

Spring Branch Independent School District

Spring Woods Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required



Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Woods Middle School current enrollment is 998 students. 87% of our students are Hispanic, 8.2% African American and the rest is "other."

44% of our students are identified as LEP students with 67% first language at home is Spanish.

The surrounding community is predominantly Hispanic. As a district, about 50% of our students are Hispanic.

Our student population is growing; we have gone from 928 to 1000 students in the past two years.

Our mobility rate is about 30%. We enrolled 250 new students since August. 80 of our 300 students in 8th grade are new to 8th grade.

Our teacher demographics : 62 teachers, 20% Hispanic, 20% African American and 60% white. 30 out of 62 teachers began their first year at SWMS in 2016. Out of the 30, 10 were novice teachers . 5 were Alternative Certified teachers. Of the other 30, 5 have 10 or more years of experience, 5 have between 3 and 10 and the rest had less than 3 years of experience.

Demographics Strengths

- strong sense of family and unity due to the strong cultural awareness
- parents have a high regard for school and promote student attendance
- students are involved in extracurricular activities
- 2016-2017 SWMS form the 1st PTSA organization. Parents are very excited.
- Teachers care about the students and their families . Many teachers go above and beyond their duties.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 45% of our total population is identified as ELL and they lack English Language Skills **Root Cause:** Newcomer and Bilingual programs in elementary don't exit early enough

Problem Statement 2: The majority of students lack exposure to real-world, post-secondary options. **Root Cause:** Lack of parent involvement due to time constraints and other family factors prevent students from consistent exposure to outside options.

Student Academic Achievement

Student Academic Achievement Summary

SWMS did not meet Index 1:

- 49% of students approached standard in Reading, 25% of ELL students approached standard in Reading
- 53% of students approached in Math and 36% of the ELL students approached standard in Math.

Index 2- 50% of our students met or exceeded expected growth in Reading and 47% in Math

Student Academic Achievement Strengths

Twenty-five percent of our ELL students approached standard in Reading, 46% of our ELL students met or exceeded growth expectations. Additionally, 20% of our Special Education students approached standard in Reading, and 50% met or exceeded growth expectations.

In Math, 36% of our ELL students approached standard, and 45% of our ELL students meet growth standard. Additionally, 28% of our Special Education students approached standard in Math, and 52% met or exceeded growth expectations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our ELL students are performing lower to our other groups . **Root Cause:** lack of consistent ELL strategies across all content areas.

Problem Statement 2: Our SPED students are performing lower compared to our other groups. **Root Cause:** A lack of understanding instructional best practices for sub-populations

Problem Statement 3: On the 2016-2017 STAAR only 46.3% of our students scored at Approaches, 10.3% scored at Meets and 2.79% scored at Masters. **Root Cause:** SWMS lacked the schoolwide approach to instructional excellence. Teachers were not planning backwards, using a gradual release of responsibility and data driven instruction to plan and teach. Leaders lacked a system of observation and feedback.

School Processes & Programs

School Processes & Programs Summary

Processes: our school is divided into 6 clusters. There are 2 clusters per grade level (6-8). We have approximately 150 students per cluster with 6 teachers (2 ELA, 2 math, 1 science and 1 SS).

Every cluster has a cluster team leader. They meet as a cluster either once a week or sometimes 2 depending on the needs of the students. This time is used to discuss specific students and their behavior which ultimately affects their academics. At this time, the team starts the RTI process for behavior and academics.

Every grade level also has content PLC twice a week. These teams also have a leader that facilitates these meetings. These meetings are specifically intended to answer the 4 PLC questions.

Our student behavior management system is PBIS. We are also starting to use some of the practices from Restorative Justice.

School Processes & Programs Strengths

Teachers are being included in the designing of our processes and have sat at the table .

Our processes include specific times and protocols for collaboration and data analysis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SWMS had new systems implemented in 2016-2017, and many of these systems were not being implemented with fidelity **Root Cause:** In 2016 we hire 30 new teachers; some of these teachers were ACP and many were novice teachers.

