%	69%	74%	68%	68%	61%
Percent of Students that Showed Growth	62%	56%	63%	64%	61%	54%	54%
Growth Target Met?	N (9%)	N (11%)	N (6%)	N (10%)	N (7%)	N (14%)	N (7%)

In Domain 3: Closing the Gap for Academic Achievement, SpEd was the lowest performing student group in both reading and math. In Domain 3: Closing the Gaps for Growth Status, our ELL students showed the lowest percentage of growth in both reading and math. The African American groups represented in Domain 3: Closing the Gaps was the closest student group to reaching their target for Growth Status.

Student Academic Achievement Strengths

Stroman Middle School endured a difficult 2017-18 school year. The campus was struck by Hurricane Harvey, a category 4 hurricane that cost the campus 10

instructional days. Later in the year, our campus heating system was not working properly. The student body was held in the gym (the only location with heat) for two days and then on the third day, VISD officials cancelled school for our campus. Including a district-wide snow and ice day, Stroman ended up losing a total of 15 instructional days during the 2017-18 school year. This 9% loss of instructional time as well as some external and internal factors such as the district-wide network virus, the failure of the 2017 Bond Proposal, the loss of one administrator, a flu epidemic, etc. definitely tested the resiliency of our staff and our students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Overall, students did not meet the required STAAR performance standards on Domain 1: Student Achievement. **Root Cause:** Teachers are not giving students enough time to justify their responses to higher-order questions. Teachers can be observed answering their own questions and not requiring students to use academic vocabulary when formulating their responses. Teachers also need to use regular and consistent assessments to build testing stamina as well as completing their closing tasks 5 days a week.

School Processes & Programs

School Processes & Programs Summary

In September of 2017, Stroman Middle School created our Problem of Practice for our 2017-18 Instructional Rounds process with the other 3 middle schools in the VISD. Our data indicated that students were unable to show mastery of concepts because they are not active participants in the learning environment. During classroom observations teachers were spending at least 80% of their instructional time in a direct teach setting, less than 10% of students were disengaged, and students' verbal and/or written responses were short phrases that did not articulate their understanding of the concept. Therefore, 42% of Stroman students did not meet the performance standards against all tested subject areas on the 2017 STAAR.

Our theory of action was that if students were able to articulate their learning by actively participating in differentiated activities, then students' mastery of concepts will improve. Throughout the 2017-18 school year, Stroman Middle School provided professional development that supported teachers using multiple instructional structures (whole groups, small group, partners, and/or individual work) within a single class period and tracking whether or not their students were engaged in their learning by using random selection methods and requiring level 3 student responses (complete sentences including academic vocabulary and evidence of student learning) in written or verbal form. Our processes included answering three essential questions during every single classroom observation and then analyzing the data with the entire staff. The three essential questions were:

1. How is the **learning environment** influencing students' ability to **participate** in their own learning?
2. How are the students **engaging** in the learning and at what level?
3. What type of **responses** are students providing to teacher and/or student **questions**?

Stroman Middle School collected data in two Internal Instructional Rounds in October and November of 2017 and then participated in an External Instructional Round in December of 2017 which included allowing a district team to review of Problem of Practice, collect data during classroom observations, and then analyze the data and report their findings back to our staff. With the increased feedback and our ability to monitor and adjust instructional practices, we saw that our whole group/direct teach instructional time decreased to only 35% of the time, random selection methods for student participation increased to 65% of the time, the percent of students authentically engaged in their learning increased to 28%, and 20% of the time students were using level 3 written or verbal responses.

School Processes & Programs Strengths

Stroman Middle School has identified the following strengths:

All PLCs reported on two main components: data analysis and optimal first time instruction. During every PLC, teachers were either giving feedback on their instruction, bringing in student samples, or completing Short Trend Data Analysis Forms to conduct data talks. To ensure optimal first time instruction, teachers were breaking or chunking their lesson to include at least three higher-order questions that allowed time for students to use Sentence Frames for thinking to respond. This process allowed time to check for understanding and decreased the time teachers spent having to go back and review the content

after a summative assessment. During campus-wide professional development, our instructional leadership team taught, modeled, and reinforced how to break instruction into whole group, small group, teams with roles, partners, and or individual work. They also taught, modeled, and reinforced how to use random selection methods to choose students to respond to questions posed by both the instruction or another peer. During staff professional development we tracked how many employees were authentically engaged and asking questions or offering feedback, how many were compliant and actively listening and following directions, and how many seemed completely disengaged by tracking teacher questions and/or responses. By modeling and reinforcing these practices with our staff, we saw an increase in our teachers using these strategies during classroom observations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 44% of 6-8th grade students did not meet passing standard on the 2018 Math STAAR assessment. **Root Cause:** Teachers did not purposely plan spiral reviews that allowed students to practice basic math computations such as multiplication facts. Lessons are not applied to real-world examples on a consistent basis. Problem solving strategies were not implemented campus-wide. Teachers showed limited models and strategies to solve problems that were tested in multiple ways on the STAAR.

