

Spring Branch Independent School District

Northbrook Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Inspiring minds. Shaping lives.

In SBISD our promise to our entire community is to **inspire minds** and **shape lives by:**

improving academic performance of all students,
graduating all high school students, and
preparing all students with the qualifications and skills necessary to enter college or post-secondary training and exit successfully.

Vision

The Knight Way

We are a team that learns and grows. We commit to be better every day by building habits for personal and professional success that empower us to set high expectations and own our personal learning journeys.

Commitments:

Community: We build secure relationships across the entire Northbrook community.

Support: We support each other to set and attain purposeful goals.

Feedback: We take responsibility to engage in relationships that promote honest conversations to foster growth.

Growth: Acknowledging where we are now and where we're going, we release our fear of failure and boldly own our personal learning journeys.

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics at NMS is 91% Hispanic. Approximately 93% economically disadvantaged

Demographics Strengths

cohort growth in academic achievement from year to year as students move from 6th-8th grade

Student Achievement

Student Achievement Summary

Overall student achievement at NMS:

All Students

Exam	2015 Passing rate	2016 Passing rate	2017 Approaches	2015 College Ready	2016 College Ready	2017 Meets	2015 College Ready	2016 Adv. Perf. Rate	2017 Masters
6 Read	39%	39%	45%	10%	14%	13%	1%	7%	3%
7 Read	40%	46%	50%	9%	14%	19%	1%	6%	5%
8 Read	59%	72%	71%	12%	16%	19%	6%	7%	3%
7 Writing	29%	39%	45%	8%	17%	16%	2%	5%	2%
6 Math	43%	46%	56%	13%	16%	17%	1%	1%	4%
7 Math	25%	53%	50%	3%	21%	23%	0%	4%	7%
8 Math	68%	67%	66%	31%	23%	15%	6%	2%	1%
Alg 1	95%	98%	100%	63%	72%	60%	41%	40%	26%
8 Math/Alg I	73%	77%	77%	38%	39%	29%	14%	14%	9%
Science	48%	52%	52%	19%	30%	22%	7%	13%	4%
Social Studies	38%	48%	40%	8%	14%	11%	1%	4%	4%
Average	51%	58%	59%	19%	25%	22%	7%	9%	6%

LEP Subgroup

Exam	2015 Passing rate	2016 Passing rate	2017 Approaches	2015 College Ready	2016 College Ready	2017 Meets	2015 College Ready	2016 Adv. Perf. Rate	2017 Masters
6 Read	8%	22%	26%	1%	3%	4%	0%	1%	1%
7 Read	10%	20%	18%	1%	3%	0%	0%	0%	0%
8 Read	20%	44%	44%	0%	4%	3%	0%	2%	0%
7 Writing	1%	17%	14%	0%	3%	2%	0%	1%	0%
6 Math	21%	36%	47%	1%	5%	10%	0%	0%	3%
7 Math	20%	29%	31%	3%	8%	2%	0%	4%	0%
8 Math	48%	63%	55%	14%	21%	11%	1%	4%	0%
Alg 1	100%	100%	100%	0%	40%	33%	0%	20%	0%
8 Math/Alg I	48%	66%	57%	14%	23%	12%	1%	5%	0%
Science	21%	26%	22%	1%	16%	4%	0%	5%	0%
Social Studies	6%	17%	18%	0%	0%	3%	0%	2%	0%
Average	28%	40%	39%	3%	11%	8%	0%	4%	0%

Student Achievement Strengths

Reading and Math have an average increase of 3% and 2% respectively when they are compared with the previous year. The highest increase is for Math 6 with 10%, Reading 6 with 6% and Writing 7 with 6%.

According to TEA - 2017 Distinction Designation Summary in closing performance gaps, Northbrook Ms changed its position from 31 to 24.

According to TEA - 2017 Accountability Summary, Northbrook Met Standards in all indexes. The school has shown an increase in the indexes as follows: index 1 from 58 to 61, index 3 from 31 to 34 and index 4 from 29 to 31

School Culture and Climate

School Culture and Climate Summary

Implementation of Restorative Justice practices, redesign of ISS to Reset Room, and Grade Level teams contributed to improved culture and climate.

