

**Waco Independent School District**  
**Indian Spring Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

## MISSION

At Indian Spring Middle School, we believe that all students can learn. We teach the whole student, recognizing diverse learning styles and abilities. By setting goals, students achieve academic excellence, assume personal responsibility, and commit to being a life-long learner. By working closely with parents and members of our school community, we expect all students to become stewards of an ever-changing global society.

## Vision

Excellence Above All!

### Campus Core Beliefs

1. All students have knowledge, can contribute to our community, and can learn.
2. Teachers will apply clearly defined content area goals and objectives aligned to state standards that embody a rigorous and relevant education.
3. Students are active participants and critical thinkers in the learning process.
4. Student progress is measured by an in-depth study of quantitative and qualitative data that reflects the performance of teachers and students in achieving successful student learning.
5. Successful learning is best achieved through engagement and collaborative partnerships with parents, families, and community partners.
6. We embrace methods and strategies based upon current educational research effective practices that affect student understanding of how the global climate of competition impacts an educated workforce.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Due to the COVID 19 pandemic, TEA waived the academic accountability ratings for the 2019-2020 academic school year. The campus will receive a “Not Rated: Declared State of Disaster” for the 2019-2020 school year. Therefore, we will continue to use 2018 and 2019 State of Texas Assessments of Academic Readiness (STAAR) data and analyze trends in test history to evaluate student achievement.

According to the Texas Education Agency, the 2019 accountability rating overall summary for Indian Spring Middle School increased in Domain 1: Student Achievement and Domain 2: School Progress, while decreasing in Closing the Gaps. ISMS was the only middle school in the district to earn the distinction Comparative Academic Growth. To improve Domain 3: Closing the Gaps, we will focus on eight of the twenty-seven targets to improve this domain.

As a campus, we will provide continuous training on effective Tier 1 instruction, which will move students from Approaching to Meets and Meets to Masters. Dean of Instruction, Instructional Coaches, master teachers, and retired teacher tutors and teacher leaders will address the instructional needs through continuous modeling, coaching, and monitoring. Progress monitoring will occur every three weeks to ensure student growth and teacher success.

### Student Achievement Strengths

Indian Spring Middle School has strong systems and structures in place that permit teachers the ability to plan, collaborate and teach. For example, PLC meetings are incorporated into the daily schedule to ensure vertical planning, team building opportunities, and modeled instructional strategies to enhance lesson delivery. Domain 2: School Progress has been our strongest domain. ISMS earned the distinction Comparative Academic Growth. Teachers and students track academic success using student trackers that ensure student growth.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Based on race/ethnicity students are not meeting the targeted goal performance standard in the tested content areas of reading, math, writing, science and social studies. **Root Cause:** Teachers need additional professional development in explicit instruction and scaffolding skills for the readiness standards in the tested content areas.

# School Culture and Climate

## School Culture and Climate Summary

The Indian Spring Middle School culture reflects a collaborative environment where students, teachers, and campus administration are respected. As a campus, the focus is on collaboration and communication regarding the campus as a whole. Our goal is to create a positive and safe learning environment by promoting a safe and secure location for students' educational needs. During the 2021-2022 school year, ISMS will continue to utilize online resources to prevent and reduce bullying incidents. Due to the COVID-19 pandemic, we did not have volunteers on campus to lead some of the programs. We continued with the incorporation of CHAMPS, AUSL, Restorative Discipline, PBIS, Mentors, MTSS, RESET, CIS, VOICE, and the PASS Model to assist our students.

## School Culture and Climate Strengths

ISMS has several noted strengths. Campus administrators address student and faculty issues in a timely manner. Core teachers are provided daily departmental planning meetings to improve instruction. Weekly faculty meetings are utilized to provide professional development and increase teacher effectiveness. The Community in Schools team is involved in more school and community events. The campus has increased interventions to address and improve student behavior. Most students have a staff member that they are comfortable and safe to discuss problems. The campus has high participation and success in extracurricular activities. Parents are a welcomed part of the Student Assistance Team meetings. Campus to Community wrap-around services are provided through the campus family liaison. Student Council provides the student a voice to address campus concerns from the student level. The campus provides several opportunities for parent involvement through the family engagement committee, extracurricular activities, and campus improvement committees.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Behavior needs still arise across the building within classrooms with the same students. **Root Cause:** A stronger support system (PBIS, behavior intervention plans, anti-bullying initiatives, MTSS, SEL) for teachers and students is needed.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Indian Spring Middle School has made every effort to recruit, develop and retain highly qualified teachers and staff who can work in a turnaround environment. Purposeful ongoing professional development has been implemented to increase the overall quality of instruction, develop highly effective teachers and improve student achievement. At Indian Spring Middle School, various supports and incentives are provided. They are as follows:

- Ongoing professional development is provided by the Curriculum Team to impact long term success for teachers and academic student achievement.
- Support is provided from experienced colleagues (retired teachers as tutors)
- Teachers receive continuous support through ongoing coaching and modeling effective strategies and best practices from the Curriculum Team and teacher leaders.
- New teachers are paired with an experienced mentor teacher through the Waco ISD SUCCEED Teacher Mentoring Program. The Waco ISD SUCCEED Teacher Mentoring Program utilizes face-to-face meetings, online assignments, online discussion boards, feedback from observations, as well as support from district level instructional coaches and content specialists.
- Waco ISD recruits at various college job fairs and host job fairs throughout the school year to recruit qualified teachers.
- Waco ISD has competitive salaries and competitive stipends offered for hard-to-fill areas (Special Education, Secondary Math, Secondary Science, etc). Current employees are invited to participate in a referral bonus program that rewards current employees a one-time stipend for referring qualified teachers and other professionals to the district.

