

Waco Independent School District

Cesar Chavez Middle School

2016-2017 Goals/Performance Objectives/Strategies

Mission Statement

Waco ISD will ensure innovation and excellence in education to prepare all learners for productive engagement in a global society.

Every staff member at César Chávez Middle School is dedicated to providing our community with a safe, positive learning environment that fosters the development of academic and social skills in an effort to yield goal oriented, integrity-minded students that become productive citizens in and around our community.

Vision

Waco ISD: Pioneering 21st Century Learning

Value Statement

1. Waco ISD believes the active engagement of the community in the learning process and development of students contributes to student success.
2. Waco ISD believes that active parent participation and support foster student success.
3. Waco ISD values instruction that engages all learners in a continuous improvement process.
4. Waco ISD believes that recognizing and celebrating student, employee and community accomplishments promotes pride, builds self-esteem, and generates motivation for further success throughout the district.
5. Waco ISD believes higher expectations are necessary at all levels of the organization to provide educational opportunities which ensure that students are equipped to succeed in the 21st century.
6. Waco ISD values an equitable system that promotes educational opportunities for all students and a positive work environment for all employees.
7. Waco ISD believes that it is accountable to its stakeholders for academic achievement, fiscal responsibility and community involvement.

8. Waco ISD believes the 21st century learning environment must be safe and secure physically, emotionally and academically.
9. Waco ISD believes leadership development is necessary to promote innovation, excellence, personal integrity and accountability for all learners.
10. Waco ISD believes that recruiting, supporting and retaining quality employees by offering competitive compensation and leadership development opportunities promote student success.

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Goals

Goal 1: Increase student achievement, participation, and performance.






Performance Objective 1: Increase students meeting or exceeding STAAR passing standards and improve Index I to 60%. Close STAAR performance gaps between the 5 sub-populations.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide specialized interventions prior to standardized testing for targeted students in order to close the achievement gap. (push-in teachers & aides, tutoring, Compass Learning, reading A-Z, Think Through Math, First in Math, achieve 3000 level sets and materials to support re-teaching). Fountas & Pinnell Leveled Literacy Intervention Kits will be used to in guided reading group instruction in order to help create a strong, balanced literacy program. Fountas & Pinnell Benchmark Assessment System 2 Grades 3-8 will be used as a one-on-one, comprehensive assessment to determine independent and instructional reading levels and for placing students in leveled literacy intervention.	1, 2, 3, 8, 9	Administrative team, Instructional Specialists	Retrieve data from Eduphoria and other existing database, prepare reports by PLCs. Teachers create lesson plans based on the strength and weakness of student profiles. Student performance making gains throughout the school year based on checkpoints, DBA's, Compass Learning Assessment, running records, achieve 3000 level sets, and STAAR test results.				
Funding Sources: Title 1 School Improvement - \$30000.00, Title 1 School Improvement - \$3000.00, State Compensatory Education - \$25000.00							
State System Safeguard Strategy 2) PLC's will assign struggling mainstreamed students to tiers for RTI interventions, math aide, Saturday School tutoring, teacher led tutoring as needed, and analyze data for their students in order to develop a historic perspective and to track progress. (SPED, LEP, GT, At- Risk, Ethnicity)	2, 8	Push In teachers, Instructional Specialists, Cohort Principals, at-risk counselors, SPED teachers, LPAC	Student performance making gains throughout the school year. Based on Checkpoints, DBA's, ISIP, and STAAR results				
3) Assessment data will be immediately evaluated, shared with teachers and used to direct instruction in the classroom.	8	Instructional Specialists, Cohort Principals, push in teachers and aides	Teachers use small group instruction and pull out labs to re-teach identified weaknesses, current and prior, to bring students up to grade level.				
4) Improve students' note taking ability and study skills through interactive notebooks. The AVID class will provide the strategies to help the students be successful. Tutors will be provided for extra support in class for AVID students.	2, 3, 4	AVID teacher/coordinator AVID district Coordinator, Robin Wilson	Lesson plans incorporating AVID strategies like interactive notebooks and Cornell Notes. Incorporate tutors into AVID classes for instructional support.				
Funding Sources: Title 1 School Improvement - \$15000.00							

5) Behavioral Specialist will provide behavioral support, instructional support and student monitoring to assist students who have behavioral issues that interfere with their instruction.	1	Behavior Specialist; Behavior aides, cohort principals; counselors	The Behavior Specialist to assist campus behavioral aides. Reduction in referrals. Social Skills training. Increases instructional time in class.				
Funding Sources: Title 1 School Improvement - \$58000.00, Title 1 School Improvement - \$250000.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p>	6, 9	Instructional Specialist, principals, counselors, teachers	Tutorials are assigned for all students who have previously failed STAAR and/or academic grades. Upon receiving the results of the first benchmark assessment, additional students will be added.				
6) Provide academic instruction before and after school as well as through Saturday School tutorials to all struggling students.	Funding Sources: State Compensatory Education - \$13000.00, State Compensatory Education - \$7680.00, Title 1 School Improvement - \$440.00						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p>	4, 9	Principals, Instructional Specialists	All early release staff development days will be devoted to receiving the PD. An increase in benchmark and state assessment results for ELL Learners, Special Education Modifications, and African-American Learners.				
7) Continue professional development in the area of SIOP, Special Education Modifications, Lead 4ward, and enrichment.							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 7</p>	3, 4	School Principal, ESL support from downtown	Teachers attend the free district training and subsequently take the TEXES certification. SBEC record of certification.				
8) Provide training so all new teachers will be certified in ESL, while others take refresher courses.							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 7</p>	4, 9	ESL aides, Instructional Specialist	Identify the beginning and intermediate LEP students and provide small group balanced literacy support through push in ESL support. Increased passing percentage in benchmark assessments and Compass Learning & RIGOR tracking data.				
9) Continue ESL classroom support for beginning and intermediate LEP students.	Funding Sources: Title 1 School Improvement - \$28000.00						
10) Purchase materials that will support at-risk incentives.	1, 2, 3	Instructional Specialists	Use of the resources both in classroom and tutoring sessions, pull out and push in small groups, before, during, and after school.				
Funding Sources: State Compensatory Education - \$499.85, Title 1 School Improvement - \$643.00, Title 1 School Improvement - \$400.86, Title 1 School Improvement - \$10000.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p>	1, 5, 9, 10	AVID coordinator/teachers	Tutors used to complete the TRF in AVID programs.				
11) Provide tutors for AVID program.	Funding Sources: State Compensatory Education - \$7500.00						
12) Purchase scholastic scope magazines to support the reinforcement of high frequency TEKS as tested on STAAR reading. Purchase Mentoring Minds for Science and Math for students to use. Purchase Measuring Up for ELAR reading & writing.	2, 3, 9	Instructional Specialists	Improved DBA and STAAR scores in reading				
Funding Sources: Title 1 School Improvement - \$3560.64, Title 1 School Improvement - \$6500.00, Title 1 School Improvement - \$10500.00							