Perceptions

Perceptions Summary

We believe in educating every child regardless of race, home language, gender, religion, socioeconomic status, and previous educational history. Our mission is to guarantee exceptional academic and social learning for all students. When students leave SWMS in 8th grade, we want all of them to be an effective collaborator, self-determined learner, critical thinker, skilled communicator and a responsible decision maker: as a result of good first teaching practices, rigorous academic instruction, clear behavioral expectations, and intentional practices that develop and enhance social-emotional learning. Additionally, we aim to provide a variety of extracurricular activities for all students to be involved in afterschool to foster school connectedness such as clubs, sports, fine arts, and school-wide events for students and families to attend.

Perceptions Strengths

In 2017, a total of 804 out of 928 students completed the Spring Student Survey, accounting for an 87% response rate.

School Student-Teacher Relationships

Students' perceptions of how strong the social connection is between teachers and students within and beyond the school indicated a 51.5% favorability score as measured by the Panorama School Student-Teacher Relationships scale.

Community Class Belonging

The favorability score for student connectedness to Community teacher on the student survey was 39% and 49% reported that they felt that they belonged in their Community class.

Restorative Justice

66% of students feel that there is at least one teacher at SWMS that care about them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 36% of SWMS students participate in athletics, clubs, student council, or fine arts after school. **Root Cause:** There are few activities throughout the year to advertise extracurricular activities or promote school pride. Students across grade levels don't feel a sense of belonging to SWMS which attributes to a lack of connectedness.

Problem Statement 2: There is a lack of parental engagement and involvement in campus activities. **Root Cause:** Parents are hesitant to participate due to various factors (language barrier, previous school experience, time constraints).

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: [Student Growth]

By the end of 2017-2018, 60% of our students will meet or exceed their MAP Growth Goal (Fall to Spring) in Math and Reading.




Performance Objective 1: By the end of 2018 60% (this is our first year so we need to get a baseline) of our students will earn conditional growth index (CGI) of greater than 0 for Math, Reading and Science.

Evaluation Data Source(s) 1: MAP Conditional Growth index (CGI)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning.</p> <p>The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.</p>	1, 2	Instructional Coaches and Administration	An expected result is a consistent implementation of the Gradual Release framework as measured by weekly learning walks from instructional coaches and administrators.			
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p> <p>Funding Sources: 211 - Title I, Part A - \$26,919.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>2) Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction.</p> <p>Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data.</p> <p>The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.</p>	1, 2, 4, 5, 8, 9	Admin team, Teachers, Instructional coaches	<p>Consistency in data analysis and actions driven by that analysis.</p> <p>Re-teaching and small group instruction as a result of data driven instructions.</p> <p>Teachers and administrators making decisions based on data</p>			
<p align="center">Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p>						
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>3) PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time: (1) targeted TEKS-aligned instruction, (2)formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol.(5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.</p>	1, 2, 4, 8	Administration team, instructional coaches, teachers	<p>An expected result of implementing a structured PLC is an increase in teacher capacity in regards to planning.</p> <p>Teams will design state aligned assessments and provide targeted- instruction based on data, which will improve the overall quality of instruction.</p>			
<p align="center">Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p>						

<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>4) Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. We will meet weekly with individual teachers to give feedback. Observations will focus on one or two areas of improvement and admin will give feedback within those two areas. APs, principal, and I-coaches will calibrate observations and feedback in order to achieve consistency.</p>	2	Principal	Administration will improve the quality of feedback given to teachers in order to help them grow.			
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 3: On the 2016-2017 STAAR only 46.3% of our students scored at Approaches, 10.3% scored at Meets and 2.79% scored at Masters. Root Cause 3: SWMS lacked the schoolwide approach to instructional excellence. Teachers were not planning backwards, using a gradual release of responsibility and data driven instruction to plan and teach. Leaders lacked a system of observation and feedback.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: SWMS had new systems implemented in 2016-2017, and many of these systems were not being implemented with fidelity Root Cause 1: In 2016 we hire 30 new teachers; some of these teachers were ACP and many were novice teachers.</p>

Goal 1: [Student Growth]

By the end of 2017-2018, 60% of our students will meet or exceed their MAP Growth Goal (Fall to Spring) in Math and Reading.