Problem Statement 2: 45% of 6-8th grade students did not meet passing standard on the 2018 Reading STAAR assessment. **Root Cause:** Consistent test-taking strategies were not implemented campus-wide. Consistent and frequent assessments were not given to build the students' testing stamina prior to STAAR. Science and SS teachers can be observed reading informational text to their students instead of letting students read the text and allowing them to practice using their reading strategies in cross-curricular assignments.

Perceptions

Perceptions Summary

One of the core beliefs at Stroman Middle School is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into our school with all kinds of previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning. Stroman Middle School wants to narrow the performance gap among all student groups, and particularly between our Hispanic, Economically Disadvantaged, and our Special Education students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "Every Child, Every Classroom, Every day." What that means is when students walk in the door, they belong to us. We accept what they know, give them the best educational opportunities, and hold them accountable for trying their best every class period of the day.

The staff understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. In an effort to ensure classrooms are places where students feel respected and where high expectations for learning and habits of excellence are displayed, each teacher creates The Viper Way respect agreement with ALL of their students. This respect agreement defines how students will BE SAFE, BE RESPECTFUL, BE ACCOUNTABLE while at Stroman. This holds everyone in the classroom accountable and allows students to trust their teacher and their peers when a conflict may arise. We also encourage teachers throughout the year to observe and review other teachers' classroom procedures and explain what processes they think will benefit their own classroom environment.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. The district-wide professional development of Safe and Civil as well as Restorative Discipline has made a difference in the overall school culture and the way consequences are handled on our campus. The focus has moved to restoring the students' behaviors so they know how to handle the situation differently the next time they find themselves in the same predicament. A computer based program called Ripples Effect has greatly impacted our students who typically have behavior concerns related to bullying and/or self-harm. Actual data includes 1,117 ISS or OSS placements in the 2016-17 school year as compared with 1,227 ISS and OSS placements in 2017-18.

Stroman Middle School also places a priority on creating a family and community friendly school environment. We know communication is a key way to engage parents and the community. In addition to posting school events on the marquee and school website, this year our goal is use Remind 101 with our community as well as create monthly newsletters that will be sent home as well as posted virtually using Peach|Jar Flyers. Every year in August, we begin updating the website for the new school year, including teacher contact information and as many dates as possible to help parents plan ahead. Before school starts we host a "Sneak Peek" and New Student Orientation where students and their families can come pick up their schedules, visit their classrooms around campus, and meet their new teachers. Later in September, we host an Open House event so students can share with their families the goals and objectives they must master by the end of the school year in each of their classes. The purpose is also to help parents understand campus procedures and also to meet other families.

Perceptions Strengths

Stroman Middle School celebrates these strengths:

- 24 Stroman Staff Memebers attended Safe and Civil Training in August for the 2018-19 school year.
- Our students establish strong, trusting relationship with their peers and teachers so that they feel comfortable when conflicts do arise. These relationships are established in the first week by allowing teachers to plan teambuilding and classbuilding activities during the first week of school and once a week for 10 minutes a period for the remainder of the school year.
- 100% of our classrooms have posted classroom procedures Arrival, Dismissal, Materials), CHAMPS posters for instructional structures, and The Viper Way respect agreements.
- Our school counselors utilize Ripples Effect to give students with behavioral concerns alternative methods to cope in difficult social situations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are losing valuable instruction time by over utilizing out of classroom discipline placement options such as ISS and OSS. **Root Cause:** There is a lack of student engagement in the classroom. There was a lack of restorative discipline professional development for teachers. There was a lack of strategies for teachers to use to de-escalate Level 1 student misbehavior. Full implementation of Respect Agreements and CHAMPS was not consistent campus-wide.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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

Annual Goals

Annual Goal 1: We will see a 21% increase in the number of students scoring at meets or above grade level standard on the 2019 Reading STAAR.

Quarterly Goal 1: We will develop targeted advisory groups and an intervention schedule for students who did not score at meets or above grade level standard on the 2018 Reading STAAR.

Quarterly Review 1: Met Quarterly Goal



Quarterly Goal 2: At least 29% of EL students will score at meets or above grade level standard on all ELAR CheckPoints.



Quarterly Goal 3: We will see a 16% increase as compared to the 2018 Reading STAAR in the number of students that score at meets or above grade level standard on the 2019 Reading District Spring Benchmark.