<p align="center">State System Safeguard Strategy</p> <p>13) Utilize Baylor education students as push in tutors for the STAAR tested subject areas and as after school tutors.</p>	<p>PDS coordinator , principals, Instructional Specialists</p>	<p>increased ratings on STAAR accountability indexes for growth progress.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 2: Increase students achieving STAAR Advanced Level Performance.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Advanced academics teachers design lesson plans based on collaborative PLCs, that focus on clearly differentiated GT lessons to increase students performing at advanced levels.	2, 8, 9	Instructional Specialists, Principals, Teachers	Checkpoint scores show improvement toward advanced rating. Walk-through, learning walks, lesson plans, will all show evidence of differentiation in classroom instruction.				
2) Increase the number of students participating in both History and Science fairs.	2	Instructional Specialists, teachers, District History Fair Coordinator	All pre-AP students, grades 6-8, will participate in one or both competitions.				
							

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 3: Develop and implement a plan for grade transitions.

Evaluation Data Source(s) 3: Improved transitions

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement school visits for 5th grade students to see middle school.	2, 7, 10	Principals	Incoming 6th graders have a basic knowledge of middle school, to include multiple teachers, frequent campus movement, greater responsibilities, and extracurricular opportunities.				
2) Collaborate with UHS for transitions from middle school to 9th grade.		Principals	8th graders will have access to see the differences from middle school campus to a high school campus.				
							

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 4: Develop and implement a plan for integrated technology.

Evaluation Data Source(s) 4: Walkthrough results

Summative Evaluation 4:

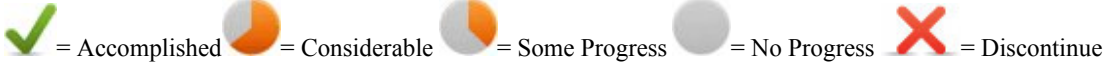
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate best teaching practices with the latest in technology.	3, 4	Instructional Specialists	Reach state STAAR passing rate, index 1.				
2) Campus experts will train instructional staff on implementation and proper use of technologies to increase effectiveness of instruction.	4	Principals, Instructional Specialists, teacher leaders	Observations of classroom Professional Development attendance. Lesson Plans				
Funding Sources: Title 1 School Improvement - \$6510.00							
							

Goal 2: Recruit, support, and retain quality employees.

Performance Objective 1: Implement a professional development plan to support instructional programs and teacher skill growth.

Evaluation Data Source(s) 1: PD developed

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) IS's evaluate and provide feedback on all core lesson plans on a weekly basis.	1, 2, 8, 9	Instructional Specialists	Comments provided every Thursday. Dialogue in PLCs every Friday.				
2) Instructional Leadership Team provides ongoing feedback based on classroom observation, lesson plans, and student data to help the teachers improve in their self identified goals.		Principals and IS's	Development of more effective lesson plans, classroom observation, and student data				
							

Goal 2: Recruit, support, and retain quality employees.

Performance Objective 2: Increase teacher's content knowledge, instructional methods and resources by teachers and staff attending out of district professional development.

Evaluation Data Source(s) 2: TTESS

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize conferences and workshops to strengthen content, instruction and collaboration in teachers by sending them to workshops including AVID, GT Training's, Baylor Summer Literacy Institute, TxBess, CAMT, NAPDS, CAST and Region 12 and other in & out of district/state conferences as needed.	3, 4	Principals, Instructional Specialists	Teachers will use the resources gained by attending the conferences/workshops in their classroom to improve student's academic success.				
Funding Sources: Title 1 School Improvement - \$6000.00, Title 1 School Improvement - \$100.00							
2) Teachers provide professional development to their peers in areas such as RTI, technology, instructional strategies, etc.		Instructional Leadership Team	Sign in sheets and classroom observations				
3) Two learning walks per month. Each learning walk will focus on a particular element such as transitions, classroom management, small group instruction, etc.		Instructional Leadership Team	Successful implementation in their own classroom through observation.				
4) Each core teacher will have a lesson recorded for self evaluation working towards their identified goals.		IS's	Change of instruction based on teacher/IS conversation.				
							

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Utilize effective discipline and classroom management techniques that support differentiated instruction.

Evaluation Data Source(s) 1: Discipline reports

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All staff consistently implement Campus Behavior Plan.	4	Principals	Decrease in student removals from class, evidence in Eduphoria that previous interventions have taken place.				
2) Utilize behavior specialist, counselors and behavior aides to reform student behaviors.		Principals and Behavior Specialist	Decreased number of referrals, ISS, OSS, and DAEP placements.				
							

Goal 4: Increase the number of students improving on the TELPAS Assessment

Performance Objective 1: Increase the number of students scoring above beginning on the TELPAS Assessment.

Evaluation Data Source(s) 1: TELPAS results

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ESL pull out support using ESL paraprofessionals.	4, 5, 9	IS's and LPAC	Increased passing percentage on benchmark assessments ; Compass Learning, TELPAS				
2) Two Central Administration ESL staff members work with first year ESL students twice a week.		IS's and LPAC	Increased passing percentage on benchmark assessments ; Compass Learning, TELPAS				
							

Goal 5: Create an incentive program that increases student and teacher attendance. Our goal is to have a 96% attendance.

Performance Objective 1: For Middle and High: Decrease dropout rates.

Evaluation Data Source(s) 1: Drop out reports

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor student leavers weekly and assign undocumented withdrawals to the PCL to acquire documentation on the student and/or apply procedures to return the student.	2	Campus Registrar, PCL, Principals	Registrar will provide the principal with a leaver report every Friday. Reduced unknown withdrawal coding on 6 week reports.				
2) Achieve at least a 96% attendance rate for students.		Principals and PCL	PCL will provide Principal a report of absences every Friday. Students identified with excessive absences will be addressed through home visits, parent contacts and conferences with the Principal.				
							