Performance Objective 2: By the end of 2018, all ELL students' language acquisition will increase by at least one TELPAS proficiency level.

Evaluation Data Source(s) 2: Campus common assessments, district assessments, practice TELPAS assessments, observational data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning. Additionally, this framework will provide opportunities for participation in structured academic conversations and peer interactions</p> <p>The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.</p>	1, 2	Instructional Coaches and Administration	An expected result of this instructional framework is increased structured student interaction time which will increase listening, speaking, reading, and writing skills and overall language proficiency.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>						

<p align="center">System Safeguard Strategy Critical Success Factors CSF 2</p> <p>2) Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction.</p> <p>Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data.</p> <p>The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.</p>	1, 2, 4, 5, 8, 9	Admin team, Teachers, Instructional coaches	<p>Consistency in data analysis and actions driven by that analysis.</p> <p>Re-teaching and small group instruction as a result of data driven instructions.</p> <p>Teachers and administrators making decisions based on data</p>			
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time: (1) targeted TEKS-aligned instruction, (2)formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol.(5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.</p>	1, 2, 4, 8	Administration team, instructional coaches, teachers	<p>An expected result of implementing a structured PLC is an increase in teacher capacity in regards to planning.</p> <p>Teams will design state aligned assessments and provide targeted- instruction based on data, which will improve the overall quality of instruction.</p>			

<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>4) Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. We will meet weekly with individual teachers to give feedback. Observations will focus on one or two areas of improvement and admin will give feedback within those two areas. APs, principal, and I-coaches will calibrate observations and feedback in order to achieve consistency.</p>	2	Principal	Administration will improve the quality of feedback given to teachers in order to help them grow.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 45% of our total population is identified as ELL and they lack English Language Skills Root Cause 1: Newcomer and Bilingual programs in elementary don't exit early enough</p>
Student Academic Achievement
<p>Problem Statement 1: Our ELL students are performing lower to our other groups . Root Cause 1: lack of consistent ELL strategies across all content areas.</p>
School Processes & Programs
<p>Problem Statement 1: SWMS had new systems implemented in 2016-2017, and many of these systems were not being implemented with fidelity Root Cause 1: In 2016 we hire 30 new teachers; some of these teachers were ACP and many were novice teachers.</p>

Goal 2: [School Connectedness]

By the end of 2017-2018, 60% or more of our students will feel connected to SWMS as measured by the percentage of students participating in extracurricular activities and student perceptions of school safety and belonging reported on the student survey.

Performance Objective 1: Increase participation in extracurricular activities of 6th grade from 10% to 40%, 7th grade from 54% to 69%, and 8th grade from 47% to 62%.

Evaluation Data Source(s) 1: Teacher and coach attendance roster

Summative Evaluation 1:

Goal 2: [School Connectedness]




By the end of 2017-2018, 60% or more of our students will feel connected to SWMS as measured by the percentage of students participating in extracurricular activities and student perceptions of school safety and belonging reported on the student survey.

Performance Objective 2: 75% of our students will demonstrate self management skills and the ability to self regulate emotions and actions to make positive choices.

Evaluation Data Source(s) 2: Decrease of referrals for disruptive actions, insubordination, failure to follow instructions and fighting or verbal altercations.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Teaching social emotional learning using research based curriculum during Hawk Huddle.</p>	1, 2, 4, 9	<p>Edie White- chair of Social emotional support team AP and Principal Cluster leads All teachers</p>	<p>Decrease of referrals for disruptive actions, insubordination, failure to follow instructions and fighting or verbal altercations</p> <p>Increase teacher knowledge of SEL skills and helping students demonstrate their learning.</p> <p>Foster relationships between students and peers and teachers and students</p> <p>Students will report that they feel safe and secure.</p> <p>Students will report self-awareness, self-management, and the ability to make responsible decisions.</p>			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Weekly cluster meetings to look at data and discuss grade-level, school-wide, and/or student concerns and solutions to address needs.</p> <p>Social-emotional support team meets weekly and will intervene when students need tier II or tier III support.</p> <p>Kickboard is an online software that supports PBIS and MTSS by helping educators track, measure and adjust school-wide practices that help students stay engaged and act positively.</p>	1, 2, 4, 6, 8	<p>Edie White- Social Emotional Behavior Health Specialist</p> <p>Cluster Leaders</p> <p>Administrative Team</p>	<p>Data collection allows teachers and teams to make informed decisions to build a safe, orderly, positive learning environment that promotes academic and social success.</p> <p>Students who are in need of tier II/III behavioral supports will be identified in a timely fashion because of the daily real-time data.</p>			
Funding Sources: 211 - Title I, Part A - \$6,500.00						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 3: [Post-Secondary Readiness]