School Culture and Climate Strengths

School Culture and Climate

	Rate of increase/decrease	16-17	15-16	14-15
ISS	74% decrease	132	503	499
OSS	66% decrease (88% decrease over 2 years)	44	128	379
DAEP	94% increase (42% decrease over 2 years)	272	140	467
Total out of class placements	42% decrease (67% decrease over 2 years)	448	771	1345

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All Students

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Average	28%	40%	39%	3%	11%	8%	0%	4%	0%

Professional Learning Communities met weekly with a content leader to collaborate around TEKS analysis, instructional decisions, and data analysis.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities met weekly with a content leader to collaborate around TEKS analysis, instructional decisions, and data analysis. The focus of the meetings for 2016-2017 was to target strong first teaching of content. Through the weekly PLC meetings, informal, and formal feedback, NMS STAAR data indicates growth in all content areas.

Family and Community Involvement

Family and Community Involvement Summary

NMS has an on-site social worker and CIS case manager to meet student and family needs. Mentor programs are managed by the social worker to support students in need of additional support through individual and group sessions. We also partner with ReVision for intensive mentoring for a small subset of students.

Parent volunteers partner with the campus social worker to participate in opportunities to serve on the campus.

2017-2018 Community Events: 6th-8th Grade Orientation, Knights' Night, TELPAS Information Night, ESL Information Night, Pre-Season Athletic Meetings, Performing Arts/Art events (2 per year for all arts).

Family and Community Involvement Strengths

NMS has an on-site social worker and CIS worker to meet student and family needs. Mentor programs are managed by the social worker to support students in need of additional support through individual and group sessions.

Revision Group/Mentors - This group was created in 2012 through an innovative partnership between St. Luke's United Methodist Church, St. Martin's Episcopal Church and the Harris County Juvenile Probation Department. The organization's mission is to "leverage the power of community by connecting kids on the edge with mentors, positive peers and life changing resources.

Parent volunteers partner with the campus social worker to participate in opportunities to serve on the campus.

Technology

Technology Summary

We have 5 chromebook carts and all our returning teachers have completed tech refresh and are awaiting 8 chromebooks for their class. When it is time for MAP testing and anytime all teachers need to use devices, we have issues because we don't have enough chromebooks.

This year, we are part of the Verizon Innovative Learning Schools Initiative and will be going 1-1 for all students and teachers with iPads. There will likely be needs for us to build out a support in the school for the devices (for example, we may need to set up charging stations).

Technology Strengths

NMS faculty uses technology daily in all subjects and they have been trained in implementation in the classroom. We are going one-to-one with iPads through VILS.

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
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Student Growth: By 2020, 75% of students will meet or exceed their MAP Growth Goal (Fall to Spring) in Math, Reading, and Science.

Performance Objective 1: By the 2018 EOY MAP assessment, 60% of students will earn Conditional Growth Index (CGI) of greater than 0 for Math and for Reading




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

2016-2017 Baseline data: 50% of students earned CGI of greater than 0 in Reading and 49% of students earned CGI of greater than 0 in Math

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</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, tools and apparatus for flexible learning opportunities, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day including field trips with the instruction connection.</p>	1, 2, 4, 7, 8, 9	ILT, Adm, and Teachers.				
<p>Funding Sources: 211 - Title I, Part A - \$37,029.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 1:1: Learning Environment Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	1, 2, 4, 5, 6, 7, 8, 9	ILT, Adm, and Teachers.				
Funding Sources: 211 - Title I, Part A - \$13,810.00						
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) technology time for teacher practice, modeling, new tools, and debrief of technology lessons, (7) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	1, 2, 4, 5, 8, 9, 10	ITL, Adm, and Teachers.				
Funding Sources: 211 - Title I, Part A - \$1,200.00						

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	1, 2, 4, 5, 7, 8, 9, 10	ILT, Adm, and teachers				
<p>Funding Sources: 211 - Title I, Part A - \$41,610.00</p>						
<p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Reading intervention: Students will be scheduled into tiered reading intervention classes as a part of their course load. Courses will be taught by expert reading teachers who will provide targeted instruction focused on fluency and comprehension strategies in order to support students reading on grade level in core classes. Reading intervention courses will require professional learning for teachers, supplies and materials, books, and technology resources. Reading intervention courses may illuminate need for additional intervention or extension outside the normal school day.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9	Leadership team, Adm, and Reading Intervention Teachers				
<p>Funding Sources: 211 - Title I, Part A - \$3,900.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 1: Student Growth: By 2020, 75% of students will meet or exceed their MAP Growth Goal (Fall to Spring) in Math, Reading, and Science.




Performance Objective 2: By the 2018 EOY MAP assessment, 45% of ELL students will earn Conditional Growth Index (CGI) of greater than 0.5 in order to narrow the achievement gap.