Quarterly Goal 4: We will adjust the advisory groups for students who did not score at meets or above grade level standard on the 2019 Reading Spring District Benchmark and provide individualized interventions for students still not meeting expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>1) Academic Reading Advisory: Teachers will provide additional targeted instructional time for all 6th through 8th grade students. Advisory groups were created using the 2018 Reading STAAR results.</p> <p>EL Intermediate Students: Imagine Learning with Spanish Teacher</p> <p>EL Advanced High Students: English 3D with ESL Itinerant</p> <p>Below Grade Level Standard Students: Achieve 3000 with Social Studies Teachers</p> <p>Meets Grade Level Standard Students: Data Driven Instruction on Lowest Performing TEKS with ELAR Staff</p> <p>Masters Grade Level Standard Students: Literature Studies with Co-Curricular Staff</p>	<p>EL Students: - LPAC Administrator - ESL Itinerant - Spanish 1 & 2 Teacher</p> <p>ELAR Students: - ELAR Administrator - ELAR Teachers - ELAR Instructional Coach</p>	<p>Weekly Student Data Talks</p> <ul style="list-style-type: none"> - Goal Setting - Progress Growth Monitoring <p>Below Grade Level Standard: - Achieve 3000 Lexile Reports</p> <p>Meets & Masters Grade Level Standard: - Informal Assessments in Class - Formative CheckPoint Data - Literature Stories Exit Tickets</p> <p>EL Students: - Linguistic Reports from Imagine Learning or English 3D - TELPAS</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>2) Genre Blue Books - Teachers will model and implement the use of Genre Blue Books throughout the school year in our Power Reading Classes.</p>	<p>ELAR Instructional Coach ELAR Department Head ELAR Assistant Principal</p>	<p>Students will fill the Blue Books with information from each genre that they will then be able to review before STAAR.</p> <p>The ELAR Instructional Coach will write a Mini-Grant to receive 1000 Blue Books.</p> <p>Every two weeks in PLCs, teachers will bring students samples of work done in the Genre Blue Books.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 180.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>3) Expository Text Support: Teachers in all core subject areas will support reading strategies through the use of Scope Magazines and/or Stem Scopes.</p> <ul style="list-style-type: none"> - Social Studies: Junior Scholastic - ELAR: Scope - Math: Word Problem Analysis - Science: Stem Scopes 	<p>ELAR Dept. Head & Administrator SS Dept. Head & Administrator Science Dept. Head & Administrator Math Dept. Head & Administrator</p>	<p>The instructional coaches will write mini-grants for Scope and Junior Scholastic. Stem Scopes is provided to Science teachers and Math Teachers will utilize the UPSE model to analyze word problems.</p> <p>All teachers in core content areas will receive Professional Development on ELAR RUBIES (test-taking) Strategies.</p> <p>Lesson plans in all 4 content areas will reflect the use of expository text being utilized in class at least once a week.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2</p> <p>Funding Sources: 199 - PIC 24 State Comp Ed - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 6 AIM 7</p> <p>4) Community in Schools: Red Ribbon Week Essay Contest Students in ELAR will be invited to write an essay fro Red Ribbon Anti-Drug Festivities. A prize will be awarded to the best essay.</p>	<p>CIS Staff ELAR Administration ELAR Teachers</p>	<p>100% of ELAR teachers will allow their students to participate in the essay contest.</p> <p>The student with the winning essay will read his/her essay to the school on the morning announcements.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>5) ELAR Professional Learning Communities: ELAR PLC Meetings will include two main components: Data Analysis and a focus on Planning Optimal First Time Instruction.</p>	<p>ELAR Instructional Coach ELAR Administrator SpEd Teachers</p>	<p>Data Analysis will include: - CheckPoints: -- Grade Level Short Trend Data Analysis -- Individual Teacher Short Trend Data Analysis - Universal Screeners -- BOY/MOY/EOY - Academic RtI: Progress Monitoring</p> <p>Optimal First Time Instruction will focus on The Fundamental 5 and include daily examples of: - Lesson Framing - Critical Writing -- Closing Tasks: Exit Tickets - FSGPT -- Higher-Order Questions -- Students Responses: Check for Understanding - Recognize & Reinforce - Power Zone</p> <p>ELAR PLC Meetings will have SpEd Representation. The instructional Coaches will track attendance at all PLC Meetings.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>6) ELAR STAAR Squad - All teachers who teach a STAAR tested content area are given an extra period called STAAR Squad. This additional period is to allow teachers the time they need to: - Intentionally Plan Pull-Out Groups - Complete Peer Observations - Academic RtI - Behavior RtI - Prepare Pull-Out Intervention Materials</p>	<p>ELAR Instructional Coach ELAR Administrator ELAR Teachers</p>	<p>Each STAAR SQUAD teacher will submit a weekly intervention calendar that shows the students being pulled on a daily basis.</p> <p>Accountability Binder Data Points: - Informal Classroom Assessments - Formal CheckPoints - Growth Status: RtI Progress Monitoring - Maintain Communication Logs</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 2</p>						

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

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 2: Overall, all represented student groups did not meet the required STAAR performance targets on Domain 3: Closing the Gaps. Root Cause 2: Teachers have not received enough Professional Development on how to differentiate their environment, their content, their products, and their processes for students in the represented groups. During regular PLC Meetings, these student groups did not have teacher representation and intentional planning for these students did not occur.
Student Academic Achievement
Problem Statement 1: Overall, students did not meet the required STAAR performance standards on Domain 1: Student Achievement. Root Cause 1: Teachers are not giving students enough time to justify their responses to higher-order questions. Teachers can be observed answering their own questions and not requiring students to use academic vocabulary when formulating their responses. Teachers also need to use regular and consistent assessments to build testing stamina as well as completing their closing tasks 5 days a week.
School Processes & Programs
Problem Statement 2: 45% of 6-8th grade students did not meet passing standard on the 2018 Reading STAAR assessment. Root Cause 2: Consistent test-taking strategies were not implemented campus-wide. Consistent and frequent assessments were not given to build the students' testing stamina prior to STAAR. Science and SS teachers can be observed reading informational text to their students instead of letting students read the text and allowing them to practice using their reading strategies in cross-curricular assignments.

