

# Waco Independent School District

## Tennyson Middle School

2019-2020



**Board Approval Date:** February 27, 2020  
**Public Presentation Date:** February 27, 2020

# Mission Statement

At Tennyson Middle School we believe our duty is to educate the whole child by expecting, modeling, and reinforcing both social-emotional and academic development in a consistently positive environment.

# Value Statement

At Tennyson Middle School we have G.R.I.T:

Gratitude

Respect

Integrity

Teamwork

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# Comprehensive Needs Assessment

Revised/Approved: December 09, 2019

## Demographics

### Demographics Summary

Tennyson Middle School (TMS) serves approximately 921 students in grades 6-8. As of the 2018-2019 Texas Academic Performance Report (TAPR), TMS is 26.9% African American, 54.9% Hispanic, and 14.5% White. Of these 921 students 81.6% are economically disadvantaged and 57.9% at-risk. 7.3% of the students are Special Education (SPED), 7.4% Section 504, and 31.3% Limited English Proficiency (LEP). Since the campus houses the district's Gifted and Talented (GT) ATLAS Academy, the percentage of GT students is currently 27%. The campus also houses a functional academics classroom and a behavioral unit (BASE). The mobility rate is 17.1% and 2.6% of students are coded homeless.

According to the 2018-19 TAPR report, TMS has a staff of 86.1 with 64.9 being teachers. There are 5 administrators, 2 counselors, and 4.3 support staff. Of the teachers 29.7% are minorities with 18.3% of the teachers African American, 10.6% Hispanic, and 67.9% white. 28% of the teachers have a Masters or higher. 16.6% of teachers are first year teachers while 30% of teachers have more than 5 years of experience.

### Demographics Strengths

Tennyson Middle School is one of the most diverse campuses in the area. While the campus as a whole is 81.6% economically disadvantaged and 72% of the ATLAS Academy students are also economically disadvantaged, there are students from all socio-economic levels particularly attracted to the specialized gifted and talented instruction within the ATLAS Academy. Gifted students from throughout Waco ISD and surrounding districts apply to attend ATLAS including several students that leave local private schools.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance percentage continues to be below the goal of 96.4%. **Root Cause:** The campus doesn't have a specific plan how to

positively affect attendance.

**Problem Statement 2:** The campus experiences a large number of tardies **Root Cause:** Multiple systems continue to fail at addressing the issue.

# Student Achievement

## Student Achievement Summary

According to the 2019-2020 School Report Card, Tennyson Middle School met standard overall with an 82% and met standard in all three accountability domains: student achievement (scaled score of 78), school progress (scaled score of 85), and closing the gaps (scaled score of 74). In addition, Tennyson did not receive Distinction Designations this year. The campus as a whole performs above the district average on all STAAR tests but falls short of the state average in all but 3 STAAR tests. 6th grade Reading scores fell from 69% approaches grade level in 2018 to 62% in 2019. 6th grade Math grew by 1% with 75% of students approaching grade level. 7th grade Reading grew from 71% to 79% approaches grade level. 7th grade Writing grew from 64% to 69%. 7th grade Math grew from 68% approaching grade level to 76%. 8th grade Reading decreased from 88% in 2018 to 83% approaching grade level in 2019. 8th grade Math increased from 87% approaches grade level to 91%. 8th grade Science increased from 77% in 2018 to 82% in 2019. Social Studies maintained a level of 62% of students approaching grade level. Algebra I maintained an approaching grade level of 99% in 2019. Most content areas had marginal growth or losses in 2019. Exceptions include 8th and 6th grade Reading, which saw significant losses in percentage differences between 2018 and 2019. Tennyson also saw significant increases in 7th grade Reading, Math, and Writing as well as Science for 2019. For approaching grade level, Hispanic populations fare better than or equal to the state average in all areas except 6th grade Reading, 6th grade Math, and Social Studies. African American populations performed significantly lower in all subjects than state averages, in most cases by double digit percentage differentials. The African American population fares better than the state in Algebra. Economically Disadvantaged Students perform close to the state level with the exception of 6th grade Reading, 6th grade Math, 7th grade Math, Writing, 8th grade Reading, Science and Social Studies.

## Student Achievement Strengths

Tennyson saw significant growth in 7th grade reading, writing, and math. The campus continues to score higher than the district average in all areas but slightly below state averages. With the ATLAS Academy, the masters scores are significantly higher than the district and in some areas higher than the state.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. **Root Cause:** The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.

**Problem Statement 2:** The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. **Root Cause:** Instruction is not aligned to the standards and the rigor is low.

**Problem Statement 3:** ELL students continue to struggle with passing STAAR tests and scoring Advanced or Advanced High on the TELPAS. **Root Cause:** The campus' intervention for ELL students is not comprehensive nor rigorous enough to produce adequate growth.

**Problem Statement 4:** Several students are below grade-level in reading and struggle to pass STAAR tests or show growth. **Root Cause:** Students need more intense small group and individual interventions.

**Problem Statement 5:** Even though math achievement has improved overall in the past several years, 6th and 7th graders continue to struggle due to lack of knowledge of basic math skills and understanding of math processes. **Root Cause:** Students need more intense small group and individual interventions.

**Problem Statement 6:** The campus failed to receive any distinctions this year. **Root Cause:** Attendance was below the 96.1% quartile 1 threshold needed for multiple distinctions. The campus failed to meet quartile 1 targets in other areas as well.

# School Culture and Climate

## School Culture and Climate Summary

- The House system has been introduced this year and all students have been sorted into one of three houses. The houses are used to develop another layer of community on the campus and gives students the ability to interact with others from different grade levels and programs. These houses are tied to our GRIT value system with each of the houses representing one of the core values. Houses compete against each other for points associated with our PBIS point system.
- Continued gains have been made to form a united campus staff. This will be improved through a focus on collaboration and communication regarding the campus as a whole. The teachers are also sorted into houses and participate in house competitions and mentor students in their houses.
- Most teachers model behaviors making a special effort to reach out to those most at risk. The students are encouraged to be understanding of their peers. A school-wide anti-bully program, Rachel's Kids, has been introduced this year with plans to work with the Anti-Defamation League and make TMS a "No Place For Hate" campus.
- Great strides have been made in uniting the gifted & talented academy, ATLAS, with the rest of the student population. This continues to be a focus for the campus and ATLAS students have also been sorted into the houses.
- Discipline referrals have increased and a focus on collaboration and communication among the staff is needed. Many referrals that are processed are for minor infractions but a collaborative effort is needed with a focus on campus-wide behavior intervention plans and Positive Behavioral Interventions and Supports (PBIS) systems. The house system cultivates a positive and supportive climate for both staff and students and aligns with current PBIS systems in place. The students are rewarded with "Texan Bucks" which can be used in a bi-weekly store to purchase prizes.
- Extensive Behavior Interventions such as PASS have had a positive impact on the overall climate of the campus but some fine-tuning and modifications are needed. Currently the PASS system is proving to be an effective mechanism for intervening with our Tier 3 students while also providing documentation for disciplinary decisions if needed.
- The Behavior Intervention Team has had a tremendous impact on the overall campus climate as well but lacks consistency and well-defined roles. Communication and collaboration strategies need to be implemented.
- The 6th grade team has established a more controlled environment to ease the transition from elementary to middle school with gradual reduction of structure. The focus has been on interventions and transitions. With a collaborative approach to refining the 6th grade system, significant gains can be made both academically and behaviorally.

The majority of students participate in some type of extracurricular activity. The students that participate in these activities tend to perform better academically and have a more positive social influence among their peers. This has been encouraged by the staff and this encouragement will



continue.