Goal 5: Create an incentive program that increases student and teacher attendance. Our goal is to have a 96% attendance.

Performance Objective 2: Increase attendance rates.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Notify the parents of absent students via school messenger.	2, 6, 9, 10	Principals, PEIMS specialists	Increased attendance rates to 96%.				
2) Provide incentives for perfect attendance	1, 2, 10	Principals	Increased attendance				

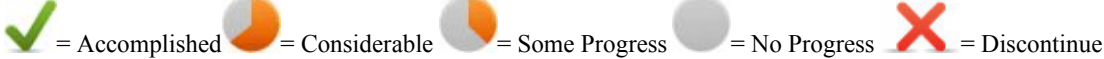
 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: Increase our parent and community involvement.

Performance Objective 1: Improve communications that promote campus successes through media such as newsletters, billboards, campus fliers, school messenger, etc

Evaluation Data Source(s) 1: Published communication

Summative Evaluation 1:

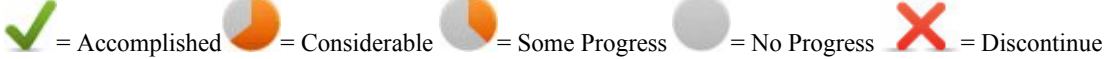
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Update weekly the campus website that includes links for downloading information including: bell schedule, teacher conference times, permission slips, change of address forms, dress code, nurse documents, progress report dates, links to student handbook, and other district publications.	1, 2, 6, 10	Principal, designated teachers for website	Updated web page				
2) Solicit additional partners in education	1, 6, 10	Principals, designated teacher for community involvement	Additional partners are introduced.				
3) Implement a plan of action to involve parents in student success that includes a written policy outlining the campus plan for involving parents. Purchase supplies and snacks for community meetings and events.	2, 6, 10	Principals, designated teacher for parent involvement	Sign in sheets, increased community involvement.				
Funding Sources: Title I Parent Involvement - \$4500.00							
4) Complete school student parent compact.	2, 6, 10	Principals	A Home School Compact will be signed and filed in student folder. Compact available in Spanish and English.				
5) Provide training and information in Parental Involvement to staff and parents.	6	Principals, District representative provides materials	Sign in sheets for staff training.				
Funding Sources: Title I School Improvement - \$1400.00							
							

Goal 6: Increase our parent and community involvement.

Performance Objective 2: Maintain a Communities In Schools representative on campus to work with students and parents in need.

Evaluation Data Source(s) 2: Annual report by CIS

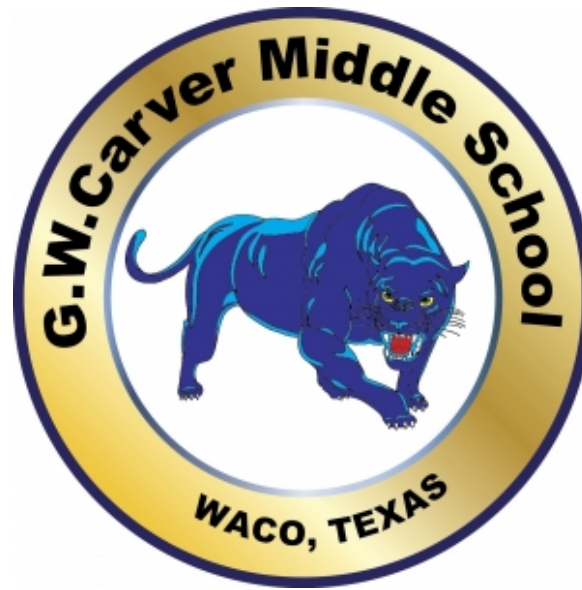
Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a CIS representative to work with students/parents in need.	6, 7, 9	Principals, CIS campus manager and staff	Annual reports by CIS coordinator				
Funding Sources: State Compensatory Education - \$15500.00							
							

Waco Independent School District

G.W. Carver Middle School

2016-2017 Goals/Performance Objectives/Strategies



Mission Statement

G.W. Carver Middle School is committed to providing a safe learning environment where staff, students, parents, and community accept the responsibility of preparing students for academic success and to face the challenges of the future. G.W. Carver Middle School's environment of trust and mutual respect for all people reflects our belief that all students can learn. With rigorous and varied academic standards, we will work together to prepare our students to take a role in society as productive citizens and help the develop their personal commitment to learning.

Vision

Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society. Carver is a place where we follow the Panther Way:

R-esponsible

E-ducation

S-tudents

P-reparing for

E-xcellence at C-arver

T-oday

Value Statement

All In, No Excuses!

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Goals






Goal 1: G.W. Carver will meet state standard in 2017.

Performance Objective 1: Ensure that by June of 2017, 65% of all students taking the STAAR in all subjects tested will meet or exceed passing standard (index 1). All students taking the Reading in 6th grade will increase from 28% to 60%. 6th grade Math scores will increase from 36% to 40%. 7th grade Reading scores will move from 38% to 60%, 7th Math from 33% to 44% and 7th grade Writing from 38% to 61%. 8th grade Reading will increase 66% to 70%, 8th grade Math 61% to 65%, and Science 8th grade 58% to 63%, and Social Studies 8th grade 34% to 56%. All students taking the STAAR exams will meet or exceed progress (index 2). Students in the previous year's STAAR exams will close their performance gaps by passing this year's STAAR exams (index 3).