## Staff Quality, Recruitment, and Retention Strengths

- Retention rate for teachers has been maintained consistently for a period of two years at 90%.
- Ongoing professional development and coaching is provided based on campus, academic or individual needs.
- Blended learning and technology training is provided to enhance skills and support teaching in the 21st Century.
- Teachers new to the profession and second year teachers participate in the Succeed New Teacher Mentoring Program. Support and training is provided to ensure teacher success and student achievement.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Due to teacher experience, the implementation of strong Tier 1 instruction inconsistent. **Root Cause:** Teachers have an average experience of 1-5 years and have difficulties working with students from low socioeconomic backgrounds and from diverse populations.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Indian Spring Middle School has made tremendous strides over the past seven years and continues to make parent and community engagement a campus priority. Although COVID has certainly impacted the way in which we are able to interact with families and community members, the importance of family engagement remains central and has led to different methods of engaging families. Continuous communication and thriving collaboration amongst teachers, families, and our community have proven to be vital components in our positive culture and climate on campus.

## Parent and Community Engagement Strengths

- Wrap around services have been provided by Transformation Waco, Communities in Schools, BEAR Project, and partnerships with Baylor.
  - Communities In Schools partners with The Advocacy Center, Unbound, Baylor Buddies, and Baylor's Medical Service Organization.
  - When needed, we are able to refer students & families to Starry Counseling, Klaras, & the Advocacy Center.
- Weekly Family Engagement Community meetings provided by the Family Support Specialist.
- A family newsletter goes out every week, as well as frequent website and Facebook updates.
- Strong partnership with Baylor Interdisciplinary Board which heavily supports the afterschool program.
- Family Support Specialist has provided wrap around services for multiple families with various needs.
- Communities in School provides support to students with social and emotional learning, tutoring, attendance reinforcement, social support and referrals, etc.
- VOICE, Inc. (a prevention-related non-profit) provides resources and information on good decision making.
- An increase in bilingual staff has increased communication between classroom teachers and Spanish-speaking families.
- Through using Remind we've increased staff and parent connectedness including the ability to translate messages within the app.
- Special events to highlight community strength and a variety of meeting opportunities.
- Our campus has increased the number of home visits to remove communication barriers.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Indian Spring Middle School needs to engage every family and develop a strategic campus-wide plan to increase community/volunteer support. **Root Cause:** COVID has profoundly impacted our ability to engage with our families and community. Having adequate staff and time available to follow up with families and develop

community/volunteer support is the biggest challenge on the school side. The biggest barriers for families are work schedules, transportation difficulties, transience, and communication challenges.

# School Context and Organization

## School Context and Organization Summary

### School Context and Organization

Increased instructional time in math classes will increase student achievement due to extra time for remediation and intervention. The purpose of double-blocking math classes is to establish a more fluid system for intervention while providing opportunities and discovery learning. Double blocking math classes for students will make them stronger in math skills and retention. Although most students' needs are being addressed, some are not due to a lack of communication with teacher/student instruction. Another reason students may not receive quality instruction is due to not logging in to classes consistently on a daily basis. We as adults on campus are willing to talk with students about a crisis but they are referred to the counselors, CIS, BEAR Project, or Assistant Principals if the case is serious. The teachers and administrators provide frequent reminders for students to follow directions such as: get to class, complete your assignments, take your hoodies off and you need an ID. Having assigned duties in the hallway has been an easy outlet to build a relationship with a student. Even though we have to address the appearance or behavior of the student in the hallway, they understand our reasoning behind the behavior addressed. The data that is utilized on the ISMS campus is relative to improving student achievement. Obtaining achievement data on remote students has been a challenge due to students not logging in from home. Announcements should be minimized during the school day. Some of the activities offered at ISMS are Choir, Theatre, Athletics (Soccer, Basketball, Track, Volleyball, Football, UIL, Y Ladies Summit, and Men's Summit. At ISMS, we have added Pep Squad to an activity to show school spirit at games. Due to COVID, we have not been able to implement the activity.

## School Context and Organization Strengths

There is a clear focus on student performance. Students are offered many opportunities for assistance during and outside the school day.

- Monthly safety drills prepare students and staff practice for remaining safe in the case of emergencies.

- After School Program provides a variety of enrichment opportunities for students to engage in cross-curricular activities in a hands-on way.

- Elective activities such as band, choir, art, UIL, athletics, and theater provide students opportunities to engage in activities that indirectly support their academics.

- English is extended which provides students with remediation and intervention opportunities.

Increased collaboration through PLCs at the campus level.

The campus has implemented mentoring programs for at-risk students.

Secondary Title 1 pull out/push in

Common planning times for grade level departments (Please note, all teachers do not have a common planning time (this is a must in my opinion. 6th-grade math is one group that does not have a common planning time and it has been very difficult.) Ok. We will put this as one of the problem statements

Surveys are distributed to the community, teachers, and students about safety

Effective Communication through school Messenger and Google Calendar

Weekly planning sessions with teachers-Thank you!

Regularly held district training meetings for math teachers

Developed innovative methods to contact parents through technology applications.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** How will the campus respond to student academic needs without after-school tutoring? **Root Cause:** Due to Covid, after-school tutoring has not been reinforced.

**Problem Statement 2:** How will the campus respond to the student's academic needs if remote students are not logging in daily? **Root Cause:** Some students are remote learners and participation may not be monitored.

**Problem Statement 3:** What process will the campus use to address the student's absences (Remote)? **Root Cause:** Students are remote and are not logging into the system

**Problem Statement 4:** What extra supports will the campus provide for students who fell behind in their academics? **Root Cause:** School engagement and the overall learning experience were negatively affected by Covid-19.