- The physical environment of the school has been shown to have an impact on student success and a focus on renovation continues.
- With the addition of AVID in the 6th grade this year, a shift to a college-bound focus and attitude has been started earlier and the AVID culture reinforced. Refocus on this area is needed to spread it campus-wide with fidelity.
- Expectations are evident and some grade-level teams have demonstrated positive outcomes. These expectations need to be developed and supported campus-wide. The campus motto “True Grit” has been implemented and will be expanded on as a common language and focus. GRIT serves as the core of the campus value system with each letter representing a core value and represents one of the houses: Gratitude, Respect, and Integrity with all exhibiting Teamwork.
- Professional Learning Communities (PLC) have been implemented in core content areas. A continued effort and focus in this area will increase collaboration and individual ownership.

### **School Culture and Climate Strengths**

- Most students feel that they have a staff member they are comfortable and safe with to discuss personal problems.
- High participation and success in extracurricular activities.
- Continued updating of the physical school environment.
- The start of a campus-wide college-bound attitude and focus.
- The school wide PBIS Tiered Fidelity Inventory for last year was 94% implemented

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Behavior issues result in a large number of disciplinary referrals thus affecting PEIMS reportable offenses and actions. **Root Cause:** A stronger support system (PBIS, behavior intervention plans, anti-bullying initiative, RtI processes, SEL, etc.) for teachers and students is needed.

**Problem Statement 2:** Student behavior issues result in teacher frustration and at times, teacher turnover. **Root Cause:** The campus needs a consistent behavior management program that supports teachers through common strategies and language.

**Problem Statement 3:** Negative student behavior is often caused by socio-economic issues and compounded with a lack of resources to address them. **Root**

**Cause:** The students need more resources to enable them to focus on learning.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Not all teachers on the campus are highly qualified and we are not fully staffed. Tennyson started the school year with 3 positions staffed by long-term substitute teachers working on their certifications. All first year teachers and teachers new to the district have a mentor teacher assigned to them. These mentors are assigned at the campus-level but managed through central administration. Communication, collaboration, and organization within the campus-level of the mentor program will be addressed to provide a more functional support system for first year teachers and teachers new to the district.

In regards to Professional Development, mastery of technological applications is needed. Professional Development in rigor and differentiation is also needed according to observations and walkthroughs. These walkthroughs and observations provide data that drives leadership decisions. Teachers need training in Data Driven Instruction to align the instruction to the TEKS. Teachers that fail to perform at district and state standards are provided with several interventions, professional development, and an administrator coach.

If a teacher leaves during the year or at the end of the year, the administrative team will meet to develop a list of qualifications needed for replacement. Likewise, the team will decide if a currently employed teacher would be better in the open/vacant position. Student achievement and T-TESS data would be used to determine if this change of assignment was necessary.

## Staff Quality, Recruitment, and Retention Strengths

- Professional Learning Community (PLC) dedicated class period for all core content teachers.
- Data is used to drive instruction.
- Strong Teacher Mentors led by a Campus Teacher Mentor Coordinator provides support to new teachers.
- Multiple morale-boosting activities provide teachers with motivation.
- Teachers have also been divided into the houses to increase a sense of community and ownership.

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

**Problem Statement 1:** Teachers have limited time to collaborate and learn. **Root Cause:** Teachers need effective PLC time and purposeful professional development to better their instruction.

**Problem Statement 2:** Campus climate surveys indicate teachers experience frustration, stress and burn-out. **Root Cause:** Campus needs an effective morale-boosting program and mentor program.

**Problem Statement 3:** Teachers do not have the instructional tools needed to effectively teach students in certain areas. **Root Cause:** Teachers need training in aligning the curriculum followed by PD in blended learning (technology), rigor and differentiation.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Tennyson Middle School (TMS) teachers use curriculum that is aligned with the state standards. All curriculum at TMS is research-based and instructionally centered on best practices. We make data-driven decisions for improvement in our written curriculum and instructional methodologies using district based assessments (DBA's), district assessments, campus assessments, and campus walkthrough data. The world of education is ever-evolving and TMS teachers and staff require new learning and updates to the written, taught, and assessed curriculum areas in order to stay abreast of latest educational trends and instructional best practices. Student engagement, rigorous coursework, and innovative educational strategies are focus areas.

## Curriculum, Instruction, and Assessment Strengths

- Use of data by teachers and students
- Staff and leadership participation in school year and summer professional development
- Implementation of small group instruction
- Implementation of WICOR strategies school-wide as adopted through AVID
- Collaboration with district coordinators on pacing guide updates
- Enhanced the understanding of rigor and relevance
- Blended learning - Student centered instruction has improved and teachers feel it benefits students and teachers building individualized relationships, leading to greater opportunities of learning needs, and differentiation.
- More kinesthetic learning opportunities seen across campus
- Higher Costas level of questioning across the campus
- Backwards planning has improved across all contents
- ATLAS - positive early implementation of depth and complexity
- Adequate planning time

- Core teachers get to focus on their content without being stretched across multiple preps
- Peer Tutoring - Students writing to each other, and answering one another's questions.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Students lack the critical thinking skills necessary to excel in academic areas. **Root Cause:** Teachers need additional training on best practices, such as Depth & Complexity, RtI strategies, blended learning, guided reading, differentiation and AVID.

**Problem Statement 2:** Students are not meeting achievement expectations in multiple areas. **Root Cause:** Teachers need professional development in aligning curriculum and data-driven instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Tennyson Middle School (TMS) is committed to the development of family and community involvement. TMS strives to achieve family and community partnerships that positively impact the lives of all TMS students. We incorporate the components of school, family, and community partnerships to help our students succeed.

Our structure includes parental organizations that regularly interact with the campus such as the Parent Teacher Association (PTA) that is involved in campus activities and initiatives. The Campus-based Decision Making Committee (CDMC) welcomes parents, teachers, and members of the community to TMS 4-5 times throughout the year to discuss pressing business and update the Campus Improvement Plan as needed.

We know that communication is key to the effectiveness of family and community involvement. Through the use of electronic and printed communication, such as the School Messenger System, mail correspondence and social media, TMS keeps parents informed of campus-wide alerts and information. We also maintain a school website (<http://tennyson.wacoisd.org/home/>) that showcases the latest happenings on and around campus. TMS strives for frequent interactions between school, family, and community so that students are more likely to receive a message of solidarity.

## Parent and Community Engagement Strengths

- Parent Teacher Association (PTA)
- Campus-based Decision Making Committee (CDMC)
- Website
- Frequent use of Social media (Facebook, Twitter, and Instagram)
  - School Messenger System
  - Parent/Community volunteer support at campuses
  - Parent/Community feedback (campus survey)- pending

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Communication between all stakeholders needs to improve/increase. **Root Cause:** Some methods of communication have been implemented consistently.

**Problem Statement 2:** The majority of parents have limited interaction with the school. **Root Cause:** Parents have a lack of resources needed to interact at traditional times and location.



# School Context and Organization

## School Context and Organization Summary

Tennyson Middle School (TMS) places an emphasis on making sure that the most qualified teachers are employed at the campus. Teachers have the opportunity to meet daily in content level Professional Learning Communities (PLCs) which focuses on planning, professional development/growth, RTI, AVID strategies, student assessment and data desegregation.

Tennyson provides many opportunities for tutoring, both during the school day and before/after school, by TMS teachers. This service is paid for with Title funds.

Teachers are invited and encouraged to be an integral part of the Campus Decision-Making Committee.

## School Context and Organization Strengths

- Teachers provide before/after school tutorials to increase student achievement and close the achievement gaps. Currently, teachers have at least two mornings and/or two afternoons a week identified as tutoring times.
- Snacks are provided to students who attend after school tutoring.
- Teachers are invited to attend and become involved in the Campus Decision Making Committee.
- Teachers have many opportunities to participate in committees and participate in decision-making.
- Core teachers have common content PLC/Planning periods daily.
- Monthly grade level meetings are attended by teachers and staff to discuss struggling students and strategies to help them.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Students need more than the traditional amount of time in class to fully prepare and learn grade-level TEKS. **Root Cause:** Students are in need of additional time for additional intervention services provided after school.