Annual Goal 2: We will see a 15% increase in the number of Eco Dis students scoring at meets or above grade level standard on the 2019 Math STAAR.

Quarterly Goal 1: We will develop targeted advisory groups and an intervention schedule for students who did not score at meets or above grade level standard on the 2018 Math STAAR.


Quarterly Review 1: Met Quarterly Goal


Quarterly Goal 2: At least 36% of Eco Dis students will score at meets or above grade level standard on all Math CheckPoints.








Quarterly Goal 3: We will see a 10% increase as compared to the 2018 Math STAAR in the number of EcoDis students that score at meets or above grade level standard on the 2019 Math District Spring Benchmark.

Quarterly Goal 4: We will adjust the advisory groups for students who did not score at meets or above grade level standard on the 2019 Math Spring District Benchmark and provide individualized interventions for students still not meeting expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>1) Math STAAR Squad - All teachers who teach a STAAR tested content area are given an extra period called STAAR Squad. This additional period is to allow teachers the time they need to:</p> <ul style="list-style-type: none"> - Intentionally Plan Pull-Out Groups - Complete Peer Observations - Academic RtI - Behavior RtI - Prepare Pull-Out Intervention Materials 	<p>Math Instructional Coach</p> <p>Math Administrator</p> <p>Math Teachers</p>	<p>Each STAAR SQUAD teacher will submit a weekly intervention calendar that shows the students being pulled on a daily basis.</p> <p>Accountability Binder Data Points:</p> <ul style="list-style-type: none"> - Informal Classroom Assessments - Formal CheckPoints - Growth Status: RtI Progress Monitoring - Maintain Communication Logs 				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>2) Academic Math Advisory: Teachers will provide additional targeted instructional time for all 6th through 8th grade students. Advisory groups were created using the 2018 Math STAAR results.</p> <p>Below Grade Level Standard Students: DreamBox with Science Teachers</p>	<p>Math Administrator Math Teachers Math Instructional Coach</p>	<p>Weekly Student Data Talks</p> <ul style="list-style-type: none"> - Goal Setting - Progress Growth Monitoring <p>Below Grade Level Standard:</p> <ul style="list-style-type: none"> - DreamBox Weekly Reports <p>Meets Grade Level Standard:</p> <ul style="list-style-type: none"> - Informal Assessments in Class - Formative CheckPoint Data 				
<p>Meets Grade Level Standard Students: Data Driven Instruction on Lowest Performing TEKS with Math Teachers</p> <p>GT Students - TPSP Projects</p>	<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1</p>					

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>3) Math Professional Learning Communities: Math PLC Meetings will include two main components: Data Analysis and a focus on planning Optimal First Time Instruction.</p>	<p>Math Instructional Coach Math Administrator SpEd Teacher</p>	<p>Data Analysis will include:</p> <ul style="list-style-type: none"> - CheckPoints: -- Grade Level Short Trend Data Analysis -- Individual Teacher Short Trend Data Analysis - Universal Screeners -- BOY/MOY/EOY - Academic RtI: Progress Monitoring <p>Optimal First Time Instruction will focus on The Fundamental 5 and include daily examples of:</p> <ul style="list-style-type: none"> - Lesson Framing - Critical Writing -- Closing Tasks: Exit Tickets - FSGPT -- Higher-Order Questions -- Students Responses: Check for Understanding - Recognize & Reinforce - Power Zone <p>Math PLC Meetings will have SpEd Representation. The instructional Coaches will track attendance at all PLC Meetings.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 2: Overall, all represented student groups did not meet the required STAAR performance targets on Domain 3: Closing the Gaps. Root Cause 2: Teachers have not received enough Professional Development on how to differentiate their environment, their content, their products, and their processes for students in the represented groups. During regular PLC Meetings, these student groups did not have teacher representation and intentional planning for these students did not occur.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 1: Overall, students did not meet the required STAAR performance standards on Domain 1: Student Achievement. Root Cause 1: Teachers are not giving students enough time to justify their responses to higher-order questions. Teachers can be observed answering their own questions and not requiring students to use academic vocabulary when formulating their responses. Teachers also need to use regular and consistent assessments to build testing stamina as well as completing their closing tasks 5 days a week.</p>
<p>School Processes & Programs</p>

Problem Statement 1: 44% of 6-8th grade students did not meet passing standard on the 2018 Math STAAR assessment. **Root Cause 1:** Teachers did not purposely plan spiral reviews that allowed students to practice basic math computations such as multiplication facts. Lessons are not applied to real-world examples on a consistent basis. Problem solving strategies were not implemented campus-wide. Teachers showed limited models and strategies to solve problems that were tested in multiple ways on the STAAR.

Annual Goal 3: We will see a 9% increase in the number of SpEd students scoring at meets or above grade level standard on both the 2019 Math and Reading STAAR.

Quarterly Goal 1: We will develop targeted intervention groups and conduct weekly progress measures for SpEd students who did not score at meets or above grade level standard on the 2018 Math and Reading STAAR

Quarterly Review 1: Met Quarterly Goal



Quarterly Goal 2: At least 19% of SpEd students will score at meets or above grade level standard on all ELAR CheckPoints.

Quarterly Goal 3: We will see a 7% increase as compared to the 2018 Math and Reading STAAR in the number of SpEd students that score at meets or above grade level standard on the 2019 Math and Reading District Spring Benchmarks.