**Problem Statement 5:** How can parental support and involvement be increased to strengthen student engagement? **Root Cause:** Parents avoid calls from teachers and administrators.

# Technology

## Technology Summary

Technology implementation has become an integral part of instruction at Indian Spring M.S. All students utilize their laptops in all classes for instruction. Because of the need for more effective instruction with the use of technology staff development will continue to be offered. Due to developed district wide technology standards we will see a transition to chromebooks for all students. Starting with 6th graders at the beginning of the year with the goal to all students by the end of the year. Teachers will use devices to facilitate technology integration within student learning and provide real-time feedback. The integration of IXL, Edmentum, Eduphoria, Canvas, Nearpod, and other online programs will facilitate the use of even stronger data based instruction. ISMS will continue to ensure blended learning is incorporated into the day to day instruction.

## Technology Strengths

Indian Spring Middle School has many technological strengths. Classrooms are equipped with mounted ceiling projectors and a built-in speaker system. Teachers have access laptops, ipads, and document cameras. All students have 1 to 1 devices. The district is moving to provide all campuses with a standardized suite of technology. This includes modern laptops for teachers, wireless connections to projectors, and laptop docs. The district will begin to roll this out next year. The 2020-2021 School year saw necessary increased integration of computer based and online tools. Teachers are provided with blended learning professional development throughout the school year.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Effective use of the extensive amount of technological resources is our biggest challenge. Classroom instruction often does not use technology as a tool for enrichment or increased effectiveness, but as a crutch or a replacement for other instruction. **Root Cause:** Lack of training and oversight are large contributors, but the environment created by the Covid Pandemic is the largest obstacle for effective use of technology in the classroom.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

# Goals

**Goal 1:** Waco ISD will increase the capacity of all stakeholders to support identified student needs.

**Performance Objective 1:** Provide appropriate community and social-emotional oriented services for students.

**Evaluation Data Sources:** Develop program that centers around parental and community involvement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Parent and Community Outreach Specialist to develop outreach programs. <b>Strategy's Expected Result/Impact:</b> Development of School Ambassador program for parents as well as other volunteer programs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals. <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide emotional support services through promoting school resources such as social worker, communities in schools, and school counselors. <b>Strategy's Expected Result/Impact:</b> Increase in student access to school resources <b>Staff Responsible for Monitoring:</b> CIS Principals Counselors <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educate parents about preparing at home for STAAR, upcoming Open House, and STAAR testing dates in March, April and May. <b>Strategy's Expected Result/Impact:</b> Increase parent participation in Open House and increase student attendance rates in March, April and May. Also increase in student academic achievement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will institute Saturday Schools throughout the year to close the achievement gaps across the subpopulations in each grade level. <b>Strategy's Expected Result/Impact:</b> STAAR Assessments Progress Reports Report Cards Sign In Sheets Data Analysis  <b>Staff Responsible for Monitoring:</b> Teachers Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

**Goal 1:** Waco ISD will increase the capacity of all stakeholders to support identified student needs.

**Performance Objective 2:** The Indian Spring Campus will work to develop a community engaged service learning program for learners

**Evaluation Data Sources:** Partnership survey information will be gathered and date reviewed for continued program effectiveness.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Indian Spring Campus will engage community volunteers to increase service learning opportunities for students. The campus will employ a service coordinator to set up the program. <b>Strategy's Expected Result/Impact:</b> Increase engagement through the service learning circles. Positive feedback from parents, students, and community partners on the survey instrument. <b>Staff Responsible for Monitoring:</b> Assistant Principal Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide a translator for parents who need to communicate questions regarding parent presentation <b>Strategy's Expected Result/Impact:</b> Increase attendance and engagement of Spanish speaking parents <b>Staff Responsible for Monitoring:</b> Assistant Principal Counselors	Formative			Summative
	Nov	Jan	Mar	June

**Goal 1:** Waco ISD will increase the capacity of all stakeholders to support identified student needs.

**Performance Objective 3:** Indian Spring Middle School will provide parent and community meetings during the 2020-2021 SY to share information and gather stakeholder input to better serve the needs of the ISMS learners.

**Evaluation Data Sources:** A participation roster will be generated per meeting.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase community and parental involvement through cultural inspired Dia de los Muertos activities that allow students to identify cultural patterns of self-awareness. <b>Strategy's Expected Result/Impact:</b> Parent and community participation log. <b>Staff Responsible for Monitoring:</b> Fine Arts Department Coordinator Inbound Counselor College Prep Inbound Specialist Inbound Instructional Specialist 8th grade Assistant Principal Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase community and parental involvement through a celebration for Black History Month <b>Strategy's Expected Result/Impact:</b> Parent and community participation log. <b>Staff Responsible for Monitoring:</b> Fine Arts Department Coordinator Inbound Counselor College Prep Inbound Specialist Inbound Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will increase our parent involvement by holding Breakfast with the Principal on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Sign In Sheets Agendas Minutes <b>Staff Responsible for Monitoring:</b> Principal Staff <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - Title 1 - 211.61.6499.00.050.30.247 - \$500	Formative			Summative
	Nov	Jan	Mar	June

**Goal 1:** Waco ISD will increase the capacity of all stakeholders to support identified student needs.

**Performance Objective 4:** Indian Spring Middle School will provide computer online access points to parents for the purpose of registering students, monitoring student performance, and keeping up to date with WISD information such as meeting dates, academic schedules, and events.