**Problem Statement 2:** Participation in committees and decision-making is low. **Root Cause:** The same teachers participate in various groups and

committees.

# Technology

## Technology Summary

Tennyson(TMS) has laptops, iPads, iPods, laptop mobile labs, Mobis, Clickers, TI Inspire calculators, desktops, printers, studio recording equipment, document cameras, and projectors. This equipment is accessible to all teachers. However, with only one computer lab and limited number of iPad and laptop carts, teachers must schedule times to check out the carts or use the computer lab. Some of the equipment is not in working order, so TMS began a process of getting rid of technology that is no longer working, but this is still a work in process. A replacement cycle is needed for technology.

ATLAS teachers continue using Google Classroom with positive results in student engagement and achievement. New iPads and computers were bought, but more are still needed. We use Eduphoria and TEAMS for curriculum, instruction, and assessment support.

## Technology Strengths

TMS leadership is dedicated to seeing a better use of technology. Campus funds are allocated to buying and repairing technology. A pilot program involving flipped classrooms has proven to be successful with the ATLAS students. An interactive whiteboard has been installed and is used regularly in the functional academics classroom. Teachers have shown success in using web-based behavior management tools as well as parent communication tools. Smartboards are present in half of the math classrooms.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers need to use instructional technology within their classrooms with fidelity starting with Google classroom and the Google suite of products. **Root Cause:** Teachers need resources and professional development in instructional technology to increase student engagement and student achievement.

**Problem Statement 2:** Students do not have the knowledge and skills necessary to learn and communicate digitally and worldwide as a 21st century learner. **Root Cause:** Lack of technology hinders the use of Google Suite and other technology applications that are needed for students' future success.

# Priority Problem Statements

**Problem Statement 1:** Attendance percentage continues to be below the goal of 96.4%.

**Root Cause 1:** The campus doesn't have a specific plan how to positively affect attendance.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The campus experiences a large number of tardies

**Root Cause 2:** Multiple systems continue to fail at addressing the issue.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages.

**Root Cause 3:** The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** The percentage of students achieving Masters level in all areas except Algebra have been below the state averages.

**Root Cause 4:** Instruction is not aligned to the standards and the rigor is low.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** ELL students continue to struggle with passing STAAR tests and scoring Advanced or Advanced High on the TELPAS.

**Root Cause 5:** The campus' intervention for ELL students is not comprehensive nor rigorous enough to produce adequate growth.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Several students are below grade-level in reading and struggle to pass STAAR tests or show growth.

**Root Cause 6:** Students need more intense small group and individual interventions.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Even though math achievement has improved overall in the past several years, 6th and 7th graders continue to struggle due to lack of knowledge of basic math skills and understanding of math processes.

**Root Cause 7:** Students need more intense small group and individual interventions.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Behavior issues result in a large number of disciplinary referrals thus affecting PEIMS reportable offenses and actions.

**Root Cause 8:** A stronger support system (PBIS, behavior intervention plans, anti-bullying initiative, RtI processes, SEL, etc.) for teachers and students is needed.

**Problem Statement 8 Areas:** School Culture and Climate

**Problem Statement 9:** Student behavior issues result in teacher frustration and at times, teacher turnover.

**Root Cause 9:** The campus needs a consistent behavior management program that supports teachers through common strategies and language.

**Problem Statement 9 Areas:** School Culture and Climate

**Problem Statement 10:** Teachers have limited time to collaborate and learn.

**Root Cause 10:** Teachers need effective PLC time and purposeful professional development to better their instruction.

**Problem Statement 10 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 11:** Campus climate surveys indicate teachers experience frustration, stress and burn-out.

**Root Cause 11:** Campus needs an effective morale-boosting program and mentor program.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** Students lack the critical thinking skills necessary to excel in academic areas.

**Root Cause 12:** Teachers need additional training on best practices, such as Depth & Complexity, RtI strategies, blended learning, guided reading, differentiation and AVID.

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 13:** Communication between all stakeholders needs to improve/increase.

**Root Cause 13:** Some methods of communication have been implemented consistently.

**Problem Statement 13 Areas:** Parent and Community Engagement

**Problem Statement 14:** Students need more than the traditional amount of time in class to fully prepare and learn grade-level TEKS.

**Root Cause 14:** Students are in need of additional time for additional intervention services provided after school.

**Problem Statement 14 Areas:** School Context and Organization

**Problem Statement 15:** Participation in committees and decision-making is low.

**Root Cause 15:** The same teachers participate in various groups and committees.

**Problem Statement 15 Areas:** School Context and Organization

**Problem Statement 16:** Teachers need to use instructional technology within their classrooms with fidelity starting with Google classroom and the Google suite of products.

**Root Cause 16:** Teachers need resources and professional development in instructional technology to increase student engagement and student achievement.

**Problem Statement 16 Areas:** Technology

**Problem Statement 17:** Students do not have the knowledge and skills necessary to learn and communicate digitally and worldwide as a 21st century learner.

**Root Cause 17:** Lack of technology hinders the use of Google Suite and other technology applications that are needed for students' future success.

**Problem Statement 17 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data



# Goals

## Goal 1: Increase student achievement for all student populations.

**Performance Objective 1:** Ensure an aligned, guaranteed and viable curriculum as the foundation for student achievement.

**Evaluation Data Source(s) 1:** Curriculum Documents, Instructional Materials, Assessments

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>ESF Levers</b>                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction</p> <p>1) Select teacher representatives to participate in summer curriculum writing to assist with the development of scope and sequence curriculum documents.</p>	2.5	Principal, Assistant Principals, Dean, Instructional Specialist	Evidence of alignment found in lesson plans and walkthrough data, increased student achievement on common assessments				
<p><b>TEA Priorities</b>                      Build a foundation of reading and math</p> <p><b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction</p> <p>2) Implement Data Driven Instruction (DDI) to systematically inform response to data and reteach plans.</p>	2.4, 2.6	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Creation of systems and processes around DDI to be used in data meetings and creation of cycles for coaching of teachers				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Ensure a common Professional Learning Community (PLC) period for core content teachers that follows a recurring schedule of professional learning, data analysis, team planning, and vertical alignment.</p>	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Teachers will develop high-yield instructional strategies, align their instruction both by grade level team and vertically, and use data to drive instruction and intervention				
				<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1			
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Provide one half-day planning day for each core content prior to the grading period to set goals for the upcoming units of instruction, unpack the TEKs to be addressed, develop exemplar lessons, and plan strategies to deliver appropriate instruction.</p>	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Comprehensive unit plans developed and delivered to students, increased student achievement				
				<b>Problem Statements:</b> Student Achievement 1			
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Create, post, and communicate measurable learning objectives each day.</p>	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Students will be provided with a clear focus to their learning efforts				
				<b>Problem Statements:</b> Student Achievement 1			
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Place students into enrichment/advisory classes to target areas of growth and fill in gaps in learning through differentiated instruction.</p>	2.5	Principal, Assistant Principals, Instructional Specialists, Counselors	Increased student achievement through targeted instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Determine areas of focus for TEA interim assessments (or other benchmarks) to identify areas of instructional focus and interventions.	2.4, 2.6	Principal, Dean, Assistant Principals, Instructional Specialists	Document outlining areas of leverage				
8) Attend training on creating a master schedule that meets the needs and requests of the majority of students.		Principal, Assistant Principals, Dean, Counselors	Master schedule based on the needs and requests of students				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. <b>Root Cause 1:</b> The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Teachers have limited time to collaborate and learn. <b>Root Cause 1:</b> Teachers need effective PLC time and purposeful professional development to better their instruction.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 2:** Implement a strategic, targeted focus on reading and writing instruction using the workshop model.