Evaluation Data Source(s) 2: MAP Conditional Growth Index (CGI)
 2016-2017 Baseline data: 34% of ELL students earned CGI of greater than 0.5 in Reading and 40% of ELL students earned CGI of greater than 0 in Math

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	1, 2, 4, 7, 8, 9	ILT, Adm, and Teachers.				
<p>Funding Sources: 211 - Title I, Part A - \$8,340.00</p>						

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	<p>ILT, Adm, and Teachers.</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) technology time for teacher practice, modeling, new tools, and debrief of technology lessons, (7) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 4, 5, 8, 9</p>	<p>ILT, Adm, and teachers</p>	<p>Funding Sources: 211 - Title I, Part A - \$500.00</p>			

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7	1, 2, 4, 5, 7, 8, 9, 10	I,LT, Adm, and teachers				
<p>4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>Funding Sources: 211 - Title I, Part A - \$20,754.00</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: School Connectedness: By 2020, 75% of students will demonstrate favorable school connectedness as measured by Panorama survey.

(We have no baseline data, so using the Tripod average of 50% for middle school)




Performance Objective 1: By 2018, 60% of students will demonstrate favorable school connectedness as measured by Panorama survey.

(We have no baseline data, so using the Tripod average of 50% for middle school)

Evaluation Data Source(s) 1: Panorama

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 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) RtI & Student Intervention: Teacher leaders and administrators will serve as RtI coordinators for Literacy, Math, and Behavior. RtI Coordinators will work with teacher teams and student support team to identify students in need, develop and implement intervention plans, and monitor progress. This process will include the following: (1) Identify students in need of intervention, (2) gather data using insight surveys, student progress, student achievement, and student input, (3) determine the intervention, (4) work on the intervention, (5) monitor progress and stakeholders meet to check in, (6) Next steps: intervention is sufficient and continues, intervention is sufficient and no longer needed, intervention is not sufficient & need to repeat RtI cycle. The RtI process will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of the RtI process may illuminate need for additional intervention or extension outside the normal school day.</p>	1, 2, 3, 4, 7, 8, 9, 10	Principal, Leadership Team, RtI/RJ Coordinators, Student Support Team				
<p>Funding Sources: 211 - Title I, Part A - \$21,404.00</p>						

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7	1, 2, 3, 4, 7, 8, 9, 10	Principal, Leadership Team, RtI/RJ Coordinators, Student Support Team				
2) Restorative Justice: The research-based Restorative Justice framework on our campus will be led by teacher leaders on each grade level. RJ/RtI coordinators will support teammates to build positive classroom culture, engage in restorative practices and conversations with students, and effectively execute tier 1 strategies. Additionally, Rj/RtI coordinators will directly support students, and work with the leadership team to contribute the development of a positive and productive student culture. The development of this framework will support the RtI process, allowing us to meet the needs of students by providing quality Tier I, Tier II, and Tier III supports. The implementation of RJ framework will require professional learning and supplies and materials.						
3) Attendance as a Screener for Student Support Services: Student support team includes counselors, nurse, CIS, social worker, APs, and principal. Student support team will monitor student attendance on a weekly basis and identify students in danger of becoming chronically absent. Team will utilize research-based strategies to intervene with identified students and families.		Student Support Team	Reduced number of students chronically absent (>10%) and increased engagement due to increased attendance.			
4) Engage Families and Community Members in Student Learning Experiences: Families are included in our strategic plan to go 1-1 with iPads through the Verizon Innovative Learning Schools Initiative. We will host family information sessions prior to students receiving iPads. Parent Involvement: We will host information sessions for parents focused on how to best support our students in their academic success. These will include information nights regarding TELPAS and ESL programming, as well as sessions on how best to support students in preparing for STAAR. Our social worker will also host English language sessions for our parents. We will send home flyers publicizing these events specifically and will also feature these in the monthly calendar sent home to parents, weekly Monday focus. This meeting will include buying supplies and snacks.						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: Post-Secondary Readiness, Achievement: By 2020, 25% of students will meet the post-secondary readiness score in Reading on either PSAT (390) or MAP (66th-75th percentile) or STAAR (post-secondary readiness level) and 50% of students will meet the post-secondary readiness score in Math on either PSAT (430) or MAP (70th-84th percentile) or STAAR (post-secondary readiness level)

Performance Objective 1: [Post-Secondary Readiness]

By 2018, 15% of students will meet the post-secondary readiness score in Reading on either PSAT (390) or MAP (66th-75th percentile) or STAAR (post-secondary readiness level) AND Math on either PSAT (430) or MAP (70th-84th percentile) or STAAR (post-secondary readiness level)