Quarterly Goal 4: We will adjust the targeted intervention groups for SpEd students who did not score at meets or above grade level standard on the 2019 Math and Reading Spring District Benchmark and provide individualized interventions for students still not meeting expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>1) Note Taking Strategies - Teachers will model how to determine the big ideas when students are taking notes and also present different methods on taking notes during classroom instruction.</p>	<p>Instructional Coaches SpEd/ELAR, Math, SS, and Science Administrator SpEd Department Head</p>	<p>Teachers will vary their methods in which students take notes. Ideas may include but are not limited to:</p> <ul style="list-style-type: none"> - Cornell Notes - Thinking Maps - Foldables - Cloze Notes (Fill in the Blank) - Highlight the Big Ideas <p>SpEd students will be given a set of notes or an outline of notes so more time can be spent analyzing or applying the information rather than recording the information.</p> <p>The instructional Coaches will track the different methods of note taking that are bring used on a weekly basis during PLCs.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: 199 - Local Funds - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>2) Technology in the Classroom - All core subject teachers will implement the use of technology in their classrooms to increase student authentic engagement.</p> <p>Teachers will include the use of small group stations to differentiate the process in which students receive information.</p> <ul style="list-style-type: none"> - Heterogeneous Groups - 5:1 Teacher Ratio - Activities include Tier 1, Tier 2, and Tier 3 Support - Incorporate Technology 	<p>Instructional Coaches SpEd Department Head SpEd/ELAR, Math, Science, and SS Administrator</p>	<p>The teachers will receive training from our district technology coordinator so they will know what technology we have available at our campus for them to use.</p> <p>For Quarters 2, 3, and 4, each classroom teacher will bring artifacts to their PLC meeting that demonstrate:</p> <ul style="list-style-type: none"> - Students were using technology. - Teachers were utilizing technology beyond a regular classroom. - Computer Labs or COWs were being utilized. - Small Group Instruction is occurring on a regular and consistent basis. 				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1, 2</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>3) Academic SpEd Advisory: Teachers will provide a Intensive Program of Instruction (IPI) that targets SpEd students who scored well below the grade level standard on both the 2018 Math and Reading STAAR. SpEd Students who scored below grade level standard at the same level of their grade level peers will attend advisory with SpEd Inclusion support.</p>	<p>SpEd Teachers SpEd Dept. Head SpEd/ELAR and Math Administrators Math and ELAR Instructional Coaches</p>	<p>Weekly Student Data Talks</p> <ul style="list-style-type: none"> - Goal Setting - Progress Growth Monitoring <p>Well Below Grade Level Standard:</p> <ul style="list-style-type: none"> - Achieve 3000 Lexile Reports - DreamBox Reports for Math <p>Below Grade Level Standard:</p> <ul style="list-style-type: none"> - Informal Assessments in Class - Formative CheckPoint Data - Benchmark Assessments 				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1, 2</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>4) SpEd STAAR Squad - All SpEd teachers who teach a STAAR tested content area are given an extra period called STAAR Squad. This additional period is to allow teachers the time for Intensive Program of Instruction (IPI):</p> <ul style="list-style-type: none"> - Intentionally Plan SpEd Pull-Out Groups - Complete Peer Observations - Prepare Pull-Out Intervention Materials 	<p>Math and ELAR Instructional Coaches ELAR/SpEd and Math Administrator SpEd Teachers</p>	<p>Each SpEd STAAR SQUAD teacher will submit a weekly intervention calendar that shows the students being pulled on a daily basis.</p> <p>Accountability Binder Data Points:</p> <ul style="list-style-type: none"> - Informal Classroom Assessments - Formal CheckPoints - Growth Status: RtI Progress Monitoring - Maintain Communication Logs - Tracking the Minutes Provided to Individual Students 				
	<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - School Processes & Programs 1, 2</p>					
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: Overall, all represented student groups did not meet the required STAAR performance targets on Domain 3: Closing the Gaps. Root Cause 2: Teachers have not received enough Professional Development on how to differentiate their environment, their content, their products, and their processes for students in the represented groups. During regular PLC Meetings, these student groups did not have teacher representation and intentional planning for these students did not occur.</p>
Student Academic Achievement
<p>Problem Statement 1: Overall, students did not meet the required STAAR performance standards on Domain 1: Student Achievement. Root Cause 1: Teachers are not giving students enough time to justify their responses to higher-order questions. Teachers can be observed answering their own questions and not requiring students to use academic vocabulary when formulating their responses. Teachers also need to use regular and consistent assessments to build testing stamina as well as completing their closing tasks 5 days a week.</p>
School Processes & Programs
<p>Problem Statement 1: 44% of 6-8th grade students did not meet passing standard on the 2018 Math STAAR assessment. Root Cause 1: Teachers did not purposely plan spiral reviews that allowed students to practice basic math computations such as multiplication facts. Lessons are not applied to real-world examples on a consistent basis. Problem solving strategies were not implemented campus-wide. Teachers showed limited models and strategies to solve problems that were tested in multiple ways on the STAAR.</p>
<p>Problem Statement 2: 45% of 6-8th grade students did not meet passing standard on the 2018 Reading STAAR assessment. Root Cause 2: Consistent test-taking strategies were not implemented campus-wide. Consistent and frequent assessments were not given to build the students' testing stamina prior to STAAR. Science and SS teachers can be observed reading informational text to their students instead of letting students read the text and allowing them to practice using their reading strategies in cross-curricular assignments.</p>

Annual Goal 4: We will see a 1.66% increase in student attendance from 93.34% from the 2017-18 school year.