**Evaluation Data Source(s) 2:** STAAR Scores, ELAR Curriculum Documents

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implement writing assignments in all classes a minimum of once per week.	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increase in student achievement				
				<b>Problem Statements:</b> Student Achievement 1			
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide all teachers with professional development to support the implementation of writing across the curriculum.	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increase in student achievement				
				<b>Problem Statements:</b> Student Achievement 1			
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Ensure all ELAR teachers receive training over ELAR TEKS.	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increased student achievement				
				<b>Problem Statements:</b> Student Achievement 1			
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Performance Objective 2 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. **Root Cause 1:** The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 3:** Increase STAAR scores in all areas, including passing rates, progress measure rates and masters measure rates.

**Evaluation Data Source(s) 3:** STAAR Data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Increase percent of students achieving Masters in Reading from 22% to 30%.</p>	2.4, 2.5	Principal, Assistant Principals, Dean	Increase in Student Achievement Domain performance to a B				
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Increase percentage of students scoring Masters in Social Studies from 13% to 20% and Approaches from 34% to 40%</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean	Increase in Student Achievement Domain performance to a B				
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Maintain the Masters level of performance for students in both Reading and Math to avoid loss of growth.</p>	2.4, 2.5	Principal, Assistant Principals, Dean	Increase in school progress rating				
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Increase the number of students who did not meet standards but show growth in reading.</p>	2.4, 2.5	Principal, Assistant Principals, Dean	Increase in school progress rating				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Maintain the performance of Approaches for Math students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals	Increase in school progress rating				
<p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Meet the ELP status goal of number of students meeting standard on TELPAS.</p>	2.4, 2.6	Principal, Assistant Principal, Instructional Specialists, ELL Teacher	Improved rating on Closing the Gaps Accountability Rating				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Hit targets of Academic Achievement for African American students in Reading and Math, Growth for White and African American students in Reading and Math.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Improved rating on Closing the Gaps Accountability Rating				
<p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>8) Use common unit assessments to ensure equity across classrooms and as benchmark to evaluate learning and guide instructional adjustments.</p>	2.4, 2.6	Principal, Assistant Principals, Dean, Instructional Specialist	Reliable data to drive instructional decisions				
<p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>9) Provide support to PLCs and teachers to use common assessment data to determine instructional adjustments and targeted interventions for students in need of additional support.</p>	2.6	Principal, Assistant Principals, Dean, Instructional Specialist	Schedule outlining campus level support for teachers to evaluate common assessment data and develop campus and/or student-specific interventions				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 10) Research and purchase necessary resources for achievement needs.	2.4, 2.5, 2.6	Leadership Team	Increase in STAAR measures				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> Title 1 School Improvement - 8000.00						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. <b>Root Cause 1:</b> The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.
<b>Problem Statement 2:</b> The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. <b>Root Cause 2:</b> Instruction is not aligned to the standards and the rigor is low.
<b>Problem Statement 3:</b> ELL students continue to struggle with passing STAAR tests and scoring Advanced or Advanced High on the TELPAS. <b>Root Cause 3:</b> The campus' intervention for ELL students is not comprehensive nor rigorous enough to produce adequate growth.
<b>Problem Statement 4:</b> Several students are below grade-level in reading and struggle to pass STAAR tests or show growth. <b>Root Cause 4:</b> Students need more intense small group and individual interventions.
<b>Problem Statement 5:</b> Even though math achievement has improved overall in the past several years, 6th and 7th graders continue to struggle due to lack of knowledge of basic math skills and understanding of math processes. <b>Root Cause 5:</b> Students need more intense small group and individual interventions.



**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 4:** Increase reading levels by more than one year's growth (unless at a level Z for F&P levels) and comprehension abilities by achieving a 1 on progress measure for STAAR of RtI Level II and III students using various resources, including personnel to provide intervention services.

**Evaluation Data Source(s) 4:** F&P Data, STAAR Data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Hire a reading intervention teacher.	2.4, 2.5, 2.6	Principal	Increase in STAAR measures				
<b>Problem Statements:</b> Student Achievement 1, 4 <b>Funding Sources:</b> State Compensatory Education - 47169.20							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. <b>Root Cause 1:</b> The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.
<b>Problem Statement 4:</b> Several students are below grade-level in reading and struggle to pass STAAR tests or show growth. <b>Root Cause 4:</b> Students need more intense small group and individual interventions.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 5:** Increase the use of small group instruction, differentiation and RtI level II and III interventions by providing teachers with the materials and resources necessary to positively affect student growth and achievement so students meet progress measure at the "Expected" level or above.

**Evaluation Data Source(s) 5:** STAAR Data, Branching Minds data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Purchase resources and provide PD in the areas of guided reading instruction and blended learning.	2.4, 2.5, 2.6	Leadership Team	Increase in STAAR measures in all areas				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> State Compensatory Education - 3000.00, Title 1 School Improvement - 2000.00							
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 2) Hire tutors to provide after school tutoring for academically struggling students.	2.4, 2.5, 2.6	Leadership Team	Increase in STAAR results				
<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> State Compensatory Education - 10000.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. <b>Root Cause 1:</b> The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students lack the critical thinking skills necessary to excel in academic areas. <b>Root Cause 1:</b> Teachers need additional training on best practices, such as Depth & Complexity, RtI strategies, blended learning, guided reading, differentiation and AVID.

## School Context and Organization

**Problem Statement 1:** Students need more than the traditional amount of time in class to fully prepare and learn grade-level TEKS. **Root Cause 1:** Students are in need of additional time for additional intervention services provided after school.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 6:** Ensure that at-risk students meet or exceed progress by intervening with them and teachers.

**Evaluation Data Source(s) 6:** Tutoring Logs, STAAR Data

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Employ two instructional specialists to work with teachers and students.	2.4, 2.5, 2.6	Leadership Team	Increase in STAAR measures				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Title 1 School Improvement - 148000.00						
<b>TEA Priorities</b> Build a foundation of reading and math 2) Employ a part-time math intervention teacher to work with struggling students.	2.4, 2.5, 2.6	Leadership Team	Increase in STAAR measures				
	<b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Title 1 School Improvement - 27500.00						
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Performance Objective 6 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. <b>Root Cause 1:</b> The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.
<b>Problem Statement 5:</b> Even though math achievement has improved overall in the past several years, 6th and 7th graders continue to struggle due to lack of knowledge of basic math skills and understanding of math processes. <b>Root Cause 5:</b> Students need more intense small group and individual interventions.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 7:** Provide opportunities for academic rigor and acceleration for GT students.