Evaluation Data Source(s) 1: MAP or PSAT or STAAR
2016-2017 Baseline Data: 10%

Summative Evaluation 1:

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<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	1, 2, 4, 7, 8, 9	ILT, Adm, and Teachers				
<p>Funding Sources: 211 - Title I, Part A - \$5,660.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	<p>ILT, Adm, and Teachers</p>				
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) technology time for teacher practice, modeling, new tools, and debrief of technology lessons, (7) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 4, 5, 8, 9, 10</p>	<p>ITL, Adm, and Teachers.</p>				<p>Funding Sources: 211 - Title I, Part A - \$1,500.00</p>

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>	<p>1, 2, 4, 5, 7, 8, 9, 10</p>	<p>ILT, Adm, and Teachers</p>				
<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Reading intervention: Students will be scheduled into tiered reading intervention classes as a part of their course load. Courses will be taught by expert reading teachers who will provide targeted instruction focused on fluency and comprehension strategies in order to support students reading on grade level in core classes. Reading intervention courses will require professional learning for teachers, supplies and materials, books, and technology resources. Reading intervention courses may illuminate need for additional intervention or extension outside the normal school day.</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	<p>Leadership team, Adm, Teachers</p>				

Funding Sources: 211 - Title I, Part A - \$20,754.00



= Accomplished



= No Progress






= Discontinue

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:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 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 material. Computer assisted instruction includes: ESL Reading Smart, TTM, Newsela, 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.)						
Funding Sources: 199 PIC 11 - Instructional Services - \$4,630.00						
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 accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.)						
<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>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, tools and apparatus for flexible learning opportunities, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day including field trips with the instruction connection.</p>
1	1	2	<p>1:1: Learning Environment Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>
1	1	3	<p>PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) technology time for teacher practice, modeling, new tools, and debrief of technology lessons, (7) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>

Goal	Objective	Strategy	Description
1	1	4	<p>Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>
3	1	1	<p>Personalized Learning: Teachers will be engaging in pushing instruction towards a personalized learning format aligning with the district vision of anywhere, anytime learning (access), individualized instruction (rigor), holistic , actionable data (4D), student voice and agency. Teachers will allow students voice and choice in timing and modality of learning by blending classes and utilizing technology to allow students many options in how they learn best. Teachers and students will regularly analyze data related to how they are progressing and next learning steps. Personalized Learning will require professional learning for teachers, supplies and materials, books, and digital and technology resources. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>
3	1	2	<p>1:1: Teachers and students will utilize a 1:1 learning model wherein all students and teachers will receive a device (iPad) and monthly data plan that will allow them to engage in anytime anywhere learning. A 1:1 environment will allow students and teachers to collaborate more efficiently and effectively both in class and outside of traditional class time. The 1:1 learning environment will require professional learning for teachers, supplies and materials, books, digital/technology resources, technology equipment. Implementation of personalized learning may illuminate need for additional intervention or extension outside the normal school day.</p>
3	1	3	<p>PLC Journey: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning, (6) technology time for teacher practice, modeling, new tools, and debrief of technology lessons, (7) student agency to promote self advocacy, tracking and owning their progress, embracing setbacks and successes Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>

Goal	Objective	Strategy	Description
3	1	4	<p>Personalized Professional Learning: Faculty will commit to be better every day by continuously engaging in professional development and professional learning that align to teacher and student needs and goals. Professional learning will be personalized and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touchpoints), weekly early dismissal on Wednesdays, and through external opportunities (Professional Development - registration, seminars, school visits, etc) based on team and individual learning goals. In addition teachers will earn professional development badges based around their professional learning aligned to design thinking, community engagement, giving and receiving feedback, leadership, meeting student needs (ELLs, SPED, advanced learners, GT etc.), responsive teaching, technology enhanced learning outcomes, and best teaching practices (content and classroom management). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology equipment and software for teachers and/or students. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Veronica Majmudar	Art Teacher
Administrator	Sarah Guerrero	Principal
Business Representative	tbd tbd	tbd
Classroom Teacher	Brooke Monteith	MCL
Non-classroom Professional	Kira White	AP
Classroom Teacher	Elizabeth Snelling	Choir Teacher
Classroom Teacher	Laura Grabarschick	Humanities, GLC
Non-classroom Professional	Patricia Schappell	Counselor
Community Representative	Cortnee Pliskin	YES Prep
District-level Professional	Jennifer Parker	Community Superintendent
Community Representative	Tisha Wilson	ReVision
Parent	San Juanita	Parent
Parent	Angel Grajales	Parent
Parent	Lucia Reyes	Parent
Parent	Marlene Esparza	Parent

