



HILL COUNTRY

MIDDLE SCHOOL

Campus Improvement Plan 2019-2020

Acknowledgements

The 2019-2020 Hill County Middle School Campus improvement Plan (CIP) was approved by the Campus Leadership Team. Priorities were first identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit in January 2019. District leadership developed the District Improvement Plan Administrative to fulfill the priorities. Principals were responsible for using a similar site-based process to frame their respective Campus Improvement Plans. All staff work on activities throughout the year to achieve the priorities, goals and strategies of the plan.

Wherever noted,



indicates goals and priorities identified by Eanes ISD;



indicates CIP goals required by the State of Texas.

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INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)

for Oral and Written Communication, Special Education

Oral & Written Communication

1.a.	Develop clear expectations for Disciplinary Literacy				
1.b.	Incorporate oral and written communication into all subjects.				
1.c.	Increase opportunities for inter-disciplinary education				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1.a.	Use identified process standards in core content courses which align to communication skills (reading, writing, speaking and listening) to create aligned rubrics for student products and performances	Ongoing	Teachers, Educational Partners	PLC Days, PLC Meetings, New ELA TEKS	Formative: Curriculum, instruction, and assessment standards for embedding disciplinary literacy strategies are used in creating lessons and applied to instruction. Summative: Classroom routines and strategies will incorporate disciplinary literacy components, and student work will reveal these standards.
1.a.	Design authentic disciplinary literacy tasks in core content areas based on clear expectations measured by common rubrics	2019-21	Principal, Assistant Principal, Educational Partner, Teachers	PLC Days, PLC Meetings, New ELA TEKS	Formative: PLC notes and instruction will reveal integration of these standards. Summative: TGAP evidence and student work will reveal these standards are integrated.
1.b.	Use identified process standards in core content courses which align to communication skills (reading, writing, speaking and listening) to create aligned rubrics for student products and performances	Ongoing	Teachers, Educational Partners	PLC Days, PLC Meetings, New ELA TEKS	Formative: PLC planning days scope and sequence work as well as rubric creation to reflect appropriate grade level communication skills. Summative: TGAP walk through evidence and student work will serve as evidence of implementation.
1.c.	Support and monitor implementation of expanded communication opportunities in each discipline	Ongoing	Principal, Assistant Principal, Educational Partner	PLC Days, PLC Meetings, TGAP Instruments, New ELA TEKS	Formative: TGAP Walk through evidence and evidence submitted by staff will demonstrate integration. Summative: Student work samples will reveal these opportunities.
1.c.	Create and implement interdisciplinary units of instruction	2019-21	Principal, Assistant Principal, Educational Partner, Teachers	Training, Team Time, NEW ELA TEKS	Formative: 6th and 7th grade teams will create plans for interdisciplinary instruction. Summative: Student work and walk through data will reveal interdisciplinary instruction.



INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)