**Evaluation Data Source(s) 7:** STAAR Scores, Attendance Data, Parent and Student Surveys

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide professional development in Kaplan's Depth and Complexity strategies.	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increase in STAAR performance				
	<b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1						
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Advertise the ATLAS Academy's application window. Provide staff, students, parents, and community about the benefits of the Academy's specialized approach to GT instruction.	2.4	Principal, Dean	Majority of GT students in Waco ISD attend the academy				
	<b>Problem Statements:</b> Student Achievement 2						
3) Require all teachers that teach GT students to have the initial 30 hours of GT training and stay current with their annual 6 hour update.	2.4	Principal, Dean	Increased and consistent use of instructional strategies proven to be successful with GT students				
	<b>Problem Statements:</b> Student Achievement 2						
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Require all GT students to complete a Texas Performance Standards Project (TPSP) each year.	2.4	Principal, Dean	Students are encouraged to participate in a rigorous, long-term project				
	<b>Problem Statements:</b> Student Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Advertise Duke Talent Search with students and families about the benefits of taking the ACT/SAT. Meet with eligible students to encourage more participation.		Principal, Dean	Increased enrollment in the Duke Talent Search program				
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Provide a robust enrichment curriculum to engage GT students in learning.	2.4	Principal, Dean, Teachers	Increased engagement and increased achievement				
<b>Problem Statements:</b> Student Achievement 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 7 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. <b>Root Cause 2:</b> Instruction is not aligned to the standards and the rigor is low.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Students lack the critical thinking skills necessary to excel in academic areas. <b>Root Cause 1:</b> Teachers need additional training on best practices, such as Depth & Complexity, RtI strategies, blended learning, guided reading, differentiation and AVID.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 8:** Increase knowledge and skills of staff in understanding the A-F accountability system.

**Evaluation Data Source(s) 8:** Increased student achievement on STAAR

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Participate in a ESC 12 training to understand A-F accountability and clarify any misconceptions.	2.4	Principal	Campus leadership has a clear understanding of accountability system allowing an identification of areas of focus to improve and areas to leverage improvement in student achievement				
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Provide professional development to teachers on the A-F system.	2.4	Principal, Assistant Principals, Dean, Instructional Specialist	Increased student achievement as a result of focus on high-leverage areas				
3) Use the A-F accountability system in PLCs and clarify any misconceptions once in the fall and once in the spring.	2.4	Principal, Assistant Principals, Dean, Instructional Specialist	Teachers have a clear understanding of the state accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement				
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate.	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean, Instructional Specialist	Student data coded and mined for A-F accountability will be an accurate account of student data and achievement				

= Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 9:** Ensure a well-developed framework for language acquisition is developed with the curriculum documents and professional development in place to ensure academic success of English Learners.

**Evaluation Data Source(s) 9:** TELPAS, ESL STAAR Assessments, PBMAS Data

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Ensure that all ELL students have the opportunity to practice and become comfortable with the TELPAS speaking, listening, and writing assessments.	2.4	Principal, Assistant Principal, Instructional Specialists, LPAC Coordinator	Increase in TELPAS scores.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Encourage all staff to pursue ESL certification.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialist, Dean	Increase the percentage of teachers with ESL certification, increased use of strategies found effective with English Learners				
	<b>Problem Statements:</b> Student Achievement 3						
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Encourage all staff to continue professional development focused on strategies found effective with English Learners.	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increase in the use of strategies found effective with English Learners				
	<b>Problem Statements:</b> Student Achievement 3						
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Differentiate instruction for the various levels of language proficiency of ELL students through the use of English language strategies, sheltered instruction, simplified language, visuals, pre-teaching vocabulary, and small group instruction.	2.4, 2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Student achievement will increase in each subject area. Increase student language proficiency.				
	<b>Problem Statements:</b> Student Achievement 3						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Utilize the Achieve 3000 program during ESL classes and advisory periods.	2.4	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increase in English Language acquisition by English Learners				
	<b>Problem Statements:</b> Student Achievement 3						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 9 Problem Statements:**

Student Achievement
<b>Problem Statement 3:</b> ELL students continue to struggle with passing STAAR tests and scoring Advanced or Advanced High on the TELPAS. <b>Root Cause 3:</b> The campus' intervention for ELL students is not comprehensive nor rigorous enough to produce adequate growth.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 10:** Prepare students for post-secondary success by providing a rigorous curriculum embedded with lessons focused on job skill development as well as offering courses that prepare students for CTE, dual credit and advanced placement programs.

**Evaluation Data Source(s) 10:** Course Catalog, PBMAS Data, PSAT Results

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Continue to support and expand the use of AVID methodologies by training more teachers through campus and district level professional development and attendance of AVID Summer Institute.</p>	2.5	Principal, Assistant Principals, Dean, Instructional Specialist, Teachers	Increased use of AVID strategies in instruction, increased use of AVID methodologies and language used through all classrooms				
				<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1			
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>2) Hire AVID tutors to provide additional support to AVID students twice a week.</p>	2.4, 2.5	Leadership Team, AVID teacher	Increase in STAAR measures				
				<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> State Compensatory Education - 13700.00			
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Offer AVID elective classes for grades 6-8 to support students with the opportunity to be the first person in their family to attend college.</p>	2.4	Principal, Assistant Principals, AVID Coordinator, Counselors	Increase in number of students enrolled in PreAP courses				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Evaluate and refine the process for identifying students for TSI testing.	2.5	Principal, Assistant Principals	Increase in the number of students taking the TSI and passing it				
5) Ensure all ARD committee members are trained in coding and students are accurately coded in PEIMS.		Principal, Assistant Principals, Diagnosticians	Students are correctly coded in PEIMS				

= Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**Performance Objective 10 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. <b>Root Cause 2:</b> Instruction is not aligned to the standards and the rigor is low.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students lack the critical thinking skills necessary to excel in academic areas. <b>Root Cause 1:</b> Teachers need additional training on best practices, such as Depth & Complexity, RtI strategies, blended learning, guided reading, differentiation and AVID.

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 11:** Ensure students and teachers are equipped with the knowledge, skills, and resources to integrate technology as a viable and integral instructional practice.

**Evaluation Data Source(s) 11:** Classroom Walkthroughs, Observations, Teacher and Student Feedback, STAAR Scores

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 1) Purchase computers, iPads, iPad charging stations, laptops and Mobile Labs for students and teachers. The ultimate goal is to reach a 3:1 ratio.	2.4, 2.5	Leadership Team	Increase the utilization of technology to provide differentiation				
<b>Problem Statements:</b> Technology 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 30000.00, State Compensatory Education - 3000.00							
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Identify one PLC meeting each month to focus on Blended Learning		Principal, Assistant Principals, Instructional Specialist	Teachers will acquire an increasing depth of knowledge in instructional technology				
<b>Problem Statements:</b> Technology 1							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 11 Problem Statements:**













<b>Technology</b>
<b>Problem Statement 1:</b> Teachers need to use instructional technology within their classrooms with fidelity starting with Google classroom and the Google suite of products. <b>Root Cause 1:</b> Teachers need resources and professional development in instructional technology to increase student engagement and student achievement.
<b>Problem Statement 2:</b> Students do not have the knowledge and skills necessary to learn and communicate digitally and worldwide as a 21st century learner. <b>Root Cause 2:</b> Lack of technology hinders the use of Google Suite and other technology applications that are needed for students' future success.

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

**Performance Objective 1:** Sustain a safe and supportive environment to provide a secure, nurturing, non-threatening, respectful, and disciplined learning environment where all members excel and exhibit moral excellence.

**Evaluation Data Source(s) 1:** Sign-In Sheets, Safety Drill Record, Safety Audits

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Practice safety drills on a scheduled and unscheduled basis and at increasing levels of difficulty to determine campus readiness in addressing emergency and crisis situations.		Principal, Assistant Principals	Drills implemented in a timely manner, demonstrated familiarity with safety procedures, and reduced response time				
2) Create a Campus Safety Committee comprised of staff and with varied levels of related experience that meets monthly.		Principal, Assistant Principal	Emergency Operation Plans are kept up to date and communicated to staff				
3) Ensure that all staff members, regardless of date hired, successfully complete "Safe Schools" training annually.		Principal, Assistant Principals	All staff trained and demonstrate competency in campus safety needs				
4) Ensure identification badges are consistently worn by staff and students.		Principal, Assistant Principals	Campus personal can identify strangers on campus, students are easily identified enhancing school safety				
5) Conduct ongoing professional development for staff on safety and crisis-related topics including: Stop the Bleed, bullying investigation procedures, protocol for reacting to an intruder, anonymous reporting system, community mental health services.		Principal, Assistant Principals	All staff are trained in critical safety response skills and knowledge				
6) Ensure administrators are trained on the implementation of threat assessment teams using the Texas School Safety Center as a resource.		Principal	Threat assessment team implemented with fidelity				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Ensure classrooms have standard response protocol materials/charts posted.		Principal, Assistant Principals	Teachers have common language for responding to emergencies				
<b>ESF Levers</b> Lever 3: Positive School Culture 8) Ensure that all members of the Campus Crisis team are trained in Crisis Prevention Intervention (CPI) training.		Principal, Assistant Principal	Improved support for students dealing with a behavioral crisis through use of proper de-escalation strategies				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

**Performance Objective 2:** Create, implement and monitor a campus behavior intervention plan that teaches students how to self-regulate behavior in the classroom and common areas.