By the end of 2018, 21% of our students will meet the post-secondary readiness standard in Reading and Math as measured by PSAT-R (390) M- (430) or MAP R-(66th-75th percentile) M-(70th-84th) or STAAR (post-secondary readiness level).




Performance Objective 1: By the end of 2018 21% of our students will meet the post-secondary readiness in both Reading and Math.

Evaluation Data Source(s) 1: PSAT, MAP, STAAR (post secondary measure -Meets expectation)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning.</p> <p>The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.</p>	1, 2	Instructional Coaches and Administration	An expected result is a consistent implementation of the Gradual Release framework as measured by weekly learning walks from instructional coaches and administrators.			
<p>Problem Statements: Student Academic Achievement 3</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>2) Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction.</p> <p>Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data.</p> <p>The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.</p>	1, 2, 4, 5, 8, 9	Admin team, Teachers, Instructional coaches	<p>Consistency in data analysis and actions driven by that analysis.</p> <p>Re-teaching and small group instruction as a result of data driven instructions.</p> <p>Teachers and administrators making decisions based on data</p>			
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p>						
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>3) PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time: (1) targeted TEKS-aligned instruction, (2)formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol.(5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.</p>	1, 2, 4, 8	Administration team, instructional coaches, teachers	<p>An expected result of implementing a structured PLC is an increase in teacher capacity in regards to planning.</p> <p>Teams will design state aligned assessments and provide targeted- instruction based on data, which will improve the overall quality of instruction.</p>			
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p>						

<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>4) Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. We will meet weekly with individual teachers to give feedback. Observations will focus on one or two areas of improvement and admin will give feedback within those two areas. APs, principal, and I-coaches will calibrate observations and feedback in order to achieve consistency.</p>	2	Principal	Administration will improve the quality of feedback given to teachers in order to help them grow.			
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Our ELL students are performing lower to our other groups . Root Cause 1: lack of consistent ELL strategies across all content areas.</p>
<p>Problem Statement 2: Our SPED students are performing lower compared to our other groups. Root Cause 2: A lack of understanding instructional best practices for sub-populations</p>
<p>Problem Statement 3: On the 2016-2017 STAAR only 46.3% of our students scored at Approaches, 10.3% scored at Meets and 2.79% scored at Masters. Root Cause 3: SWMS lacked the schoolwide approach to instructional excellence. Teachers were not planning backwards, using a gradual release of responsibility and data driven instruction to plan and teach. Leaders lacked a system of observation and feedback.</p>
School Processes & Programs
<p>Problem Statement 1: SWMS had new systems implemented in 2016-2017, and many of these systems were not being implemented with fidelity Root Cause 1: In 2016 we hire 30 new teachers; some of these teachers were ACP and many were novice teachers.</p>

Goal 4: To remain in compliance with Federal and State Law

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: community surveys, student surveys, STAR Chart survey, attendance

Summative Evaluation 1:


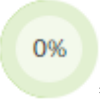

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Conduct annual program evaluation (LEP, SPED, RtI) utilizing student performance data derived from special populations for the purpose of program review and revision.</p>	1, 2, 10	Administration team and instructional coaches	Increased performance of each campus program.			
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the RTI dashboard; interim reports and opportunities to conference will be provided to the parents of students so identified.</p>	8, 9	I coaches and AP socio- emotional team	Specific plans for academic and behavior will be in place to decrease the number of students monitored through the RtI program due to SSI promotion requirements.			
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness(STAAR).</p>	3, 4, 9	Principal AP I coaches	Increase teacher capacity in regards to integrating and utilizing technology.			
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1						