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize Professional Learning Communities (PLC) to review data derived from Lead4ward resources, Benchmark assessments, STAAR results and progress monitoring to create targeted instructional plans.</p>	1, 8	Principal and Instructional Specialist	Benchmark Scores Walk-through data PLC Meetings Progress Monitoring				
Funding Sources: Title 1 School Improvement							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) The Carver leadership team will provide clear expectations for instruction and interventions to staff to ensure that all at-risk and ELL students are challenged to succeed. The staff will utilize interventions such as: Think Through Math, Motivational Math, Compass Learning, IStation, Successful Reader, LLI Kits, STAAR Master and Measuring Up in all core content areas.</p>	1, 2, 8	Principal, Assistant Principals, and Instructional Specialist.	Walk-throughs Lesson Plans Program Reports Active Monitoring				
Funding Sources: Title 1 School Improvement							

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) ELA teachers will assist the staff in creating writing prompts for Science, Social Studies, Math, and extra-curricular classes to reinforce concepts defined in the writing rubric.</p>	1, 2	Assistant Principals & Instructional Specialist.	Writing Portfolios Benchmarks Lesson Plans				
Funding Sources: Local/General							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) All ESL students will improve reading language skills through tutorials and bilingual interventions provided by the District bilingual department.</p>	1, 2	Principal, Campus Staff, and District Bilingual Department.	Sign in Logs Student Participation Students' Academic Progress Reports.				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Carver will provide opportunities for all students to participate in curricular as well as extracurricular activities to develop language usage and improve writing proficiency.</p>	1, 2	Campus Staff and Administration team	Schedules Student Reflective Journals				
Funding Sources: Local/General							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Carver will implement tutorials and remediation strategies in core-area subjects for students by the seventh week of school to decrease the retention rate and improve student achievement. Tutorials are offered during the week and on Saturdays with the assistance of CIS and District Bilingual support. These tutorials will focus on STAAR standards, and TEKS in all core areas.</p>	1, 2, 10	Principal Tutors Bilingual Support CIS	Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports				
Funding Sources: State Compensatory Education							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>7) Carver will participate in product audits to compare rigor across grade-levels and among District middle school campuses.</p>	1, 8, 9	Campus Administration Teachers	Monthly Reports Surveys Collection of students' work Audit Report Individualize by Teacher				
Funding Sources: Local/General							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: G.W. Carver will meet state standard in 2017.

Performance Objective 2: G.W. Carver will eliminate barriers to academic achievement by planning and partnering with local, state and federal resources such as: ACE, AVID, Bear Project, Region 12 services and CIS.

Evaluation Data Source(s) 2: Program evaluation reports, STAAR results, Student services report, and Benchmark results.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Carver staff will Identify At-Risk students by criteria to provide appropriate intervention strategies.</p>	1, 2, 8	Counselors Instructional Specialist Program Directors	At-Risk reports Progress reports				
Funding Sources: State Compensatory Education							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Carver teachers and staff will Identify approximately 50 additional students for the AVID program to increase college readiness.</p>	1, 2	Campus Coordinator AVID Committee School Counselors	Increased student participation in UIL Academics Students passing all courses per 6 weeks				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Carver will utilize the ACE After School program to provide academic enrichment activities that are aligned to the District Pacing Guides and reinforce learning through innovative practices.</p>	1, 2, 6, 8	Principal 21st Century Grant Coordinator	ACE Cumulative Report Student Report Cards District Benchmark				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Staff will connect students with CIS and the BEAR project to address issues interfering with learning, such as, but not limited to emotional distress, family problems, or absent parents. Intervention strategies will be created for At-Risk students who meet state criteria.</p>	1, 9	Assistant Principal BEAR Project Coordinator	Parent Logs Student Long Student Reports				

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Carver will utilize CIS and Region 12 services to implement tutorials and remediation strategies in core subjects for students to decrease the retention rate and improve student achievement. Tutorials will be held during the week and on Saturdays. These tutorials will focus on STAAR standards, and TEKS in all core areas.</p>	1, 9	Instructional Specialist CIS Coordinator	Benchmarks Report Card				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.






Performance Objective 1: Ensure that the teachers of Carver receive beneficial professional development through the use of Professional Learning Communities (PLC) that promote the overall effectiveness of teaching strategies through researched best practices.

Evaluation Data Source(s) 1: Walk through data

Lesson Plans
PLC Structure

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide support horizontally and vertically by department in PLC to ensure curriculum alignment that will maximize classroom instruction using district curriculum by creating rigorous lessons and assessments.</p>	1, 2, 4, 5, 8	Instructional Specialist Assistant Principal Principal	Lesson Plans Common Assessment District Benchmarks				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Develop and implement an effective PLC protocol. Provide coaching and level support in PLC to implement differentiation with provided supplemental materials and resources.</p>	1, 8	Assistant Principals Instructional Specialist District Content Specialist and Coaches	Administrator and Instructional Specialist observation.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Develop and implement an effective PLC protocol. Provide coaching and level support in PLC to implement differentiation with provided supplemental materials and resources.</p>	1, 8	Assistant Principals Instructional Specialist District Content Specialist and Coaches	Administrator and Instructional Specialist observation.				






<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) The Instructional Leadership Team (ILT) meets weekly, reviews data and identifies an action plan to improve student learning.</p>	1, 2, 8	Principal	Classroom Observation Data.				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Professional development that targets teachers and student needs will be provided to teachers by various support services.</p>	1, 2, 8	Principal Assistant Principals	Certificates from Professional Development. Evidence of acquired information being implemented in the classroom.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.

Performance Objective 2: Carver staff will utilize the domains of the T-TESS to provide constructive feedback to teachers that will promote continuous growth in best practices for teacher performance.

Evaluation Data Source(s) 2: T-TESS formal and informal evaluations

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Provide teachers with ongoing professional development of the T-TESS dimension to ensure that they are knowledgeable of the different levels of teacher effectiveness.</p>	1, 8	Campus Administrators	Walk-throughs Formal and Informal Observations				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Calibration of walk-throughs will be conducted to ensure clear expectations of classroom instructions.</p>	1, 8	Campus Administors	Walk-through Formal and Informal Observations				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: G. W. Carver will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Discipline referrals will decrease by 5%

Evaluation Data Source(s) 1: Attendance and Discipline Data

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 3 CSF 6</p> <p>1) Use the Panther Way process to encourage teacher classroom management and parent involvement strategies.</p>	1, 2	Administrative Team/ Counselors	Decrease of referrals, increase of scores				
Funding Sources: Local/General - \$0.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 2</p> <p>2) Behavioral Aides will be assigned designated hallways to assist teachers with the Panther Way process while implementing Restorative Practices.</p>	8, 9	Administrators/ Teachers	Improve/maintain the dropout rate Identify potential dropouts early Attendance Grades Parental input				
<p>Critical Success Factors CSF 5</p> <p>3) District Career Technical Education (CTE) will conduct a transitional week that will provide students with information on high school and post-secondary educational opportunities that will encourage positive behavior.</p>	6, 10	Counselors/Parent Liaison	Career Survey Post-secondary Plans				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Restorative Discipline Coordinator will use restorative strategies to de-escalate negative behaviors, build student self-esteem and strengthen relationships between teachers and students.</p>	3, 6, 10	Principal Restorative Discipline Coordinator	Restorative Discipline logs Panther Way Referrals				
Funding Sources: Title I 1003a Focus/Priority							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 1: Carver Middle School will increase effective communication to parents by 10% from 2015-2016 to 2016-2017.