**Evaluation Data Source(s) 2:** Discipline Data, Attendance Data, Climate Surveys

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a behavior intervention team comprised of a behavior specialist, three behavior aides to implement Positive Behavior Intervention Supports (PBIS), check-in and check-out, SEL, and restorative practices.	2.4	Principal, Assistant Principals	Reduced referrals and incident reports				
	<b>Problem Statements:</b> School Culture and Climate 1, 2 <b>Funding Sources:</b> State Compensatory Education - 159702.00						
2) Hire a RESET/PASS teacher and aide to assist with students who have more severe behaviors.		Leadership Team	Reduced discipline referrals by 5%				
	<b>Problem Statements:</b> School Culture and Climate 1, 2 <b>Funding Sources:</b> State Compensatory Education - 82000.00						
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction  3) Implement a comprehensive behavior support program utilizing PBIS Strategies and Safe and Civil School Practices to provide a multi-tiered System of Supports for all students.		Principal	Decrease in discipline referrals by 5%				
	<b>ESF Levers</b> Lever 3: Positive School Culture						
4) Implement a house system based loosely on the Ron Clark Academy Model supported through weekly house activities that encourage another level of community and promotes ownership in the school.		Principal, Assistant Principals	Reduction in student to student conflict incidents, positive climate surveys				
	<b>ESF Levers</b> Lever 3: Positive School Culture						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Facilitate the PBIS "GRIT Points" that award behaviors that align with the campus value system. These points are used to participate in reward activities and to purchase incentives in the campus store.	2.5	Principal, Assistant Principals	Reduction in the number of incident reports, positive climate surveys, inclusive attitudes				
	<b>Problem Statements:</b> School Culture and Climate 1, 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Provide professional development on the specific behavior traits and needs of gifted and twice exceptional students.	2.4	Principal, Dean	Improvement in meeting the needs of gifted students				
	7) Create a tool to evaluate the effectiveness of the behavior intervention program including ISS, PASS, behavior specialist, and behavior aides.		Principal, Behavior Specialist	Accountability and increased effectiveness the behavior intervention program			
8) Attend professional development in Safe & Civil Schools, PASS, and TFI .		Principal, Assistant Principal, Behavior Specialist	Up to date action plan tied directly to TFI				
<b>ESF Levers</b> Lever 3: Positive School Culture 9) Utilize an identification badge system that encourages use through association with the PBIS system in place.	2.5	Principal, Assistant Principals, Behavior Specialist	High use rate of ID use and increased use of PBIS system				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Behavior issues result in a large number of disciplinary referrals thus affecting PEIMS reportable offenses and actions. <b>Root Cause 1:</b> A stronger support system (PBIS, behavior intervention plans, anti-bullying initiative, RtI processes, SEL, etc.) for teachers and students is needed.
<b>Problem Statement 2:</b> Student behavior issues result in teacher frustration and at times, teacher turnover. <b>Root Cause 2:</b> The campus needs a consistent behavior management program that supports teachers through common strategies and language.



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

**Performance Objective 3:** Create and sustain environments in which the full diversity of Tennyson Middle School is appreciated and respected.

**Evaluation Data Source(s) 3:** Survey Results, Feedback from Stakeholders

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Implement a comprehensive plan for Social Emotional Learning (SEL) lessons to be delivered weekly during advisory period.	2.5	Principal, Assistant Principal, SEL Team	Decrease in referrals, decrease in bullying reports, climate survey				
	<b>Problem Statements:</b> School Culture and Climate 1						
2) Provide teachers with opportunities to learn the characteristics of a culturally responsive classroom and the principles of culturally relevant pedagogy.	2.5	Principal, Assistant Principals, Counselors, Teachers	Increased cultural competency creating a positive learning environment for all learners				
	<b>Problem Statements:</b> School Culture and Climate 1						
3) Implement multiple campus-wide activities that promote a celebration of our diversity gaining the campus a "No Place for Hate" distinction.	2.4	Principal, Assistant Principal, Cultural Celebration Committee	Decrease in referrals and bullying reports, positive campus climate surveys				
	<b>Problem Statements:</b> School Culture and Climate 1						
4) Facilitate the "Rachel's Friends Committee" to plan and promote campus-wide events that foster an environment of respect and caring.	2.4	Principal, Assistant Principals, Counselors, Teacher Leaders	Reduction in the number of referrals and bullying reports. Positive Climate Surveys				
	<b>Problem Statements:</b> School Culture and Climate 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Implement "Restorative Practices" as a tool to intervene in incidents involving a lack of empathy.	2.4	Principal, Assistant Principals, Counselors	Reduction in number of referrals, specifically those that are student to student				
<b>Problem Statements:</b> School Culture and Climate 1							
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Coordinate referrals to community mental health resources to support students and families in need of services.		Principal, Assistant Principals, Counselors	Students and families in need are connected to the applicable community resource				
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Implement social and emotional competencies into the counseling curriculum at all grade levels in order to prevent and create awareness of topics such as violence prevention, sexual abuse, bullying, and alcohol and drug abuse.		Principal, Assistant Principals, Counselors	Reduction in violence, bullying, and alcohol/drug abuse related incidents				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Behavior issues result in a large number of disciplinary referrals thus affecting PEIMS reportable offenses and actions. <b>Root Cause 1:</b> A stronger support system (PBIS, behavior intervention plans, anti-bullying initiative, RtI processes, SEL, etc.) for teachers and students is needed.

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

**Performance Objective 4:** Increase campus attendance through a more thorough and targeted plan that addresses daily attendance for students with excessive absences so that the campus average attendance is not less than 96.5% for the year.

**Evaluation Data Source(s) 4:** Attendance Data, Tardy Data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Create a multi-tiered system of supports for students in four attendance categories (regular attendance, at-risk attendance, chronic attendance, and severe chronic attendance)	2.5	Leadership Team, Attendance Clerk, PCL, Counselors	An attendance rate of 96.5% or more for the school year, increase in STAAR performance				
	<b>Problem Statements:</b> Demographics 1, 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Create an attendance task force consisting of various stakeholders on the campus to create a coordinated, multi-tiered approach to attendance issues on campus.	2.5	Principal	The committee will create policy, recognition, and interventions for students at the various categories				
	<b>Problem Statements:</b> Demographics 1						
3) Make attendance issues a recurring agenda item for staff meetings.	2.5	Principal, Assistant Principals	Increased awareness of attendance issues on the campus will result in increased staff interventions and increased attendance rates for all student groups				
	<b>Problem Statements:</b> Demographics 1						
4) Gather data from students on the reason for absences and analyze the data with the attendance committee to identify the most common reasons for the absences.		Principal, Assistant Principals	Data to create appropriate school-wide interventions				
	<b>Problem Statements:</b> Demographics 1						
5) Educate teachers and parents about the importance of regular attendance and the impact of absences from school.	2.5	Principal, Counselors	Increased awareness of the impact of absences will motivate teachers to intervene with all student groups and improve attendance rates overall				
	<b>Problem Statements:</b> Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Create lessons for students to be delivered during advisory about the importance of regular attendance.	2.5	Principal, Assistant Principals	Increase in student awareness of the impact of absences				
<b>Problem Statements:</b> Demographics 1							
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Use the Campus Decision Making Committee (CDMC) to review, evaluate, and make recommendations for addressing attendance.	2.6	Principal, Assistant Principals, Dean	Increase in attendance rate				
<b>Problem Statements:</b> Demographics 1							
<b>ESF Levers</b> Lever 3: Positive School Culture Lever 5: Effective Instruction 8) Purchase and consistently use software used for monitoring and enforcing the Tardy Policy.	2.5	Principal, Assistant Principals, Behavior Specialist	Students are in class for the first part of the lesson cycle				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance percentage continues to be below the goal of 96.4%. <b>Root Cause 1:</b> The campus doesn't have a specific plan how to positively affect attendance.
<b>Problem Statement 2:</b> The campus experiences a large number of tardies <b>Root Cause 2:</b> Multiple systems continue to fail at addressing the issue.