**Evaluation Data Sources:** A sign in and use form will be kept near the computer terminals to monitor usage and parent participation.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Increase parent and community involvement and awareness by providing an online parent area for those who may not have access otherwise. Five computer terminals will be set up. <b>Strategy's Expected Result/Impact:</b> Parent and community participation log will be used. <b>Staff Responsible for Monitoring:</b> Campus parent and community involvement coordinator.		Formative			Summative
		Nov	Jan	Mar	June

**Goal 2:** Waco ISD will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 1:** Faculty and Staff will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with State academic standards. Measured by continuous increase in district assessment scores.

**Evaluation Data Sources:** Continuous use of student data to improve instruction throughout academic areas. Increase in district assessment scores at the end of each six-week period.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize a data room in our PLC room to create a data board to monitor academic achievement for all students. The campus leadership will be trained in closing achievement gap at Harvard University. <b>Strategy's Expected Result/Impact:</b> Curriculum that is aligned throughout grade level. Collaboration among teachers throughout grade levels to ensure alignment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Funding Sources:</b> Conference - Title 1 - 255.13.6299.00.050.24.000 - \$27,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure curriculum alignment. We will attend the Middle School Conference learn strategies on how to improve curriculum alignment. We will implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards. <b>Strategy's Expected Result/Impact:</b> Curriculum that is aligned throughout grade level. Collaboration among teachers throughout grade levels to ensure alignment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June

**Goal 2:** Waco ISD will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 2:** Create research based instructional program

**Evaluation Data Sources:** All teachers and support staff will be trained in data disaggregation for their respective areas weekly by way of the professional learning community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and planning for core subject teachers in curriculum and instruction, scope and sequence, district pacing guide to improve the quality of instruction: data disaggregation for student level, class level, content area, and teacher/student strengths and weakness identification. <b>Strategy's Expected Result/Impact:</b> Beginning in 08/2018 data teams will be created along with allotted time for research. Overall improvement of curriculum design is required and sign in sheets for faculty/staff is required. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instill campus wide culture of data driven decision making. <b>Strategy's Expected Result/Impact:</b> Increase use of data as a decision tool and time allotted for data research. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will purchase Social Studies curriculum in the area of Texas History and US History. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement by 5-10% <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will provide additional classroom management training called the Well-Managed Classroom (Boys Town) . <b>Strategy's Expected Result/Impact:</b> Decrease in the student referrals by 20%. Increase time on task. Improve campus culture and morale. <b>Staff Responsible for Monitoring:</b> Teachers, Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

**Goal 3:** ISMS will increase student achievement for all student populations.

**Performance Objective 1:** Identify value added growth with each individual with a targeted focus on student groups (Using 2019-2020 Baseline for Eco-dis; African-American, Hispanic). Emphasis is in subject areas and all students to gain an overall increase in the following percentages for the 2019-2020 school year:

Increase percentage of 6th-8th grade students scoring at "Meets Grade Level" or above on STAAR Reading. Increase the overall students at meets from 31% in 2019 to 44% in 2020. Increase African American students at meets expectations or above from 30% in 2019 to 32% in 2020. Increase Hispanic students at meets expectations or above from 30% in 2019 to 37% in 2020. Increase white students at meets expectations or above from 46% in 2019 to 60% in 2020.

Increase economically disadvantaged students at meets expectations or above from 29% in 2019 to 33% in 2020. Increase English Language learner students at meets expectations or above from 24% in 2019 to 29% in 2020.

Increase percentage of 6th-8th grade students scoring at "Meets Grade Level" or above on STAAR Mathematics. Increase the overall students at meets from 30% in 2019 to 46% in 2020. Increase African American students at meets expectations or above from 27% in 2019 to 31% in 2020. Increase Hispanic students at meets expectations or above from 31% in 2019 to 40% in 2020. Increase white students at meets expectations or above from 38% in 2019 to 59% in 2020.

Increase economically disadvantaged students at meets expectations or above from 30% in 2019 to 36% in 2020. Increase English Language learner students at meets expectations or above from 31% in 2019 to 40% in 2020.

**Evaluation Data Sources:** TAPR Report; End of Year Attendance Report; Collaborative meeting summaries, data sheets, "SLR-Type" analysis for each sub-population, RTI data, and SE targeted documentation; district checkpoint data summary sheets, individual teacher breakdown of district scores, individual and group teacher meeting summaries from instructional specialists and leadership teams.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Use the Texas Resource System and district pacing guide to develop and implement strong student centered, real world, research based classroom instruction in all content areas with teachers as facilitators of student learning. <b>Strategy's Expected Result/Impact:</b> Lesson plans, observations, walkthroughs, data from common assessments, STAAR results measured by student success. <b>Staff Responsible for Monitoring:</b> Instructional Specialists		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify and provide intervention to at-risk students during, after the school day for tutoring, and Saturday Schools through personnel, technology, testing strategies, and/or other academic intervention specific and materials and supplies needed for intervention. <b>Strategy's Expected Result/Impact:</b> Data from common assessments, lesson plans from tutorials, RTI documentation, tutorial attendance <b>Staff Responsible for Monitoring:</b> Campus Administration, Dean, and Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Tutoring - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Differentiate instruction to ensure all TEKS/STAAR objectives are taught by creating individualized learning plans for all students. <b>Strategy's Expected Result/Impact:</b> Student IEPs, Lesson Plans, Power Walk Data, STAAR Results <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize SAT/RTI process to analyze needs of at-risk students and determine appropriate interventions. <b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in sheets, SAT/RTI forms, SAT minutes <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We will purchase classroom libraries for all students to be used in their classrooms to assist with informational texts across all genres. <b>Strategy's Expected Result/Impact:</b> The number of circulation of books checked out on a monthly basis. Accelerated Reader Program Achieve 3000 Lexile Scores <b>Staff Responsible for Monitoring:</b> Teachers Dean of Instruction <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> Library - Title 1 - 161.11.6399.00.050.30.000 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The campus leadership will attend TABSE, TASSP Law and Summer Conference, and Harvard Summer Leadership Symposium to improve student achievement, curriculum alignment, instructional practices, and closing the achievement gaps. <b>Strategy's Expected Result/Impact:</b> Conference Agenda Summer sessions <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialist <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> TASSP - Title 1 - 21113..6411.80.o50.24.552 - \$3,500, TASSP - Title 1 - 211.13.6299.00.050.30.000 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> We are purchasing campus wide dictionaries for all students to establish schoolwide book clubs to increase Reading proficiency. <b>Strategy's Expected Result/Impact:</b> 10% Increase in all subpopulations. DDI Closing Achievement Gaps in the area of Reading. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> We are purchasing calculators for all students to be used for all at-risk students. <b>Strategy's Expected Result/Impact:</b> DDI PLC Accomodations <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus Administration Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 4:** Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