Evaluation Data Source(s) 1: Formative agendas, sign-in sheets, handouts, summative parent survey, and involvement checklist will serve as evidence of increased participation.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Invite parents to join the parent advisory committee as they enroll their students.</p>	1, 2	Counselors Parent Liaison	Creation of a Parent Committee.				
<p>Critical Success Factors CSF 2 CSF 5</p> <p>2) Create ways through social media, texting, and a phone system where parents can access information.</p>	2, 6	Counselors Parent Liaison	Increased parental involvement by 5% Parent Sing-in				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Teachers will contact a minimum of ten parents per week to communicate progress, positive performance, and personal invitation to campus activities.</p>	1, 2, 6	Campus Administrators	Parent Contact Logs				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 2: G.W. Carver Middle School will host monthly partnership meetings on topics that will assist in improving student achievement and discipline in school and at home.

Evaluation Data Source(s) 2: Agenda, Sign In Sheets

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Implement professional development for staff/parents on ways to effectively communicate in English and Spanish, parent education, and volunteerism. Attendance for the 2016 Parent Involvement Conference in Arlington will provide the learning partnerships and strategies to promote parental involvement.</p>	1, 6	Counselors/ Parent Liaison	Agendas, increase parental contacts throughout all departments.				
<p>Critical Success Factors CSF 5</p> <p>2) G. W. Carver will host family dinner nights once a week that will assist and improve student achievement, including but not limited to:</p> <p>Wellness/Nutrition Homework Assistance Instructional Support Restorative Discipline Strategies College Readiness STAAR</p>	1, 6	Counselors/ Parent Liaison	Increased parental involvement by 5%.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Provide parents with information on high school and post-secondary educational opportunities.</p>	6, 7	Counselors/Parent Liaison	Career Survey Post High School Plans				






<p align="center">Critical Success Factors CSF 6</p> <p>4) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. General supplies will be purchased as needed</p>	6	Parental Liaison Principal	Formative: District and Campus Parental Involvement Policy on the website Summative: Composite of End of Year Survey Title I Compliance Checklist				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Parent Presentations will be made periodically at Carver.</p>	6	Parent Liaison Counselors	Evaluations Sign-In Sheets				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 3: By the end of 2016-2017 school year, Carver parental involvement will be increased by 10%.

Evaluation Data Source(s) 3: Logs and Notebooks

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 5</p> <p>1) Conduct an annual Title 1 meeting to inform parents of services through Title 1 funds. Meetings will be offered in the morning and afternoon for parents who cannot make the meetings in the morning. Light refreshments will be provided.</p>	6	Counselors Administrative Team	Sign In Sheets Minutes Fliers				
Funding Sources: Title I Parent Involvement							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Waco Independent School District

Indian Spring Middle School

2016-2017 Goals/Performance Objectives/Strategies

Accountability Rating: Improvement Required



Mission Statement

The mission of Indian Spring Middle School is to empower students to achieve personal excellence and be productive citizens in our global society.

Vision

2016-2017 Vision: "Every student, every teacher, every day!"

2016-2017 Theme: "The past cannot be changed; the future is still yours."

2016-2017 Character Focus: Pride (Performance, Responsibility, Integrity, Determination, Excellence)

Core Beliefs

The educational beliefs for Indian Spring Middle School are to create a set of criteria that address content, teaching, and assessment. We believe the following:

- Every student can learn.
- Teachers must have clearly defined content area goals and objectives.
- Students are active participants in the learning process.
- Student progress is measured by an in-depth study of data obtained from standardized tests, district tests, departmental tests, teacher-made tests, quizzes, performance tasks, and academic investigations.
- A variety of methods and strategies based upon current educational research impacts student learning.
- Teachers understand how the subject area they teach is based upon the Texas Essential Knowledge and Skills (TEKS).

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Goals

Goal 1: Increase Student Achievement, participation, and performance. Improve and support academic student performance. 100% of students will show measurable growth in all subject areas and at least 75% of students will meet or exceed district checkpoints (benchmarks) in math, writing, reading, science and social studies.






Performance Objective 1: Identify value added growth with each individual with a targeted focus on the student groups (Using 2013 Baseline for Eco-dis; African-American, Hispanic). Emphasis is in subject areas and all students to gain an overall increase in the following percentages for the 2015-2016 school year: Eco-dis. - reading 59%, Math 51%, Writing 54%, Science 50%, and Social Studies 32%. Goal for Eco-dis group is set at a minimum of 75% for all tests. 2013 Baseline: African-American - reading 53%, Math 44%, Writing 51%, Science 48%, Social Studies N/A. Goal for African -American group in all testes is a minimum of 75%. 2014 Baseline: Hispanic - Reading 65%, Math 55%, Writing 59%, Science 51% and Social Studies 29%. Goal for the Hispanic sub-population is set at a minimum of 75% . On the first submission of the STAAR exam 30% of the special education identified students will pass Reading, Writing, Math, Social Studies, and Science 100% special education identified students will show growth using clearly defined processes, targeted inclusion teacher/student schedules, and student trackers to regularly evaluate student performance to add academic value.