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

**Performance Objective 5:** Promote shared partnerships with students, parents, schools, community, and alumni by providing clear, informative, timely, and concise communications.

**Evaluation Data Source(s) 5:** Survey responses, Social Media Posts, Website

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase planners to use as a communication tool to keep parents informed of student grades, assignments and other pertinent campus communication.	3.2	Leadership Team	Increase the number of Parent Involvement positive survey responses from the following school year. Increased student achievement				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
2) Hire a part-time Parent Involvement Coordinator to work with all stakeholders to increase their involvement in the campus.	3.2	Leadership Team	Increased parent involvement which in turn increases student attendance to at least 96.5% for the school-year average and increases STAAR performance				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Title 1 School Improvement - 13010.00						
3) The campus will jointly develop with and distribute to, parents and family members a written Parent and Family engagement Policy.	3.1	Leadership Team, Parent Involvement Coordinator	Increased parent involvement which in turn increases student attendance to at least 96.5% for the school-year average and increases STAAR performance				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
4) Convene an annual meeting to which all parents/guardians are invited that provides information about programs, curriculum and opportunities to provide suggestions in decisions relating to the education of their children.	3.2	Leadership Team, Parent Involvement Coordinator	Increased parent involvement which in turn increases student attendance to at least 96.5% for the school-year average and increases STAAR performance				
	<b>Problem Statements:</b> Parent and Community Engagement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Utilize social media, call-outs, campus calendar, and website to communicate frequently with parents.	2.5	Principal, Assistant Principals, Family Engagement Specialist	Increased family support and involvement				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Send a monthly parent newsletter to highlight upcoming events at the campus.		Principal	Parents will be aware of upcoming events and be more involved and supportive of school activities				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Use campus technology resources such as large TV monitors to inform students about upcoming events, campus expectations, and to highlight student achievements.		Principal	Students will be more connected to the school community				
	<b>Problem Statements:</b> School Culture and Climate 1						
<b>ESF Levers</b> Lever 3: Positive School Culture 8) Facilitate relationships with feeder school Parent Teacher Organizations.		Principal, PTA President	Increased parental involvement				
	<b>Problem Statements:</b> School Culture and Climate 1						
<b>ESF Levers</b> Lever 3: Positive School Culture 9) Partner with local organizations, such as Communities in Schools (CIS), to find and provide resources to students and removing these barriers to learning.		Principal	Multiple partnerships with the community and higher student achievement				
	<b>Problem Statements:</b> School Culture and Climate 1						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 5 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Behavior issues result in a large number of disciplinary referrals thus affecting PEIMS reportable offenses and actions. <b>Root Cause 1:</b> A stronger support system (PBIS, behavior intervention plans, anti-bullying initiative, RtI processes, SEL, etc.) for teachers and students is needed.

## Parent and Community Engagement

**Problem Statement 1:** Communication between all stakeholders needs to improve/increase. **Root Cause 1:** Some methods of communication have been implemented consistently.

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

**Performance Objective 6:** Implement a transition plan for students entering 6th grade and 8th graders entering high school.

**Evaluation Data Source(s) 6:** Master Schedule, Social Media Postings

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college 1) Provide 6th grade students with a successful transition from elementary to middle school through assemblies, classroom meetings, GRIT time and a slower implementation of middle school accessibility. For 8th grade students, provide a course designed to communicate the necessary information for high school success and a summer BRIDGE program through the high schools.</p>	2.5, 2.6	Principal	Increase attendance to 96.5% or greater, decrease discipline referrals by 5%, increase STAAR performance				
<b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance percentage continues to be below the goal of 96.4%. <b>Root Cause 1:</b> The campus doesn't have a specific plan how to positively affect attendance.
School Culture and Climate
<b>Problem Statement 1:</b> Behavior issues result in a large number of disciplinary referrals thus affecting PEIMS reportable offenses and actions. <b>Root Cause 1:</b> A stronger support system (PBIS, behavior intervention plans, anti-bullying initiative, RTI processes, SEL, etc.) for teachers and students is needed.



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

**Performance Objective 7:** Prioritize community partnerships that build ownership in the school.

**Evaluation Data Source(s) 7:** Partnership Meetings, Local Media Coverage

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Reestablish relationships with school partners.		Principal, Assistant Principals	Increase in community involvement in campus activities.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Embed service-learning projects in the house system.		Principal, Assistant Principals	Students will be more connected to the community and build empathy.				
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Foster the creation and growth of student organizations that enhance the relationship with the community.		Principal	Increased level of adult involvement on campus, students will be more connected to the community, students will build empathy.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 7 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Communication between all stakeholders needs to improve/increase. <b>Root Cause 1:</b> Some methods of communication have been implemented consistently.

### Goal 3: Design and align programs and processes to improve recruitment, retention, and build capacity of high-performing teachers, support staff, and administration committed to achieving excellence for all students.

**Performance Objective 1:** Develop and implement a professional development plan to grow capacity in the faculty for increasing student achievement.

**Evaluation Data Source(s) 1:** Professional Development Plan, Sign-In Sheets, PLC Minutes, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Plan and implement professional development focused on Data Driven Instruction (DDI) and ensure instructional specialist, dean, assistant principals, and principal are available to assist with planning, in-class support, and professional development for teachers.</p>	2.5	Leadership Team	Increased capacity of faculty resulting in increased student achievement				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Develop and implement a campus PLC calendar to support professional learning, data meetings, and effective observation and feedback coaching cycles.</p>	2.5	Instructional Leadership Team	PLC calendar correlated to data collection times built into the school year				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Plan and implement professional development around lesson planning, processes and protocols including a lesson plan template, checklist, and success criteria.</p>	2.5	Instructional Leadership Team	Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Use student achievement data to develop a 2020 summer professional development plan differentiated for teachers based on experience level and need.</p>	2.4, 2.5, 2.6	Campus Leadership Team	Calendar outlining professional development opportunities for increasing capacity of faculty to address student needs				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>5) Provide targeted support to new teachers through a "New Teacher Academy" ensuring new teachers receive continuous support and adjust to the campus and profession smoothly and quickly.</p>		Campus Leadership	Retention of new teachers				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>6) Provide professional development designed to assist teachers in creation of focused and measurable T-TESS goals tied to the priorities of the campus and district.</p>		Principal, Assistant Principals, Dean	Measurable goals to guide professional development				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Create and maintain a culture of continuous learning through implementation and development of PLC structures in all core content areas.	2.4, 2.5	Instructional Leadership Team: Principal, Assistant Principals, Dean, Instructional Specialist, teacher-leaders	Intentional planning, professional learning, data analysis, and aligned curriculum to drive increases in student achievement				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 8) Provide leadership opportunities in the areas of curriculum planning, mentoring, academic coaching, action research, blended learning, and general professional development for teachers.		Principal, Assistant Principals, Dean, Instructional Specialist	Registration, attendance records, and other documentation for mentoring, professional development, and summer curriculum writing				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2						
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 9) Implement training on how to use scope and sequence documents for planning.	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean, Instructional Specialist	Teachers understand critical need to use documents to provide equitable instruction among campuses and commit to use of them				
	= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Teachers have limited time to collaborate and learn. <b>Root Cause 1:</b> Teachers need effective PLC time and purposeful professional development to better their instruction.
<b>Problem Statement 2:</b> Campus climate surveys indicate teachers experience frustration, stress and burn-out. <b>Root Cause 2:</b> Campus needs an effective morale-boosting program and mentor program.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Students lack the critical thinking skills necessary to excel in academic areas. <b>Root Cause 1:</b> Teachers need additional training on best practices, such as Depth & Complexity, Rtl strategies, blended learning, guided reading, differentiation and AVID.