**Performance Objective 1:** Retain 75% of faculty for 2018-2019 SY through mentoring, support and coaching.

**Evaluation Data Sources:** Staff retention rates will increase by 10%. Staff resignation/transfer data; Staff attendance rate, substitute budget.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the Waco ISD Mentor program for the purpose of assigning a mentor teacher to each 1st year teacher employed at Indian Spring Middle School. <b>Strategy's Expected Result/Impact:</b> Each new teacher to Indian Spring Middle School will be assigned a mentor before school starts and will meet at least monthly throughout the year. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assign a buddy teacher to experienced teachers new to Waco ISD and to Indian Spring Middle School. <b>Strategy's Expected Result/Impact:</b> Buddy and new teacher to Indian Spring Middle School (not new to the profession, experienced teacher) will meet at least monthly throughout the year. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recruit appropriately certified staff (professional and paraprofessional) by way of attending the Waco ISD yearly job fair and/or the utilization of Waco ISD's TEAMS Employment system when a vacancy occurs on the campus. <b>Strategy's Expected Result/Impact:</b> Successful employment of experienced appropriately certified staff members when vacancies occur. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists Department points of Contact (Department heads)	Formative			Summative
	Nov	Jan	Mar	June

**Goal 4:** Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

**Performance Objective 2:** Teachers will be provided with time and opportunities for training that meets the specific needs of the staff, students, and campus to improve instruction and skill sets for their respective positions.

**Evaluation Data Sources:** Staff sign-in sheets; improved instruction observed/monitored via campus data-walks; improved student achievement on teacher made, district level benchmark assessments; improved student achievement on STAAR state assessment

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Purchase teacher reading materials specifically focusing on reaching "struggling students" to be utilized as individual teacher books studies, small group (teachers with similar deficiencies) book studies; principal coaching; instructional specialist coaching for identified staff who need assistance to help them improve with reaching struggling students. <b>Strategy's Expected Result/Impact:</b> Increased student performance on TEK objectives as measured by common assessments, benchmarks, portfolios and STAAR state assessment. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists Departmental/Grade Level Teacher- Leaders <b>Comprehensive Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Contract services to provide teacher/leader, administrator and/or instructional coach support to assist the campus in implementing research-based practices for curriculum development and classroom instruction, including bilingual education and special education programs, if appropriate, and financial management.  Specific but not limited to areas of focus included: research-based technical assistance, including data analysis, academic deficiency identification, intervention implementation, and budget analysis, to strengthen and improve the instructional programs at the campus; Edit Remove <b>Strategy's Expected Result/Impact:</b> Increased teacher performance to address the academic and social needs of the diverse students served at ISMS to include: students performing below their academic grade level, students receiving SPED services, students identified as LEP students, other at-risk students. <b>Staff Responsible for Monitoring:</b> Principal Assistant principals Instructional Specialists Departmental Teacher Leaders		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase computers for the campus to be able to implement new technology, update computer programs, computer carts, scanners, copiers, and computer applications for blended learning. <b>Strategy's Expected Result/Impact:</b> Increase teacher quality in the area of technology, blended learning, and flipped classroom to improve the quality of instruction. <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> Student Laptops - Title 1 - 211.11.6397.00.050.11.000 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June

**Goal 4:** Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

**Performance Objective 3:** 100% of ISMS Teachers will participate in PD/workshop in order to identify common classroom behavioral issues and create proper coping strategies. Reduce number of office and ISS referrals from 16 per day (average) to 14. In addition, teachers will learn new classroom management strategies.

**Evaluation Data Sources:** Improved classroom management observed/monitored via campus data-walks; Reduction in student referrals:

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be paid to participate in an interactive workshop that addresses common behavioral issues and be given practical, hands-on strategies to enhance classroom management. Both prevention and intervention strategies will be presented. <b>Strategy's Expected Result/Impact:</b> Overall reduction of student referrals; Increase in positive classroom interaction between students and teachers; and increase in benchmark scores. <b>Staff Responsible for Monitoring:</b> Campus Administration and Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in content specific trainings and workshops to gain 21 century technology and interactive differentiated lesson strategies to reach at risk students and gifted learners. <b>Strategy's Expected Result/Impact:</b> Increase in student active engagement: more creative and interactive lesson plans; increase in benchmark scores <b>Staff Responsible for Monitoring:</b> Instructional specialists	Formative			Summative
	Nov	Jan	Mar	June

**Goal 4:** Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

**Performance Objective 4:** 100% of teachers will be provided PD opportunity designed to increase accountability, learning innovations, and campus improvement strategies.