<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>4) Promote parent and community involvement in campus based prevention programs and activities (drug/violence, academic awareness).</p>	1, 6	Principal CIS Teachers I coach	Increase the number of parents and community members involved in campus programs and activities (sign-in sheets to document attendance).			
Problem Statements: Perceptions 2						
<p>5) Provide professional development based on level of expertise and need in the following areas: *socio emotional *content *ELL *technology-VILS *gradual release *data-driven instruction</p>	2, 3, 4, 5	Principal AP Instructional Coaches	Increased teacher capacity and expertise in the specified area(s).			
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) SPECIAL EDUCATION - *Monitor and evaluate LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. (Describe what is being done on your campus to promote or increase inclusion.)</p>	2, 3, 9, 10	AP (over SPED Dept.) Special Education Department Chair Principal	Maintain LRE ratio and teacher capacity that supports inclusive programming for students with disabilities.			
Problem Statements: Student Academic Achievement 2, 2 - School Processes & Programs 1, 1						
<p>7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p>						
<p>8) 8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p>						

<p align="center">System Safeguard Strategy</p> <p>9) STATE COMP ED - Provide supplemental At-Risk services! support in the content areas: * Language Arts * Math * Science * Social Studies * LEP students are in clusters of 150 students for 6 teachers. teachers meet weekly to discuss students at risk and provide supports. counselors are there to support</p>		Principal				
<p>10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Summer School Computer assisted instruction includes: Compass,, Larsens Math, Fast Math, etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p>				<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$8,290.00</p>		
<p align="center">Critical Success Factors CSF 5</p> <p>11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p>	6	Christina Hidalgo Principal	numbers of volunteers will increase			

<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>12) TITLE II, A - Provide professional development that increases knowledge and skills related to: Instructional framework : gradual release PLC: Collaborative team time Data driven instruction Observation and feedback</p>	1, 2, 4	Instructional coaches and Admin team				
<p align="center">Critical Success Factors CSF 7</p> <p>13) Provide support for new teachers with ongoing mentoring</p>	4	i coaches principal AP				
<p align="center">Critical Success Factors CSF 6</p> <p>14) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Creating a culture of support for our teachers so that our teaches stay and recommend our school to other teachers</p>	5	instructional coaches and Admin team	Teacher survey will indicate teachers satisfaction. Teachers will be our best advertisement and attract other teachers			
<p>15) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>16) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction. (The nurse , couselfors and administartors join forces to assits any</p>						

<p>17) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. 						
<p>18) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>19) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually gifted. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. (Complete this activity by describing how you will meet these expectations</p>		counselors				
<p>20) COORDINATED SCHOOL HEALTH (CSH) and CIP: Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 		nurse coordinator				

<p>System Safeguard Strategy</p> <p>21) State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>		Principal I coaches AP Parent resource officer	number of parents involved in activities			
<p>System Safeguard Strategy</p> <p>22) Federal System Safeguard Strategy</p> <p>Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p>	4, 6	Principal Assistant principals I coaches parent resource officer	number of parents involved in activities			
<p>23) Parent meeting with incoming 6th graders visit to the elementary school to meet with students working with 8th grade students to transition to high school. taking 8th grade students to the high school</p>	7	counselors parent resource officer teachers				
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 45% of our total population is identified as ELL and they lack English Language Skills **Root Cause 1:** Newcomer and Bilingual programs in elementary don't exit early enough

Student Academic Achievement

Problem Statement 1: Our ELL students are performing lower to our other groups . **Root Cause 1:** lack of consistent ELL strategies across all content areas.

Problem Statement 2: Our SPED students are performing lower compared to our other groups. **Root Cause 2:** A lack of understanding instructional best practices for sub-populations

Problem Statement 3: On the 2016-2017 STAAR only 46.3% of our students scored at Approaches, 10.3% scored at Meets and 2.79% scored at Masters. **Root Cause 3:** SWMS lacked the schoolwide approach to instructional excellence. Teachers were not planning backwards, using a gradual release of responsibility and data driven instruction to plan and teach. Leaders lacked a system of observation and feedback.