**Goal 3:** Design and align programs and processes to improve recruitment, retention, and build capacity of high-performing teachers, support staff, and administration committed to achieving excellence for all students.

**Performance Objective 2:** Increase the teacher retention rate from 71% to 85% for the 2019-2020 school year.

**Evaluation Data Source(s) 2:** Professional Development Plan, Sign-In Sheets, PLC Minutes, Data on Teacher Use of Effective Instructional Strategies, T-TESS Results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Analyze current teacher appreciation activities for effectiveness.		Principal, Assistant Principals	Recommendations for effective and cost-efficient teacher appreciation activities or gestures	0%	0%		
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Use SEL strategies to develop a caring and positive culture for teachers.		Principal, Assistant Principals	Positive campus climate surveys, reduction in teacher turn over	0%	0%		
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 3) Convene a focus group to review teacher support and retention strategies.		Principal, Assistant Principals	Positive campus climate surveys, reduction in teacher turnover	0%	0%		
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 4) Identify 2-3 issues with a campus focus group comprised of teachers, administrators, community members, students, and other staff and use the Design Thinking framework to prototype solutions for problem-solving.		Principal	Strategies/plan developed to recruit, induct, and retain highly qualified staff. Staff empowered, positive climate surveys	0%	0%		
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 5) Highlight success and efforts of classroom teachers using "shout-outs" in the weekly agenda, a teacher spotlight in social media, and the passing of the "True Grit Texan."		Principal, Assistant Principals	Positive climate survey results				
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Celebrate special events in the lives of staff members such as births, birthdays, and marriages.		Principal, Assistant Principals	Positive climate survey results, connected school community				
<b>ESF Levers</b> Lever 3: Positive School Culture 7) Promote fellowship opportunities (such as pot lucks) at least once a grading period.		Principal, Assistant Principals, Teacher Leaders	Positive climate survey results, connected school community				
<b>ESF Levers</b> Lever 3: Positive School Culture 8) Recognize and reward staff members who achieve perfect attendance each grading period.		Principal, Assistant Principals	Increase in staff attendance and improved morale				
<b>ESF Levers</b> Lever 3: Positive School Culture 9) Recognize and show appreciation to all staff monthly with small gifts/treats, door prizes at staff meetings, and meals on special occasions.		Principal, Assistant Principals	Improved staff morale				

= Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Campus climate surveys indicate teachers experience frustration, stress and burn-out. <b>Root Cause 2:</b> Campus needs an effective morale-boosting program and mentor program.

**Goal 3:** Design and align programs and processes to improve recruitment, retention, and build capacity of high-performing teachers, support staff, and administration committed to achieving excellence for all students.

**Performance Objective 3:** Ensure campus leaders are equipped with the necessary tools and training to effectively lead.

**Evaluation Data Source(s) 3:** Professional Development, Campus and District Surveys, Retention Rates

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for the leadership team to attend high quality professional development.	2.5	Principal	An increase in the capacity of the leadership team				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Hold weekly leadership team meetings to discuss upcoming events and current issues with a focus on goals, coaching strategies, and professional development plans.</p>		Principal	A cohesive team with common goals and shared responsibilities				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Implement instructional rounds as a tool to calibrate observation &amp; feedback cycles.</p>		Principal	Areas for improvement in instruction will be identified establishing a common vision for effective instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Implement Action Coaching to increase the effectiveness of the observation and feedback cycle.	2.4, 2.5	Principal	Observation and feedback schedules and coaching scripts using See it, Name it, Do It coaching protocols to increase effectiveness if feedback given to teachers				
<b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations in overall growth of 2% and multiple teachers scoring below the district averages. <b>Root Cause 1:</b> The English and Social Studies departments have issues with high teacher turnover and the instruction is not aligned to the standards.
<b>Problem Statement 2:</b> The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. <b>Root Cause 2:</b> Instruction is not aligned to the standards and the rigor is low.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Teachers have limited time to collaborate and learn. <b>Root Cause 1:</b> Teachers need effective PLC time and purposeful professional development to better their instruction.



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	5	2	Hire tutors to provide after school tutoring for academically struggling students.

# 2019-2020 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mathew Rambo	Principal
Administrator	Kathleen Knight	Dean of ATLAS
Administrator	Marilyn Villarreal	Assistant Principal
Paraprofessional	Yolanda Evans	Behavior Aide
Classroom Teacher	Maryann Middlebrooks	6th Grade ATLAS Teacher
Parent	Ryan Richardson	Professor
District-level Professional	Larry Carpenter	Director of Fine Arts
Classroom Teacher	Rebekah Raabe	Functional Academics Teacher
Parent	Andrea Zimmerman	Parent
Classroom Teacher	Michael Goldberg	Social Studies Teacher
Community Representative	Kirsten Barnett	Communities in Schools Representative
Paraprofessional	Theresa Jackson	ISS Aide
Classroom Teacher	Kimberly Tucker	Band Director
Classroom Teacher	Erica Muller	Science Teacher
Classroom Teacher	Jennifer Findley	Social Studies Teacher
Classroom Teacher	James Villa	ATLAS Science Teacher
Classroom Teacher	Riley Lohr	Social Studies Teacher
Classroom Teacher	Laurie Harris	SPED Teacher
Classroom Teacher	Lisa Hughes	SPED Teacher
Classroom Teacher	Scherrie Jones	ELAR Teacher
Business Representative	Jessica Attas	Vice President, Public Policy, Greater Waco Chamber

# Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Reading Intervention Teacher		\$47,169.20
1	5	1	PD		\$3,000.00
1	5	2	tutors		\$10,000.00
1	10	2	Hire AVID teachers.		\$13,700.00
1	11	1	PD		\$3,000.00
2	2	1	Hiring behavior team		\$159,702.00
2	2	2	RESET/PASS teacher and aide		\$82,000.00
<b>Sub-Total</b>					\$318,571.20
<b>Budgeted Fund Source Amount</b>					\$336,456.00
<b>+/- Difference</b>					\$17,884.80
Title 1 School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	10	Materials and resources		\$8,000.00
1	5	1	materials		\$2,000.00
1	6	1	Two instructional specialists		\$148,000.00
1	6	2	Part-time math intervention teacher		\$27,500.00
1	11	1	technology		\$30,000.00
2	5	2	Parent Involvement Coordinator		\$13,010.00
<b>Sub-Total</b>					\$228,510.00
<b>Budgeted Fund Source Amount</b>					\$277,197.00
<b>+/- Difference</b>					\$48,687.00

<b>Title 1 School Improvement</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>Grand Total</b>					<b>\$547,081.20</b>