Evaluation Data Source(s) 1: TAPR Report; End of Year Attendance Report; Collaborative meeting summaries, data sheets, "SLR-Type" analysis for each sub-population, RTI data, and SE targeted documentation; district checkpoint data summary sheets, individual teacher breakdown by district scores, individual and group teacher meeting summaries from instructional specialists and leadership teams.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>1) Use the Texas Resource systems and district pacing guide to develop and implement strong student centered, real world, research based classroom instruction in all content areas with teachers as facilitator of student learning.</p>	3	Instructional Specialists	Lesson Plans, observations, walkthroughs, data from common assessments, STAAR results measured by student success.				
Funding Sources: Local/General							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 4</p> <p>2) Identify and provide intervention to at-risk students during, after the school day, and Saturdays through personnel, technology, testing strategies and/or other academic intervention specific materials needed for intervention strategies.</p>	2	Instructional Specialists	Data from common assessments, lesson plans from tutorials, RTI documentation, tutorial attendance				
Funding Sources: Title 1 School Improvement							

3) Establish content and across grade level PLCs to work with data and assess student needs.	1	Principal, Assistant Principals, Instructional Specialists	PLC Minutes, data reports by six weeks				
Funding Sources: Local/General							
4) Celebrate achievement of reading goals once each six weeks and at the end of the year.		Principal, Assistant Principals, Instructional Specialists, Teachers	Reading logs, AR class reports, Pictures of celebrations				
Funding Sources: Local/General							
State System Safeguard Strategy 5) Include more SPED students in regular instruction in classroom with support from inclusion teacher.		SPED Teachers, teachers	Lesson Plans, Walkthroughs, Student IEP's				
Funding Sources: Local/General							
6) Conduct grade level data meetings with principal once every six weeks and planning meetings with Instructional Specialists weekly.		Principal, Instructional Specialists, Teachers	Lesson plans, Walkthroughs, Common Assessment reports				
State System Safeguard Strategy 7) Work closely with the Bilingual/ESL Department for ESL teacher support and instructional monitoring.		Instructional Specialist	WISD/ESL campus sign-in sheets				
8) Continue to implement Lead4forward program for best practices.		Principal, Assistant Principals, Instructional Specialists	Meeting Minutes, Powerwalk data				
State System Safeguard Strategy 9) Hire temporary classroom instructional support to assist in the areas of Reading, Math and SPED. (highly qualified staff).	2	Principal, Instructional Specialists,	Payroll sheets, Sign-in sheets				
Funding Sources: Title 1 School Improvement - \$57000.00							
Critical Success Factors CSF 1		Instructional Specialists	Printed documents, departmental and grade level meeting agendas				
10) Use TEA STAAR resources and consumables to increase student achievement through intervention, tutorials and Saturday camps.	Funding Sources: Title 1 School Improvement - \$17611.00						
State System Safeguard Strategy 11) Differentiate instruction to ensure all TEKS/STAAR objectives are taught by creating individualized learning plans for all students.	1	Principal, Instructional Specialists	Student IEPS, Lesson Plans, Power Walk Data, STAAR Results				
State System Safeguard Strategy 12) Utilize SAT/RTI process to analyze needs of at-risk students and determine appropriate interventions.	1	Principal, Instructional Specialists	Agendas, Sign-in sheets, SAT/RTI forms, SAT minutes				

13) Develop and actively monitor the Compose Lab focusing on reading and/or math intervention as part of the middle school reform efforts for those students who are behind grade level and have failed STAAR assessment (reading and/or math)	2	Principal, Instructional Specialists	Ongoing benchmark assessments, lesson plans, walkthrough data, STAAR assessment data (reading and/or math)				
State System Safeguard Strategy							
14) Train all 6th, 7th, 8th grade students during grade specific presentations/professional develop sessions presented by professional speakers for the purpose of getting students to utilize sound/effective techniques to improve their test scores, they will learn test preparation strategies, receive student motivation through music and gain insight/be taught various innovative strategies to help influence their academic achievement.		Principal Assistant Principals Instructional Specialists Teachers	Data from common assessments, tutorial attendance data, data from six weeks grades, overall increase in academic success.				
Funding Sources: Title 1 School Improvement - \$5500.00							
15) Hire AVID tutors to assist in core learning areas.	1	Principal, AVID Coordinator	Expansion of AVID program, more students using resources, decrease failure rate				
Funding Sources: State Compensatory Education - \$80000.00							
Critical Success Factors CSF 1							
16) Utilize manipulative to enhance instruction and for interventions for the contents areas of math, reading, social studies, and visual arts.	9	Instructional Specialist, Assistant Principals	Increase in authentic student engagement on walk through data by appealing to multiple learning styles Increase in district benchmark scores, Increase in STAAR achievement				
Funding Sources: Title 1 School Improvement - \$5000.00							
Critical Success Factors CSF 1 CSF 2 CSF 4							
17) Utilize Math XL for 7th and 8th grade math lab as an intervention for STAAR preparation.	9	Math Coach, Instructional Specialists	Increase in math scores on benchmarks, district tests, and STAAR				
Funding Sources: Title 1 School Improvement - \$3000.00							
Critical Success Factors CSF 1							
18) Differentiate math instruction to enhance hands on learning through virtual manipulation.	9	Math teachers, Instructional Specialist	Increase in authentic student engagement on walk through data by appealing to multiple learning styles Increase in district benchmark scores, Increase in STAAR achievement				
Funding Sources: Title 1 School Improvement - \$4898.00							
Critical Success Factors CSF 1							
19) Utilize Total Motivation for Math, Reading and Science for intervention to increase student achievement	8	Instructional Specialists, Department Chairs, Assistance Principals	Increase in math scores on benchmarks, district tests, and STAAR				
Funding Sources: Title 1 School Improvement - \$18816.05							
20) Purchase AVID agenda for AVID students for organizations and planning	9	AVID teacher and AVID coordinator	Students will master study good study habits and increase academic performance				
Funding Sources: Title I 1003a Focus/Priority - \$412.50							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 2: Maintain a safe and disciplined environment conducive to student learning by using a Positive Behavior Intervention and Support (PBIS) System. The use of two-way radios between administrators, counselors, and support staff help maintain effective communication with the ISMS campus.