for Oral and Written Communication, Special Education/ §504

Special Education/ §504

- 2.a. Enhance and refine support systems for instructional delivery models PPCD-ATS
- 2.b. Provide curriculum resources, research based instructional strategies and assessment tools to special education teachers to enable fidelity of implementation in the areas of Math, and English Language Arts, Transition for students needing specially designed instruction in collaboration with CIA Department (District Goal)
- 2.c. Review, analyze and implement findings and recommendation from the Special Education Program Review and Inclusive Culture Committee
- 2.d. Support implementation of evidence based practices that support access to curriculum, services and social emotional learning for all students.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
2.b.	Provide ongoing support for teacher and instructional assistants to enhance the instructional delivery model on campus	2019-22	Principal, Assistant Principal, Educational Partner, Teachers	Middle School Special Ed Coordinator, Special Ed Teachers	Formative: Monthly TA training minutes on strategies will reveal topics taught. Summative: Data collection sheets will reveal improved delivery.
2.b.	Create a UDL leadership team focused on campus implementation and modeling of strategies	2019-20	Principal	Time and Professional Learning	Formative: Professional Learning documentation to reveal UDL. Summative: Team minutes will reflect campus work, and some walk-through data from select staff classrooms. .
2.c.	Highlight and model effective practices in the areas of SEL, Restorative Practices, UDL and Inclusion	2019-21	Principal, Assistant Principal, Educational Partner	Professional Learning, UDL Team. Special Ed Staff, Admin Team	Formative: Professional Learning to be lead by HCMS staff to model effective practices. Summative: Classroom walk-through data and TGAP evidence will reflect best practices.
2.c.	Provide job-embedded professional learning opportunities for all staff on Universal Design for Learning, Restorative Practices	2019-22	Principal, Assistant Principal, Educational Partner	Professional Learning, Educational Partners	Formative: Professional Learning Logs and PLC minutes will reflect UDL and Restorative practices. Summative: TGAP Evidence and Walk through data will reflect implementation of UDL and Restorative practices.
2.c.	Provide training and support for staff on §504 services and dyslexia identification and support	2019-22	Principal, Assistant Principal	Campus Dyslexia Specialist, Campus 504 administrator, Counselors	Formative: Training and meeting logs will reflect appropriate training. Summative: Student data and implementation evidence will reveal student support.

INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Social-Emotional Learning

Pre-K-12 Social-Emotional Learning

3.a.	Reduce cultural stress; value emotional health and social emotional development				
3.b.	Develop and implement a GVC/GVE for SEL at all levels around the 5 Social Emotional Learning Competencies: Social Awareness, Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision Making				
3.c.	Create opportunities for students to practice SEL competencies in the community.				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3.a.	Implement restorative practices K-12 that encourage healthy relationships, self-management, self-awareness and responsible decision making	Ongoing	Principal	Time, Professional Learning	Formative: Training logs will exist. Summative: TGAP end of year reflection will reveal integration.
3.b.	Provide opportunities for 6-12 grade students to be engaged in a GVE that supports social awareness and the development of a broader perspective.	Ongoing	Principal, Counselor, Educational Partner	Second Step, PLC time, Counselors	Formative: In 6th and 7th grade Teams will focus on SEL skills they see their students have direct need for through out the year. Counselors will conduct monthly guidance lessons that correlate with the SEL 9 week focus. Second Step will be implemented at all grade levels. Summative: TGAP walk through and end of year summaves will provide evidence.
3.b.	Provide direct instruction of SEL competencies based on student need and embedded instruction for all students.	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Second Step, PLC time, Counselors	Formative: PLCs will plan thier SEL lessons during PLC time, and lessons will be implemented. Summative: TGAP walk through evidence willl refelect SEL integration.
3.b.	Monitor implementation of the SEL Competencies through the EISD Appraisal and Growth System.	2019-20	Principal, Assistant Principal	TGAP, Administrators	Formative/Summative: TGAP evidence will reflect implementation of SEL competencies.
3.c.	Implement One Book One Community campus-wide with a focus on the SEL themes.	2019-20	Principal, Assistant Principal, Educational Partner	Books, time	Formative: Walk-through data and the unit plans created by The One Book Committee. Summative: Survey and community service project promoting kindness toward critically ill children and their families.
3.c.	Implement HCMS Day of Caring	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Bussing, Locations to volunteer, time, parent volunteers	Formative: Plans and reservations at various nonprofits in the community will be made. Summatvie: Student surveys will garner feedback and videos will be created.