**Evaluation Data Sources:** Improved student outcomes monitored through walkthroughs and student assessment scores.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Select teachers will attend ASCD Annual Conference. The conference will help inspire accountability, innovation, and possibility for school improvement through partnerships and research-based best practices <b>Strategy's Expected Result/Impact:</b> Improvement in student outcomes in assessment data. <b>Staff Responsible for Monitoring:</b> Campus Leadership and Administration	Formative			Summative
	Nov	Jan	Mar	June

**Goal 5:** Maintain a safe and disciplined environment conducive to student learning by using a Positive Behavior Intervention and Support (PBIS) System. The use of two-way radios between administrators, counselors, and support staff help maintain effective communication with the ISMS campus.

**Performance Objective 1:** ISMS will implement effective student management strategies to improve student behavior and decrease the number of reported daily student discipline incidents from 16 to 13 per day (-15%).

**Evaluation Data Sources:** Daily and End of year discipline data reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train staff to utilize CHAMPS in order to create, implement and maintain a positive, safe, and disciplined environment throughout the 2018-2019 school year. <b>Strategy's Expected Result/Impact:</b> Decreased student incident referrals, student SAT referrals for proactive interventions to be implemented to help the student be successful at ISMS.  Student referrals to the Waco ISD Saturday Diversion. <b>Staff Responsible for Monitoring:</b> Administration, CHAMPS Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All staff members to be familiar with the Emergency Operations Plan procedures and be able to implement the campus plan when necessary. Drills will be conducted to practice the plan. <b>Strategy's Expected Result/Impact:</b> Documented Emergency Plan lessons/trainings conducted throughout the school year, Completed drills for the academic school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide interventions for new teachers and teachers in need of assistance with classroom management. <b>Strategy's Expected Result/Impact:</b> Individual Action Plan with timelines and classroom observations to obtain a reduction in office discipline referrals <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide a mentor to support targeted students to help with conflict resolution and bullying prevention/intervention that often result in discipline referrals. <b>Strategy's Expected Result/Impact:</b> Student referrals to mentor Documented schedule of working with students Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 6:** Improve campus culture by Using Effective Instructional Communication

**Performance Objective 1:** To create an environment and structure(s) that encourages and promotes all adults to function interdependently at Indian Spring Middle School for the betterment of student performance. Measure will be increase in student assessment meetings, discipline meetings, and parental meetings.

**Evaluation Data Sources:** Teacher Retention data, formal and informal teacher feedback, workplace survey, teacher attendance records.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers in the methodology of CHAMPS, reviewing a behavioral matrix that staff will follow creating a sense of unity. Strategies from CHAMPS will also be utilized that are interrelated to many PBIS components (i.e. schoolwide procedures/expectations, individual classroom procedures/expectations, etc.). <b>Strategy's Expected Result/Impact:</b> Campus climate survey CHAMPS Committee Bi-monthly meetings Discipline reports <b>Staff Responsible for Monitoring:</b> Assistant Principals, CHAMPS committee members, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in Grade Level and Departmental meetings scheduled with campus administration to resolve instructional and/or environmental areas of concern for the campus. <b>Strategy's Expected Result/Impact:</b> Meeting Sign-In Sheets, campus-surveys noting improvement in the area of concern(s) noted from meetings. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will participate in various celebration activities and team competitions, such as Chili Cook Off, semester birthday celebrations, Fun Friday activities, Staff gatherings, Shared celebrations. <b>Strategy's Expected Result/Impact:</b> Documented completion of celebration activities. <b>Staff Responsible for Monitoring:</b> Administration Team; Bulldog Social Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will meet formally and informally to monitor and adjust teacher created lesson plans and share successes/concerns as grade level and/or subject-specific teams. <b>Strategy's Expected Result/Impact:</b> Meeting Sign-In Sheets, Classroom observations <b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principals, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We are purchasing instructional materials for teachers and staff to be used for our students. <b>Strategy's Expected Result/Impact:</b> Increased learning and improve student engagement. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> We will purchase emerging technology for our students to communicate effectively with all parents and to communicate with our families. Parent Square, eCampus, and SmartPass, etc. <b>Strategy's Expected Result/Impact:</b> Phone Logs Application Usage <b>Staff Responsible for Monitoring:</b> Principal Teachers <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

## Goal 7: Increase Teacher Quality

**Performance Objective 1:** Identify and hire teachers and staff who can work in turnaround environment.

**Evaluation Data Sources:** Using local competencies; increase training and professional development to increase overall quality.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Compile district's employee performance data on existing staff and review prior to interviewing  Ensure all existing staff receive and understand expectations as a turnaround campus  Expand existing interview team to include teacher representation.  Include applicant teaching demonstration as part of interview process <b>Strategy's Expected Result/Impact:</b> Teaching staff of at minimum of 50% of existing staff. Full staff. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing PD regarding subject pedagogy.  Implement reward incentives, increased chances of promotions, and more flexible work conditions. <b>Strategy's Expected Result/Impact:</b> Increase in PD opportunities  Increase in retention of teachers. District retention averages 74% per campus, ISMS is at 75% <b>Staff Responsible for Monitoring:</b> Principal <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue applicant teaching demonstration as part of interview process <b>Strategy's Expected Result/Impact:</b> Applicants will provide a "lesson" of their choosing during interview to demonstrate content knowledge, technology experience. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand existing interview team to include teacher representation. <b>Strategy's Expected Result/Impact:</b> Teachers will be included on interview team to ensure candidate is good fit. Hiring decision will be measure. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June

## Goal 8: Increase Leadership Effectiveness

**Performance Objective 1:** Grant operational flexibility to allow principal time to assemble comprehensive and well trained staff of teachers and support staff.