Quarterly Goal 1: Student attendance will increase by .3% to 93.64%.


Quarterly Review 1: Exceeded Quarterly Goal






Quarterly Goal 2: Student attendance will increase by .7% to 94.34%.



Quarterly Goal 3: Student attendance will increase by .33% to 94.67%.








Quarterly Goal 4: Student attendance will increase by .33% to 95%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>1) Attendance Monitoring Team: - Every time a student is absent in their 3rd period class, the teacher will make a positive contact to the parent(s) to check on the student and see when they will return to class.</p> <p>A-Team: - Works collaboratively to address students attendance issues on an individual and consistent basis. - Teams work together to monitor student attendance, interact with students experiencing attendance problems, meet with students on individual</p>	<p>3rd Period Teachers Counselors District Truancy Coordinator Parent Liaison Community in Schools Personnel Administrative Team</p>	<p>100% of Classroom Teachers will turn in attendance call logs on a weekly basis.</p> <p>A-Team: - Work together to Monitor Student Attendance - Interact with Students Experiencing Attendance Problems - Meet with Students on an Individual basis to Determine Appropriate Interventions - Create Individual and/or Team Attendance Incentives - Keep Required Documentation</p>				
<p>Problem Statements: Demographics 1</p>						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>2) Open House - CIS invited at least 30 agencies and/or organizations within our community that have services available for our Stroman families. Families will be able to follow their child's schedule, observe their classroom settings, and meet their teachers.</p>	<p>CIS - Mr. Ewers & Mrs. Reyes Administration Faculty</p>	<p>Thursday, September 13, 2018</p> <p>At least 25 different agencies/organizations within our community will be available for our Stroman Families.</p> <p>100% of Stroman teachers will provide brochures for the families in attendance.</p>				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 199 - Local Funds - 200.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 6 AIM 7</p> <p>3) AVID Family Night - Parents will be able to hear about the AVID strategies their children are using to become more organized with their homework and classwork.</p>	<p>AVID Site Committee</p>	<p>To have 50% of the AVID families attend. - Event Date: TBA</p>				
<p>Problem Statements: Demographics 1</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 3 AIM 4 AIM 6 AIM 7</p> <p>4) Curriculum Nights - Stroman will host curriculum nights for Math/Science and ELAR/SS.</p>	<p>ELAR and Social Studies Departments Math and Science Departments Instructional Coaches Dept. Assistant Principals CIS</p>	<p>Students and their families will participate in lessons and activities that promote the four core content classes. We want to have at least 10% of our families in attendance during each curriculum night.</p> <p>Community businesses will donate food and/or prizes so we can feed the families that attend and reward the students who complete the most stations.</p>				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: 199 - Local Funds - 400.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>5) Extended Learning Opportunities: Teachers will provide opportunities to tutor their students beyond the regular school day.</p> <p>Math and ELAR: Homework Center</p> <p>CIS: Before and After School Tutoring "Power Hour"</p> <p>STAAR Camps: Small Group Rotations for all STAAR tested Content Areas</p> <p>Viper Time: Before School Tutoring from 7:30-8am to Accommodate for Transportation Restrictions</p>	<p>STAAR Teachers Instructional Coaches Department Assistant Principals</p>	<p>Teachers will post at least two days that they are available for before/after school tutoring. Department Heads will collect these times and turn them in to their Instructional Coach.</p> <p>Teachers will keep tutoring logs so we can track attendance rates. The expected impact will be at least a 10% increase on the number of students scoring at meets or above grade level standard on the district benchmarks as compared with last year's data.</p> <p>PENDING: The instructional coaches will write a mini grant for State Comp Ed funds so that 33 STAAR teachers will each receive extra duty pay for at least 6 hours at \$25/hour. The instructional coaches will include extra duty pay for 5 teachers and 1 Admin to participate in 6 Saturday Schools for the year.</p>				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1, 2</p>						
<p>Critical Success Factors CSF 4</p> <p>Strategy Aims AIM 4 AIM 6 AIM 7</p> <p>6) Stroman Truancy Prevention: A plan that encourages students to come to school that are absent more than 10% of the school year.</p>	<p>Parent Liaison Administration</p>	<p>Meeting Log: Students meet with the Principal and/or Assistant Principal to Discuss Attendance</p> <p>Campus Presentations: Invite Guest Speakers</p> <p>EduLink Log: Attendance Calls made to Families</p> <p>Home Visit Log: Parent Liaison</p> <p>Attendance Recovery Contract can be implemented if needed. - Weekly Log of Student's Attendance Recovery Time</p>				
<p>Problem Statements: Demographics 1</p>						