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

Evaluation Data Source(s) 1: Daily and End of year discipline data reports.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Train staff to utilize CHAMPS in order to create, implement and maintain a positive, safe, and disciplined environment throughout the 2015-2016 school year.	1	Administration, CHAMPS Team	Decreased student incident referrals, student SAT referrals for proactive interventions to be implemented to help the student be successful at ISMS. Student referrals to the Waco ISD Suspend Kids to School Program.				
	Funding Sources: Local/General - \$2000.00						
2) Require teachers, parents, and students to sign the Bulldog Home School Agreement Form to agree to work together for a safe school environment. (Home School Compact - Title I)	2, 6	Teachers, Assistant Principals, Principal	Returned Signed Bulldog Home School Agreements (documentation)				
	Funding Sources: Title 1 School Improvement - \$100.00						
3) Incorporate Differentiated Instruction Techniques and great teaching practices (i.e. Marzano's Strategies, Creative Thinking Strategies) training in an effort to meet the needs of individual students especially those students identified as at-risk.	1	Principal, Instructional Specialists, Assistant Principals	Lesson Plans, Observations, LYS walkthroughs, PDAS walkthroughs. Increase in overall student performance.				
4) All staff members to be familiar with the Emergency Operations Plan procedures and be able to implement the campus plan when necessary. Drills will be conducted to practice the plan.	4	Principal, Assistant Principals	Documented Emergency Plan lessons/trainings conducted throughout the school year, Completed drills for the academic school year.				
5) Recognize and publicize positive and responsible behavior/actions on a daily, weekly, monthly, and yearly basis.	1	Assistant Principals, Teachers, PEIMS	Recognition assemblies, student certificates, picture wall, and parent letters and/or phone calls.				
	Funding Sources: Local/General						
6) Develop contracts, behavioral action plans, for "identified" students.	1	Assistant Principals, Teachers, PEIMS	Decrease number of office referrals.				

7) Provide intervention counseling for students experiencing continuous and/or repetitive disciplinary infractions.	1	Principal, Assistant Principals	# of students served, # of counseling sessions provided, reduction in office referrals				
	Funding Sources: Local/General						
8) Proper Implementation and frequent monitoring of the ISMS RTI Pyramid for all students in terms of utilizing good teaching strategies but also focusing on students in need of additional instructional and/or behavioral interventions/assistance outside of the regular assistance given to all ISMS students.	2	Principal, Assistant Principals	Increase in academic success, students display of appropriate behaviors, decrease number of office referrals by at least 35%				
	Funding Sources: Local/General						
State System Safeguard Strategy 9) Analyze discipline data frequently to determine staff and individual teacher needs.	1	Assistant Principals, Principal and ISMS Discipline Team	Decrease number of discipline referrals over the year reflected in end of year discipline data reports				
	Funding Sources: Local/General						
State System Safeguard Strategy 10) Provide interventions for new teachers and teachers in need of assistance with classroom management.	2	Principal, Assistant Principals, Teachers	Individual Action Plan-Timelines, classroom observations, reduction in office discipline referrals				
	Funding Sources: Local/General						
11) Implement student-centered classroom instruction from bell to bell.	2	Principal, Assistant Principal, Instructional Specialists, Teachers	Fewer discipline referrals				
State System Safeguard Strategy 12) Provide a mentor to support targeted students to help with conflict resolution and bullying prevention/intervention that often result in discipline referrals.	2	Principal, Assistant Principals	Student referrals to mentor Documented schedule of working with students Decrease in discipline referrals				
	Funding Sources: State Compensatory Education - \$8000.00						
Critical Success Factors CSF 3 13) Purchase 2 way radios to ensure effective communication among the administrative staff and behavioral team to ensure a safe and disciplined campus environment.	1	Assistant Principals	Coordinated and effective management of students. Efficient communication regarding the supervision of students.				
	Funding Sources: Title I 1003a Focus/Priority - \$1666.64						
Critical Success Factors CSF 6 14) Purchase ID badge machine to provide students with ID to ensure safety and effectively communicate with all students.	2	assistant principals	All staff will effectively communicate with all students to ensure schoolwide safety.				
	Funding Sources: State Compensatory Education - \$3800.00						
							

Goal 3: Improve campus culture by Using Effective Instructional Communication

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

Evaluation Data Source(s) 1: Teacher Retention data, formal and informal teacher feedback, workplace survey, teacher attendance records.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Train teachers in the methodology of CHAMPS, reviewing a behavioral matrix that staff will follow creating a sense of unity. Strategies from CHAMPS will also be utilized that are interrelated to many PBIS components (i.e. schoolwide procedures/expectations, individual classroom procedures/expectations, etc.).	2	Assistant Principals, CHAMPS committee members, teachers	Campus climate survey CHAMPS Committee Bi-monthly meetings Discipline reports				
	Funding Sources: Local/General - \$500.00						
State System Safeguard Strategy 2) Title I committee will support the learning environment as they meet and develop plans for meeting the needs all students.	1	Principal, Instructional Specialists, Counselors, Title I committee	Progress Monitoring will show academic improvement of identified/targeted students, Title I agendas and meeting notes				
	Funding Sources: Title I School Improvement - \$2000.00						
3) Teachers will meet formally and informally to monitor and adjust teacher created lesson plans and share successes/concerns as grade level and/or subject-specific teams.	2	Campus Principal, Assistant Principals, Instructional Specialists	Meeting Sign-In Sheets, Classroom observations				
4) Teachers will participate in Grade Level and Departmental meetings scheduled with campus administration to resolve instructional and/or environmental areas of concern for the campus.	8	Principal	Meeting Sign-In Sheets, campus-surveys noting improvement in the area of concern(s) noted from meetings.				
5) Teachers will participate in various celebration activities and team competitions, such as Chili Cook Off, semester birthday celebrations, Fun Friday activities, Staff gatherings, Shared celebrations.	2	Administration Team; Bulldog Social Committee	Documented completion of celebration activities.				
	Funding Sources: Local/General - \$2500.00						






Goal 4: Improve student attendance.

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

Evaluation Data Source(s) 1: End of year attendance for all students from 95% to 96% and above.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor campus attendance rate on a weekly basis to build awareness.	1	Attendance clerk, Assistant Principals and Principal	Email sent to principal once a week that shows attendance rate.				
State System Safeguard Strategy 2) Create awareness in our community specifically targeting ISMS parents/students on the importance of daily school attendance and how it affects a students academic success and or failure and the correlation between attendance and dropout prevention.	6	Principal	Campus web-page, Minutes from Parent Informational meetings, School Messenger call reports noting attendance policies and weekly rates.				
3) Recognize students with perfect attendance each three-week interval an hold attendance celebrations and/or drawings at the end of six weeks.	2	ISMS Attendance Committee Counselors PEIMS (Attendance clerk) Principal	Celebration pictures from celebrations and drawings, perfect attendance bulletin board on campus with student names.				
4) Recognize each student's birthday by calling his/her name on morning announcements and award them with a Bulldog Paw, getting to go first in the cafeteria line during lunch, and eating outside in the courtyard with two friends (weather permitting).	2	Counselors, Assistant Principal, Principal	100% of students will be present on their birthday.				
Funding Sources: Local/General							
State System Safeguard Strategy 5) Follow the WISD attendance procedures to increase student attendance.	1	PEIMS (Attendance Clerk), ISMS Attendance Team, Principal	Attendance files				
State System Safeguard Strategy 6) Maintain prompt and accurate attendance records.	1	Principal, PEIMS (Attendance Clerk)	Daily Attendance Submission Reports submitted to campus principal by PEIMS (Attendance Clerk)				