School Processes & Programs

Problem Statement 1: SWMS had new systems implemented in 2016-2017, and many of these systems were not being implemented with fidelity **Root Cause 1:** In 2016 we hire 30 new teachers; some of these teachers were ACP and many were novice teachers.

Perceptions

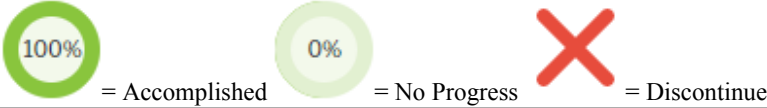
Problem Statement 2: There is a lack of parental engagement and involvement in campus activities. **Root Cause 2:** Parents are hesitant to participate due to various factors (language barrier, previous school experience, time constraints).

Goal 4: To remain in compliance with Federal and State Law

Performance Objective 2: To increase 21st Century Workforce Development

Evaluation Data Source(s) 2: surveys

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 5 1) Career Day during the school year		Counselors	fliers, surveys			
	Problem Statements: Demographics 2					
Critical Success Factors CSF 1 CSF 6 2) Hawk Huddle: students will work through Naviance during community time.		Counselors	This program will use students' strengths and interests to develop an instructional path for post-secondary readiness			
	Problem Statements: Student Academic Achievement 3					
Critical Success Factors CSF 1 CSF 6 3) Field Lessons: students will visit universities, technical schools, and/or other places of business in order to learn more about different career and/or technical opportunities.	2	Teachers, Counselors, Administrators	Provide students with an understanding of post-secondary options and the instructional paths necessary to make those options possibilities.			
	Problem Statements: Demographics 2 Funding Sources: 211 - Title I, Part A - \$20,000.00					
						

Performance Objective 2 Problem Statements:




Demographics
Problem Statement 2: The majority of students lack exposure to real-world, post-secondary options. Root Cause 2: Lack of parent involvement due to time constraints and other family factors prevent students from consistent exposure to outside options.
Student Academic Achievement
Problem Statement 3: On the 2016-2017 STAAR only 46.3% of our students scored at Approaches, 10.3% scored at Meets and 2.79% scored at Masters. Root Cause 3: SWMS lacked the schoolwide approach to instructional excellence. Teachers were not planning backwards, using a gradual release of responsibility and data driven instruction to plan and teach. Leaders lacked a system of observation and feedback.

Goal 4: To remain in compliance with Federal and State Law

Performance Objective 3: To improve attendance throughout the school year

Evaluation Data Source(s) 3: Attendance records

Summative Evaluation 3:

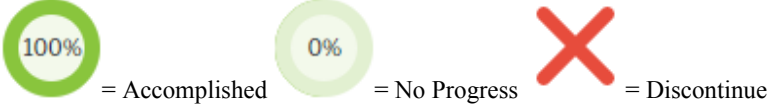
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Using Kickboard to monitor, we will use PBIS incentives to increase attendance.</p>		Clusters, Cluster Leaders, attendance clerk	attendance report			
<p>2) Restorative Justice practices: circles</p>		RJ Task Force, attendance clerk	attendance report, student surveys			
<p>3) Community class competition to help increase student attendance</p>		Community class teachers, Celebrations Task Force, APs	attendance report			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: To remain in compliance with Federal and State Law

Performance Objective 4: To improve the digital learning environment

Evaluation Data Source(s) 4: STAR Chart survey

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PD on digital strategies and tools for personalization of learning for students		instructional coaches, APs	observations, STAR Chart survey			
Critical Success Factors CSF 7						
2) VILS 1:1 Teaching and Learning:						
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning. The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.
1	1	2	Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction. Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data. The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.
1	1	3	PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time: (1) targeted TEKS-aligned instruction, (2) formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol.(5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.
1	1	4	Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. We will meet weekly with individual teachers to give feedback. Observations will focus on one or two areas of improvement and admin will give feedback within those two areas. APs, principal, and I-coaches will calibrate observations and feedback in order to achieve consistency.
1	2	1	Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning. Additionally, this framework will provide opportunities for participation in structured academic conversations and peer interactions The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.