**Evaluation Data Sources:** All teachers and staff will receive professional development and must commit to school turnaround goals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Demonstrate operational flexibility by offering zero hour classes, after school programs, and teacher led training and other opportunities not limited to those listed above. <b>Strategy's Expected Result/Impact:</b> Overall improvement of campus culture, operations, and programs <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide clear communication regarding campus changes <b>Strategy's Expected Result/Impact:</b> Overall improvement of campus communications <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Emphasize data utilization through creative PD. <b>Strategy's Expected Result/Impact:</b> Research-based decisions will help improve student assessments, placement, and monitoring. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June

**Goal 9:** Improve student attendance.

**Performance Objective 1:** Increase attendance rate for all students from 95% to 96% and above.

**Evaluation Data Sources:** End of year attendance for all students from 95% to 96% and above.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create awareness in our community specifically targeting ISMS parents/students on the importance of daily school attendance and how it affects a students academic success and or failure and the correlation between attendance and dropout prevention. <b>Strategy's Expected Result/Impact:</b> Campus web-page, Minutes from Parent Informational meetings, School Messenger call reports noting attendance policies and weekly rates. <b>Staff Responsible for Monitoring:</b> Principal <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Follow the WISD attendance procedures to increase student attendance. <b>Strategy's Expected Result/Impact:</b> Attendance files <b>Staff Responsible for Monitoring:</b> PEIMS (Attendance Clerk), ISMS Attendance Team, Principal <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize district PCL to make home visits to students who have 3 or more unexcused absences. <b>Strategy's Expected Result/Impact:</b> PCL home visit logs <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PEIMS Clerk (Attendance Clerk), PCL (s) assigned to ISMS. <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide training for bullying prevention and intervention. <b>Strategy's Expected Result/Impact:</b> Anti-Bullying program is created and Zero Tolerance for bullying is implemented. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 10:** Increase the percentage of Limited English Proficient students achieving passing rates on the statewide standardized testing program.

**Performance Objective 1:** 60% of all ELL students will pass all state required assessments for their grade level.

**Evaluation Data Sources:** 60% of our ELL students will have passed STAAR exams in their grade level.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Engage ELL students with texts that are appropriate to their English level. Teachers will continue to receive professional development in the area of addressing/instructing ELL(English Language Learners). <b>Strategy's Expected Result/Impact:</b> Students will show increased academic performance on common assessments. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialists, ESL certified teachers <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ESL certified teachers will effectively incorporate second language acquisition goals and objectives into their classrooms. <b>Strategy's Expected Result/Impact:</b> Increased student performance on TEK objectives as measured by common assessments, benchmarks, and portfolios. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue ISMS English Language Learner (ESL) classroom to address the needs of students identified as beginning and intermediate with regard to their English Proficiency ratings. (Increase in students at the secondary who are Newcomers and have little to no English language acquisition). <b>Strategy's Expected Result/Impact:</b> Increased passing percentage in benchmark assessments, three week progress reports, six week report card grades and state assessments. <b>Staff Responsible for Monitoring:</b> ISMS ESL teacher, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June

**Goal 11:** Use of current and emerging classroom technology to meet the needs of all students.

**Performance Objective 1:** Instructional staff, administrative staff, and students will use new technology to enhance learning through differentiated instruction. Visual media will be displayed by LCD projectors and document cameras. Goal will be measurable by continued increase in district assessment test at the end of 6 week periods

**Evaluation Data Sources:** Staff sign-out sheets; Improved instruction observed/monitored via campus data-walks; improved student achievement on teacher made, district level benchmark assessments; improved student achievement on STAAR state assessment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide interventions for identified students, during and outside the school day, including temp. hire tutors and staff outside of the school day. <b>Strategy's Expected Result/Impact:</b> Students will show increased academic performance on common assessments. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists Departmental Teacher Leaders <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> Retired Tutors - State Compensatory Education - 161.11.6117.00.050.30.000 - \$10,270, AVID Tutor - State Compensatory Education - 161.11.6125.00.050.30.000 - \$4,600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Upgrade computers and monitors to utilize current programs available for instruction and intervention. <b>Strategy's Expected Result/Impact:</b> Students will show increased academic performance on common assessments. <b>Staff Responsible for Monitoring:</b> Principal Assistant principals <b>Funding Sources:</b> - Title 1 - 211.11.6397.00.050.30.000 - \$21,021	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Upgrade visual arts program to include dimensional, media, graphic, digital animation, photography, painting, ceramics, and fibers in preparation for Visual Arts Scholastic Event and additional art programs <b>Strategy's Expected Result/Impact:</b> Students will participate in VASE event, increased student attendance, increase academic performance of students involved in VASE event, school and community-wide art exhibit showcasing student work <b>Staff Responsible for Monitoring:</b> Fine Arts Teachers, Instructional Specialists, and Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase LCD projectors and document cameras to support student learning with existing laptops and Ipads. <b>Strategy's Expected Result/Impact:</b> Lessons will be highly visual and interactive. Students will show increased academic performance and increased engagement. <b>Staff Responsible for Monitoring:</b> Instructional Specialists and Assistant Principals <b>Funding Sources:</b> Replace or upgrade LCD projectors and document cameras to support student learning with existing laptops and Ipads. - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We are implementing a school-wide Blended Learning Initiative to train all teachers in the varied modules to close academic achievement gaps. <b>Strategy's Expected Result/Impact:</b> Increase academic gains in Math and Reading by 10% Professional Development Opportunities throughout the school year. Various Digital Platforms <b>Staff Responsible for Monitoring:</b> Teachers, Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

## Goal 12: Increase Learning Time

**Performance Objective 1:** Redesign school calendar to allow more time for instruction in core areas, enrichment activities, and professional development