<p>Critical Success Factors CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>7) Community in Schools: Academic Enhancement and Support</p> <p>Tier 1 - School-Wide Support: - CIS will invite Stroman parents whose students have attendance issues to a parent session with the principal, the parent liaison, and speakers from local counseling agencies. - CIS will then assist in helping students make up their missed days.</p> <p>Tier 2 and 3 Case Management: - Provide Individual Incentives for CIS Students - Work one-on-one with CIS Students with Attendance Issues - Monitor CIS Student Attendance Improvement Progress</p>	<p>CIS Staff Administration</p>	<p>Incentive Programs: CIS will hold attendance drawings for their students as well as for the entire campus in an effort to increase student attendance to 96%.</p> <p>Attendance Drawings: - Targeted CIS students who improve their attendance will be entered in a drawing to win prizes provided by CIS funds. - CIS funds will provide prizes for Stroman Middle School so that students who have perfect attendance can be entered into a drawing every other Friday starting October 1st.</p>				
<p>Problem Statements: Demographics 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: Our attendance is consistently under 95% and was at 93.34% for the 2017-18 school year. Root Cause 1: There is a disconnect between families, community, and campus. We did not fully implement the mentor program for students whose attendance fell below 90%. There was limited positive and follow-up contacts to parents. We do not host enough events that encourage parent participation. We do not have a volunteer sign-up so that parents can volunteer to come support our campus during the school year.</p>
<p>Problem Statement 2: Overall, all represented student groups did not meet the required STAAR performance targets on Domain 3: Closing the Gaps. Root Cause 2: Teachers have not received enough Professional Development on how to differentiate their environment, their content, their products, and their processes for students in the represented groups. During regular PLC Meetings, these student groups did not have teacher representation and intentional planning for these students did not occur.</p>
<p>Student Academic Achievement</p>

Problem Statement 1: Overall, students did not meet the required STAAR performance standards on Domain 1: Student Achievement. **Root Cause 1:** Teachers are not giving students enough time to justify their responses to higher-order questions. Teachers can be observed answering their own questions and not requiring students to use academic vocabulary when formulating their responses. Teachers also need to use regular and consistent assessments to build testing stamina as well as completing their closing tasks 5 days a week.

School Processes & Programs

Problem Statement 1: 44% of 6-8th grade students did not meet passing standard on the 2018 Math STAAR assessment. **Root Cause 1:** Teachers did not purposely plan spiral reviews that allowed students to practice basic math computations such as multiplication facts. Lessons are not applied to real-world examples on a consistent basis. Problem solving strategies were not implemented campus-wide. Teachers showed limited models and strategies to solve problems that were tested in multiple ways on the STAAR.

Problem Statement 2: 45% of 6-8th grade students did not meet passing standard on the 2018 Reading STAAR assessment. **Root Cause 2:** Consistent test-taking strategies were not implemented campus-wide. Consistent and frequent assessments were not given to build the students' testing stamina prior to STAAR. Science and SS teachers can be observed reading informational text to their students instead of letting students read the text and allowing them to practice using their reading strategies in cross-curricular assignments.

Annual Goal 5: We will see a 10% decrease in the number of ISS and OSS placements when comparing referral data from 2017-18 to 2018-19.

Quarterly Goal 1: We will see a 10% decrease in ISS/OSS placements in quarter 1 as compared to quarter 1 of 2017-18.

Quarterly Review 1: No progress made toward meeting Quarterly Goal




Quarterly Goal 2: We will see a 10% decrease in ISS/OSS placements in semester 1 as compared to semester 1 of 2017-18.

Quarterly Goal 3: We will see a 10% decrease in ISS/OSS placements in quarters 1 through 3 as compared to quarters 1 through 3 of 2017-18.


Quarterly Goal 4: We will see a 10% decrease in ISS/OSS placements in semester 2 as compared to semester 2 of 2017-18.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5</p> <p>1) Professional Development - The staff will receive training on Safe and Civil School procedures including CHAMPS to support a proactive approach to preventing misbehavior.</p>	Safe and Civil PLC Administration	<p>100% of classrooms will have posted CHAMPS charts for Instructional Structures (Direct Teach, Small Group, Partners, and Individual) as well as procedural charts for arrival, dismissal, and classroom transitions.</p> <p>100% of classrooms will have posted The Viper Way respect agreement.</p>	✓	✓	✓	
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 199 - Local Funds - 280.00</p>						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 2 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>2) Ripple Effects - Behavior RtI students and/or students placed in ISS will participate on the online program to learn life skills that help them find appropriate ways to manage their behavior in specific situations.</p>	Counselors	<p>Students will learn proactive strategies that they can implement in situations that would normally trigger a misbehavior.</p> <p>The counselors will run quarterly reports to track the number of lessons each student has completed while using Ripple Effects.</p>	●			
<p>Problem Statements: Perceptions 1</p>						