Goal	Objective	Strategy	Description
1	2	2	Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction. Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data. The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.
1	2	3	PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time: (1) targeted TEKS-aligned instruction, (2) formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol.(5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.
1	2	4	Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. We will meet weekly with individual teachers to give feedback. Observations will focus on one or two areas of improvement and admin will give feedback within those two areas. APs, principal, and I-coaches will calibrate observations and feedback in order to achieve consistency.
2	2	1	Teaching social emotional learning using research based curriculum during Hawk Huddle.
2	2	2	Weekly cluster meetings to look at data and discuss grade-level, school-wide, and/or student concerns and solutions to address needs. Social-emotional support team meets weekly and will intervene when students need tier II or tier III support. Kickboard is an online software that supports PBIS and MTSS by helping educators track, measure and adjust school-wide practices that help students stay engaged and act positively.
3	1	1	Instructional Framework: School-wide, we are using the Gradual Release model (focused instruction, guided instruction, collaborative instruction, and independent instruction) as our instructional framework. This best practice allows for the release of responsibility for learning to students over a period of time for all learning. The implementation of this instructional framework will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.
3	1	2	Data-Driven Instruction: School-Wide, teachers will continually and consistently collect student data in order to drive instruction. Instructional leaders and teacher teams will meet to discuss and design assessments (unit, weekly, and 3-week) and plan instruction. Teams will adhere to the school-wide Data-Meeting and Assessment Calendar, and teams will utilize a school-wide protocol to desegregate and discuss student data. The implementation of this practice will require professional learning for our teachers, which will be given during many of our Wednesday early dismissal PD days, books and materials, and technology resources.

Goal	Objective	Strategy	Description
3	1	3	PLC journey: Instructional and professional support will primarily occur through content team's collaborative planning time. Teams will focus on the following items during collaborative planning time: (1) targeted TEKS-aligned instruction, (2) formative and summative assessments analysis and action planning cycle, (3) development of instructional strategies and lessons that meet students needs and support concept development, (4) review student products using a data protocol. (5) reflect and revise. Teams will use data to reflect on lesson outcomes, revise instructional strategies as needed, and designing interventions.
3	1	4	Non evaluative observations and feedback: The admin team will perform weekly, non-evaluative observations focused on teachers' individual needs. We will meet weekly with individual teachers to give feedback. Observations will focus on one or two areas of improvement and admin will give feedback within those two areas. APs, principal, and I-coaches will calibrate observations and feedback in order to achieve consistency.
4	1	2	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the RTI dashboard; interim reports and opportunities to conference will be provided to the parents of students so identified.
4	1	3	TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).
4	1	4	Promote parent and community involvement in campus based prevention programs and activities (drug/violence, academic awareness).
4	1	9	STATE COMP ED - Provide supplemental At-Risk services support in the content areas: * Language Arts * Math * Science * Social Studies * LEP students are in clusters of 150 students for 6 teachers. teachers meet weekly to discuss students at risk and provide supports. counselors are there to support
4	1	21	State System Safeguard Strategy Federal System Safeguard Strategy Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)
4	1	22	Federal System Safeguard Strategy Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Hidalgo	Family resource Officer	Title I	1.0
Edith white	socio emotional support	title I	.10
Kendra Mathis	Math/science	title I	.67
Kezia carvajal	Interventionist	title I	.05
Ms. Contreras	Math	title I	1.0

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$33,580.00
+/- Difference					\$33,580.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$505.00
+/- Difference					\$505.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10	At-Risk	6399	\$8,290.00
Sub-Total					\$8,290.00
Budgeted Fund Source Amount					\$9,090.00
+/- Difference					\$800.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$29,649.00
+/- Difference					\$29,649.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STEMSCOPES	6397	\$6,500.00
1	1	1	Supplies and materials	6399	\$20,419.00
2	2	1	Lions Quest and supplemental materials		\$1,000.00
2	2	2	Kickboard	11-6397	\$6,500.00
4	1	22	supplies and material	61.6399	\$199.82
4	1	22	misc. operating expenses	61.6499	\$796.17
4	2	3	Field Lessons	116494	\$20,000.00
Sub-Total					\$55,414.99
Budgeted Fund Source Amount					\$317,800.00
+/- Difference					\$262,385.01
Grand Total					\$63,704.99