**Evaluation Data Sources:** Redesigned daily calendar with an increase in instructional minutes each semester.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student learning time through Zero Hour, after school tutorials, 1:1 learning, and Saturday Math Camps. <b>Strategy's Expected Result/Impact:</b> Sign in for Zero Hour, Math Camps, and 1:1. Increase in attendance of all after school programs. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Specialists.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide a variety of enrichment activities such as student government, college and career readiness, athletics <b>Strategy's Expected Result/Impact:</b> Creating more extra curricular clubs and activities to provide students with opportunities to develop into well-rounded individuals. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Specialists.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase teacher planning time to allow for collaborative planning during the day. Purchase materials and resources to enhance learning for all students by providing quality instruction. <b>Strategy's Expected Result/Impact:</b> Sign in sheets for after school PD and increase in attendance of off campus PD. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Specialists. <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop a comprehensive master schedule to ensure increased learning time for teachers by providing PD opportunities in the summer, during the instructional day, Saturday PD, new technology, and reading and writing blocks during lunch. <b>Strategy's Expected Result/Impact:</b> Sign in sheets required for all PD training and for reading and writing blocks. Overall improvement of learning opportunities. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Specialists. <b>Funding Sources:</b> Region 12 Master Scheduling Training - Title 1 - 255.13.6329.00.050.24.000 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide after school tutoring, detention for homework assistance. <b>Strategy's Expected Result/Impact:</b> Sign in sheets Reading assistance Homework assistance Grade report Attendance report Discipline report <b>Staff Responsible for Monitoring:</b> Teachers Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> Intervention Materials and Homework Materials - Title 1 - 211-11-6125-00-050-30-000 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize Parent and Community Outreach Specialist to develop outreach programs.
1	1	2	Provide emotional support services through promoting school resources such as social worker, communities in schools, and school counselors.
3	1	3	Differentiate instruction to ensure all TEKS/STAAR objectives are taught by creating individualized learning plans for all students.
3	1	4	Utilize SAT/RTI process to analyze needs of at-risk students and determine appropriate interventions.
4	2	1	Purchase teacher reading materials specifically focusing on reaching "struggling students" to be utilized as individual teacher books studies, small group (teachers with similar deficiencies) book studies; principal coaching; instructional specialist coaching for identified staff who need assistance to help them improve with reaching struggling students.
5	1	3	Provide interventions for new teachers and teachers in need of assistance with classroom management.
5	1	4	Provide a mentor to support targeted students to help with conflict resolution and bullying prevention/intervention that often result in discipline referrals.
7	1	2	Provide ongoing PD regarding subject pedagogy. Implement reward incentives, increased chances of promotions, and more flexible work conditions.
9	1	1	Create awareness in our community specifically targeting ISMS parents/students on the importance of daily school attendance and how it affects a students academic success and or failure and the correlation between attendance and dropout prevention.
9	1	2	Follow the WISD attendance procedures to increase student attendance.
9	1	3	Utilize district PCL to make home visits to students who have 3 or more unexcused absences.
9	1	4	Provide training for bullying prevention and intervention.
10	1	1	Engage ELL students with texts that are appropriate to their English level. Teachers will continue to receive professional development in the area of addressing/instructing ELL(English Language Learners).
11	1	1	Provide interventions for identified students, during and outside the school day, including temp. hire tutors and staff outside of the school day.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	2	Identify and provide intervention to at-risk students during, after the school day for tutoring, and Saturday Schools through personnel, technology, testing strategies, and/or other academic intervention specific and materials and supplies needed for intervention.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	3	We will purchase Social Studies curriculum in the area of Texas History and US History.
3	1	2	Identify and provide intervention to at-risk students during, after the school day for tutoring, and Saturday Schools through personnel, technology, testing strategies, and/or other academic intervention specific and materials and supplies needed for intervention.
3	1	6	The campus leadership will attend TABSE, TASSP Law and Summer Conference, and Harvard Summer Leadership Symposium to improve student achievement, curriculum alignment, instructional practices, and closing the achievement gaps.
3	1	7	We are purchasing campus wide dictionaries for all students to establish schoolwide book clubs to increase Reading proficiency.
3	1	8	We are purchasing calculators for all students to be used for all at-risk students.

# Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Tutoring		\$0.00
6	1	5			\$0.00
11	1	1	Retired Tutors	161.11.6117.00.050.30.000	\$10,270.00
11	1	1	AVID Tutor	161.11.6125.00.050.30.000	\$4,600.00
11	1	4	Replace or upgrade LCD projectors and document cameras to support student learning with existing laptops and Ipads.		\$0.00
Sub-Total					\$14,870.00
Budgeted Fund Source Amount					\$252,646.00
+/- Difference					\$237,776.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3		211.61.6499.00.050.30.247	\$500.00
2	1	1	Conference	255.13.6299.00.050.24.000	\$27,000.00
3	1	5	Library	161.11.6399.00.050.30.000	\$2,500.00
3	1	6	TASSP	21113.6411.80.050.24.552	\$3,500.00
3	1	6	TASSP	211.13.6299.00.050.30.000	\$3,000.00
4	2	3	Student Laptops	211.11.6397.00.050.11.000	\$15,000.00
11	1	2		211.11.6397.00.050.30.000	\$21,021.00
12	1	4	Region 12 Master Scheduling Training	255.13.6329.00.050.24.000	\$3,000.00
12	1	5	Intervention Materials and Homework Materials	211-11-6125-00-050-30-000	\$1,500.00
Sub-Total					\$77,021.00
Budgeted Fund Source Amount					\$167,960.00
+/- Difference					\$90,939.00
Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,680.00
+/- Difference					\$1,680.00
American Rescue Plan (ARP/ESSER III)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total					\$91,891.00

# Addendums