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	At-Risk	6399	\$4,630.00
Sub-Total					\$4,630.00
Budgeted Fund Source Amount					\$29,935.00
+/- Difference					\$25,305.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$350.00
+/- Difference					\$350.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$350.00
+/- Difference					\$350.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,520.00
+/- Difference					\$2,520.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,057.00
+/- Difference					\$15,057.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$17,490.00
1	1	1	Other Reading Materials	6329	\$6,700.00
1	1	1	Transportation	6494	\$2,000.00
1	1	1	Software	6397	\$5,319.00
1	1	1	Magazines	6325	\$2,670.00
1	1	1	Travel and Subsistence	6412	\$900.00
1	1	1	Technology equipments	6398	\$1,950.00
1	1	2	Software	6397	\$11,510.00
1	1	2	Technology	6398	\$2,000.00
1	1	2	Contracted services for print	6299	\$300.00
1	1	3	Employee Travel	6411	\$1,200.00
1	1	4	Extra Duty Professional	6116	\$7,200.00
1	1	4	Professional Salary	6119	\$21,400.00
1	1	4	Extra Duty Paraprofessional	6125	\$4,800.00
1	1	4	Medicare	6141	\$484.00
1	1	4	Employer Contribution	6142	\$2,400.00
1	1	4	Workers Comp	6143	\$214.00
1	1	4	Teacher Reitirement	6146	\$3,290.00
1	1	4	Substitutes	6112	\$1,000.00
1	1	4	Medicare	6141	\$14.00
1	1	4	Workers Comp	6143	\$8.00
1	1	4	Region IV	6239	\$800.00

1	1	5	Employee travels	6411	\$1,800.00
1	1	5	Other reading materials	6329	\$2,100.00
1	2	1	Software	6397	\$2,000.00
1	2	1	Supplies and Materials	6399	\$5,000.00
1	2	1	Other Reading Materials	6329	\$1,000.00
1	2	1	Transportation	6494	\$340.00
1	2	3	Employee Travel	6411	\$500.00
1	2	4	Extra Duty Professional	6116	\$3,600.00
1	2	4	Professional Salary	6119	\$10,700.00
1	2	4	Extra Duty Paraprofessional	6125	\$2,400.00
1	2	4	Medicare	6141	\$242.00
1	2	4	Employeer Contribution	6142	\$1,200.00
1	2	4	Workers Comp	6143	\$107.00
1	2	4	Teacher Retirement	6146	\$1,645.00
1	2	4	Substitutes	6112	\$500.00
1	2	4	Medicare	6141	\$7.00
1	2	4	Workers Comp	6143	\$3.00
1	2	4	Region IV	6239	\$350.00
2	1	1	Extra Duty Professional	6116	\$3,600.00
2	1	1	Professional Salary	6119	\$10,700.00
2	1	1	Extra Duty Paraprofessional	6125	\$2,400.00
2	1	1	Medicare	6141	\$242.00
2	1	1	Employer Contribution	6142	\$1,200.00
2	1	1	Workers Comp	6143	\$107.00
2	1	1	Teacher Retirement	6146	\$1,645.00
2	1	1	Substitutes	6112	\$500.00
2	1	1	Medicare	6141	\$7.00
2	1	1	Workers Comp	6143	\$3.00

2	1	1	Supplies and Materials	6399	\$1,000.00
2	1	4	Misc operation expense	6499	\$638.00
3	1	1	Supply/Material	6399	\$5,000.00
3	1	1	Transportation	6494	\$660.00
3	1	3	Employee Transportation	6411	\$1,500.00
3	1	4	Extra Duty Professional	6116	\$3,600.00
3	1	4	Professional Salary	6119	\$10,700.00
3	1	4	Extra Duty Paraprofessional	6125	\$2,400.00
3	1	4	Medicare	6141	\$242.00
3	1	4	Employer Contribution	6142	\$1,200.00
3	1	4	Workers Comp	6143	\$107.00
3	1	4	Teacher Retirement	6146	\$1,645.00
3	1	4	Substitutes	6112	\$500.00
3	1	4	Medicare	6141	\$7.00
3	1	4	Workers Comp	6143	\$3.00
3	1	4	Region IV	6239	\$350.00
Sub-Total					\$177,099.00
Budgeted Fund Source Amount					\$163,800.00
+/- Difference					\$-13,299.00
Grand Total					\$181,729.00