OPERATIONAL GOAL #2: Community Building

2.a.	Ensure consistency, clarity and inclusivity.
2.b.	Design information videos for unique audiences. (District Goal)
	i. Alumni ii. Residents without students
2.c.	Increase opportunities for authentic engagement of our parents, community members and business partners.
2.d.	Enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community

2.e. Implement One Book One Community

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3.a.	Develop strategies to enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Phone log, Time	Formative: Teachers will be trained on positive communication. All teachers will make 9 positive student phone calls per 9 weeks. Summative: Phone call logs will exist.
	Collaborate with parent and community groups to communicate campus initiatives and opportunities for stakeholder engagement	Ongoing	Principal, Assistant Principal	Parent Volunteers, NonProfit organizations, Transportation, money, Community volunteers	Formative: Plans for both Fit Fest and Day of Caring will be made. Summative: A student, staff and parent survey will be administered.
2.e.	Read House Arrest as a community to promote a love of reading, the importance of literacy and to teach and reinforce SEL competencies.	2019-20	Principal, Librarian, One Book Committee, Teachers	Books, time	Formative: Communication and training of staff logs will reveal training. Parent information about the project will be sent. Book activities will occur. Summative: Student and staff survey.

**DIP GOAL #2: System Measures****Academic Performance All Content Areas Tested (STAAR Results)****2.a. All students and each student group will show progress in each tested reporting category.****2.b. All students and each student group will achieve “approaches” grade level performance.**

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
2.a.1	Identify student groups who may/did not demonstrate progress.	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Student screening data, STAAR data, SST Process	Formative: Screening and STAAR data informs SST and Tier II Intervention Specialists and Tier III staff. Summative: 100% of students tested show progress in each reporting category.
2.b.1	Identify all students and student groups that did not meet the "approaches" grade level performance	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Tiers I and II II Interventions, Progress Monitoring	Formative: STAAR data analysis and identification of students. Summative: All students tested achieve approaching grade level performance and demonstrate progress.
2.b.2	Monitor and support the implementation of differentiated instruction for students in all special programs (Dyslexia, SPED, GT, ESL, At Risk).	2019 - 2020	Exec. Director of Special Services, CIA, Principals, SST Committees, Educational Partners	Professional Learning, TGAP Data, Learning Walks	Formative: Observation/walkthrough data, student products and performances, formative and summative assessment data.
					Summative: STAAR percentage increase or maintain passing status for all groups/tests and mastery percentage increases.

**DIP GOAL #3: System Measures Student Special Populations****English as a Second Language (ESL)****3.a. Eanes ISD staff will be certified and able to meet the language acquisition and affective needs of English learners enrolled in our district.****3.b. All LEP students will demonstrate progress on their EL Progress Measure Plans based on STAAR and TELPAS performance.**

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.a.1	Provide all faculty professional learning in the development of second language acquisition to increase the number of ESL certified teachers.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers, LPAC	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13 Staff, ELPS, LPAC	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: ESL certified teachers increase, sheltered instruction trained teachers increase and students demonstrate progress in TELPAS and STAAR (ELL Progress Measure Plan)
3.b.1	Coordinate planning between regular education and EL teachers to develop language acquisition strategies for identified LEP students.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers,	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13, PLDs and ELPS, LPAC	Formative: Students demonstrate English acquisition progress in listening, speaking, reading and writing as measured by the Proficiency Level Descriptors.
			LPAC		Summative Students meet or exceed their plan to meet LEP Exit Criteria via the state assessment system.



Gifted and Talented (TAG)

3.c. Eanes ISD staff will be prepared and/or GT certified to meet the academic and affective needs of identified Gifted and Talented students.

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.c.1	Provide all faculty professional learning in the characteristics of GT students and designing instruction to effectively engage them as learners.	2019 - 2020	CIA, GT specialists. Principals	Summer and online professional learning	Formative: Identify teachers for GT certification and/or update
					Summative: GT student performance in all courses

Special Education

3.d. The SPED Group will increase the approaches grade level rate on STAAR in each subject area as compared to the results from the previous year.