<p>Critical Success Factors CSF 6</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>3) Character Education - The school counselors will provide lesson plans and activities for the teachers to teach during their advisory period at least once a week.</p> <ul style="list-style-type: none"> - 6th Grade: The Seven Habits of a Highly Effective Teen - 7th and 8th Grade: Josten's Harbor Online Program 	<p>Counselors Counseling Intern Grade Level Assistant Principals</p>	<p>Students will be given real-world examples of how people have overcome obstacles in their life while being resilient.</p> <p>Each week the counselors will submit a Character Ed Lesson Plan on One Drive for teachers to access and teach during their advisory class.</p>				
<p>Problem Statements: Perceptions 1</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>4) Positive Contact Logs - Teachers will call a specific class period each quarter and report something positive that each student is doing to their parents.</p> <ul style="list-style-type: none"> - Quarter 1: Advisory Class - Quarter 2: 4th Period Class - Quarter 3: 5th Period Class - Quarter 4: 6th Period Class 	<p>Parent Liaison Classroom Teachers</p>	<p>100% of Classroom Teachers will turn in positive contact logs each quarter.</p>				
<p>Problem Statements: Perceptions 1</p>						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>5) Behavior Response to Intervention (RtI): Each grade level will use a school-wide decision matrix to determine the students who need to start or remain in the Behavior RtI process.</p> <ul style="list-style-type: none"> - Students will monitored every 9 weeks or as needed. 	<p>Grade Level Administrators Grade Level Teachers Counselors</p>	<p>Teachers will receive a list of Tier 1 Interventions that they can utilize in the classroom for Level 1 Behaviors.</p> <ul style="list-style-type: none"> - Staff will receive some professional development to teach, model, and reinforce the use of these techniques in the classroom. <p>Tier 2 and 3 Interventions will be provided by the counselors which may include but are not limited to:</p> <ul style="list-style-type: none"> - Peer Counseling - One-on-One Counseling - Group Counseling - Journaling - Ripple Effects 				
<p>Problem Statements: Perceptions 1</p>						

<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p style="text-align: center;">Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>6) Community in Schools: Social Media Safety Students will listen to a speaker to discover the dangers involved with social media.</p>	CIS Personnel Mid-Coast Services	Social Media Student Presentation - March 5th from 12 to 3:40pm	●			
	Problem Statements: Perceptions 1					

<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>7) Community in Schools: Reducing ISS/OSS Placements - CIS will work positively to impact student behaviors through the use of Tier 1 (school-wide) and Tier 2 and 3 (Case Management) services.</p>	<p>CIS Personnel Administrators</p>	<p>Tier 1 School-Wide Services:</p> <ul style="list-style-type: none"> - CIS will schedule professional speakers to come and address various behavior topics that impact ISS placement and frequency. -- Self-Esteem -- Bullying -- Internet Safety - CIS will sponsor a contest to award the best Red Ribbon Week essay submitte promoting a drug free campus. <p>Tier 2 and 3 Case Management Services:</p> <ul style="list-style-type: none"> - CIS will give incentives to case managed students for improvement in behavior. - CIS will present progress consultation forms to teachers for tracking student behavior improvement. - CIS site coordinators will develop a one-on-one relationship with case managed students with behavior issues in order to foster better behavior. - CIS will endeavor to find mentors for the community to visit with CIS students who have behavior issues. - CIS will refer certain students with behavior problems to appropriate organizations for counseling. 				
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Problem Statements: Perceptions 1

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

Quarterly Goal 1 Problem Statements:

Perceptions

Problem Statement 1: We are losing valuable instruction time by over utilizing out of classroom discipline placement options such as ISS and OSS. **Root Cause 1:** There is a lack of student engagement in the classroom. There was a lack of restorative discipline professional development for teachers. There was a lack of strategies for teachers to use to de-escalate Level 1 student misbehavior. Full implementation of Respect Agreements and CHAMPS was not consistent campus-wide.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	2	Genre Blue Books - Teachers will model and implement the use of Genre Blue Books throughout the school year in our Power Reading Classes.
5	1	2	Ripple Effects - Behavior RtI students and/or students placed in ISS will participate on the online program to learn life skills that help them find appropriate ways to manage their behavior in specific situations.

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Neal Raphael	Assistant Principal
Administrator	Rey Gomez	Assistant Principal
Non-classroom Professional	Vanessa Cantu	ELAR/SS Instructional Coach
Administrator	Carrie Majewski	Assistant Principal
Administrator	Dawn Maroney	Principal
Administrator	Ramona Hotman	Counselor
Administrator	Naomi Jacinto	Counselor
Classroom Teacher	Alicia Bray	SS Department Head
Classroom Teacher	John Reilly	Science Department Head
Classroom Teacher	Santiago Resendez	Math Department Head
Classroom Teacher	Kathy Bell	ELAR Department Head
Classroom Teacher	Melissa Bamba	SpEd Department Head
Community Representative	Daryl Ewers	Site Coordinator for Community in Schools
Administrator	Lori Mayfield	Assistant Principal
Non-classroom Professional	Kileigh Eblen	Math/Science Instructional Coach
Classroom Teacher	Michael Cason	Electives Department Head

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
3	1	1	Spiral Notebooks for 800 Students (4 Content Classes + 1 Advisory)		\$0.00
4	1	2	Cookies and Punch		\$200.00
4	1	4	Snacks		\$400.00
5	1	1	The Viper Way Respect Agreements (Print Shop)		\$280.00
Sub-Total					\$880.00
199 - PIC 24 State Comp Ed					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	1000 Blue Books		\$180.00
1	1	3	210 Junior Scholastic Magazines		\$0.00
Sub-Total					\$180.00
Grand Total					\$1,060.00