3.e. Develop policies, procedures, and/or updated operating guidelines meeting the expectations set forth in the TEA Special Education Strategic Plan

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.d.1	Provide ongoing training and evaluate special education teachers on writing present levels of performance measurable and observable goals and objectives.	2019 - 2020	Special Education Administration, Special Education Instructional Partner	ESC training resources, Professional learning	Formative: Teacher work samples, ARD feedback from coordinators, results of intervention with teachers
					Summative: TGAP data, progress monitoring of ARD paperwork
3.d.2	Implement curriculum resources, research- based instructional strategies and assessment tools in math and ELA, Transition	2019 - 2020	Special Education Administration, Special Education Instructional Partner, CIA Department, UT Meadows Center Consultant, Special Education Teacher	TEKS, Curriculum resources, UT Meadows Contacts, Professional Learning Academies, embedded professional learning	Formative: Identification of research-based curriculum resources, instructional strategies and assessment tools; provide professional learning for implementation
					Summative: STAAR results, TGAP data on implementation;
					Progress monitoring BOY, MOY, EOY results
3.d.3	Provide professional learning on best instructional practices around Universal Design for Learning	2019 - 2020	Special Education Administration, CIA Department, Principals, Instructional Partners, General Education and Special Education Teachers	Summer professional learning, Contracted Consultant from CAST – Kristen Rodriguez	Formative: Attendance logs, exit interviews
					Summative: STAAR results, TGAP data on implementation, progress monitoring
3.e.1	Perform internal review of SPED Department policies, procedures and practices as reflected in SSP/CAP	2019 - 2020	Special Education Administration, CIA Department	TEA SSP/CAP, TEA resource documents, ESC resource documents, OSEP guidance documents	Formative: Internal review documentation
					Summative: Updated policies, practices or procedures

DIP GOAL #4: System Measures: Attendance & At-Risk



Attendance Rate

4.a. Increase the district's student attendance rate for all students and each student group*.

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
4.a.1	Monitor student attendance.	2019 - 2020	Principals, Public Education Information Management Systems (PEIMS) coordinator, counselors, Principals	Skyward reports, Campus PEIMS Coordinator, Attendance Clerk, Attendance Report	Formative: Monitor attendance reports every three weeks.
					Summative: District attendance rate increases.
4.a.2	Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and school district funding.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports, Attendance Software, Attendance Clerks, Director of Communications	Formative: Report cards, conferences, letters and phone call records notifying parents of attendance.
					Summative: At-risk student attendance rate increases.
4.a.3	Conduct attendance conferences as	2019	Principals, assistant principals,	Skyward Reports	Formative: Monitor reports every three weeks.

At-Risk

4.b. The At-Risk Group will increase the STAAR passing rate in each subject area as compared to the results from the previous year.

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
4.b.1	Use the at-risk criteria to identify all at-risk students and define needs by categories and individual data.	2019- 2020	Directors of Special Programs, Principals, Counselors, SST Committees, Tier II Specialists, Classroom Teachers	At-Risk Criteria, Student Educational Records, Skyward, Eduphoria	Formative: At risk designation is reviewed annually to add and remove students for the school year and updated as new information arises.
					Summative: Accurate and accessible at-risk data to inform teachers and administration.
4.b.2	Provide professional learning for teachers to implement strategies for the success of at-risk learners.	2019- 2020	Special Programs and Curriculum Directors, Principals, Counselors, SST Committees, Tier II Specialists, IPs, Classroom Teachers	Individual Student Data, Professional Learning, At Risk Strategies	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: At risk students demonstrate success via report cards and other indicators defined by individual student needs.
4.b.3	Provide accelerated instruction for all students not meeting standard on the STAAR assessments.	2019- 2020	Curriculum and Special Program Directors, SST Committees, Tier II Specialists, Classroom Teachers, Designated Providers of Acc. Int.	STAAR Data, Summer Programs,	Formative: Students requiring accelerated are informed of targets and receive instruction beyond the core curriculum to ensure future success.
				After School Programs, Embedded Programs	Summative: All pass the STAAR reading, writing, math and EOC assessments.