<p align="center">State System Safeguard Strategy</p> <p>7) Utilize district PCL to make home visits to students who have 3 or more unexcused absences.</p>	2	Principal, Assistant Principals, PEIMS Clerk (Attendance Clerk), PCL(s) assigned to ISMS.	PCL home visit logs				
<p align="center">State System Safeguard Strategy</p> <p>8) Provide training for bullying prevention and intervention.</p>	1	Principal, Assistant Principal	Anti-Bullying program is created and Zero Tolerance for bullying is implemented.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Increase the percentage of Limited English Proficient students achieving passing rates on the statewide standardized testing program.

Performance Objective 1: 65% of all ELL students will pass all state required assessments for their grade level.

Evaluation Data Source(s) 1: 65% of our ELL students will have passed STAAR exams in their grade level.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Engage ELL students with texts that are appropriate to their English level. Teachers will continue to receive professional development in the area of addressing/instructing ELL(English Language Learners).</p>	4	Administrators, Instructional Specialists, ESL certified teachers	Students will show increased academic performance on common assessments.				
2) ESL certified teachers will effectively incorporate second language acquisition goals and objectives into their classrooms.	3	Administrators, Instructional Specialists	Increased student performance on TEK objectives as measured by common assessments, benchmarks, and portfolios.				
3) Continue ISMS English Language Learner (ESL) classroom to address the needs of students identified as beginning and intermediate with regard to their English Proficiency ratings. (Increase in students at the secondary who are Newcomers and have little to no English language acquisition).	3	ISMS ESL teacher, Instructional Specialists	Increased passing percentage in benchmark assessments, three week progress reports, six week report card grades and state assessments.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 6: ISMS will provide on-going professional development opportunities for staff to improve instruction, skill sets for their respective positions and to help with staff retention.

Performance Objective 1: Teachers will be provided with time and opportunities for training that meets the specific needs of the staff, students, and campus to improve instruction and skill sets for their respective positions.

Evaluation Data Source(s) 1: Staff sign-in sheets; Improved instruction observed/monitored via campus data-walks; improved student achievement on teacher made, district level benchmark assessments; improved student achievement on STAAR state assessment.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Purchase teacher reading materials specifically focusing on reaching "struggling students" to be utilized as individual teacher books studies, small group (teachers with similar deficiencies) book studies; principal coaching; instructional specialist coaching for identified staff who need assistance to help them improve with reaching struggling students.</p>	4	Principal Assistant Principals Instructional Specialists Departmental/Grade Level Teacher-Leaders	Increased student performance on TEK objectives as measured by common assessments, benchmarks, portfolios and STAAR state assessment.				
Funding Sources: Title 1 School Improvement - \$25000.00							
<p>2) Contract services to provide Teacher/Leader, administrator and/or instructional coach support to assist the campus in implementing research-based practices for curriculum development and classroom instruction, including bilingual education and special education programs, if appropriate, and financial management.</p> <p>Specific but not limited to areas of focus included: research-based technical assistance, including data analysis, academic deficiency identification, intervention implementation, and budget analysis, to strengthen and improve the instructional programs at the campus;</p>	1	Principal Assistant principals Instructional Specialists Departmental Teacher Leaders	Increased teacher performance to address the academic and social needs of the diverse students served at ISMS to include: students performing below their academic grade level, students receiving SPED services, students identified as LEP students, other at-risk students.				
Funding Sources: Title 1 School Improvement - \$40000.00							
<p>State System Safeguard Strategy</p> <p>3) Continue professional development (started during the summer of 2014) in the area of utilizing strategies to reach, teach, motivate urban youth and those students designated as at risk.</p>	4	Principal Assistant Principals Instructional Specialists	Increase in benchmark and state assessment results for African-American, Hispanic and at-risk student learners.				


4) Increase teacher support and retention through mentoring, support and coaching.	4	WISD Mentoring program ISMS mentoring and buddy teacher program team Instructional Specialists Principal	Classroom Observations Meeting Agendas Teacher Retention end of year rate.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: ISMS will provide on-going professional development opportunities for staff to improve instruction, skill sets for their respective positions and to help with staff retention.

Performance Objective 2: 100% of ISMS Teachers will participate in PD/workshop in order to identify common class room behavioral issues and create proper coping strategies. Reduce number of office and ISS referrals from 16 per day (average) to 14. In addition, teachers will learn new classroom management strategies.

Evaluation Data Source(s) 2: Improved classroom management observed/monitored via campus data-walks; Reduction in student referrals:

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be paid to participate in an interactive workshop that addresses common behavioral issues and be given practical, hands-on strategies to enhance classroom management. Both prevention and intervention strategies will be presented.	4	Campus Administration and Leadership	Overall reduction of student referrals; Increase in positive classroom interaction between students and teachers; and increase in benchmark scores.				
Funding Sources: Title I 1003a Focus/Priority - \$12000.00							
Critical Success Factors CSF 1 CSF 7	4	Instructional specialists	Increase in student active engagement: more creative and interactive lesson plans; increase in benchmark scores				
2) Teachers will participate in content specific trainings and workshops to gain 21 century technology and interactive differentiated lesson strategies to reach at risk students and gifted learners.	Funding Sources: State Compensatory Education - \$700.00						
							

Goal 6: ISMS will provide on-going professional development opportunities for staff to improve instruction, skill sets for their respective positions and to help with staff retention.

Performance Objective 3: 100% of teachers will be provided PD opportunity designed to increase accountability, learning innovations, and campus improvement strategies.

Evaluation Data Source(s) 3: Improved student outcomes monitored through walkthroughs and student assessment scores.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lead teachers will attend ASCD Annual Conference. The conference will help inspire accountability, innovation, and possibility for school improvement through partnerships and research-based best practices		Campus Leadership and Administration	Improvement in student outcomes in assessment data.				
Funding Sources: Title I 1003a Focus/Priority - \$20000.00							
							

Goal 7: Recruit, support, and retain quality employees.

Performance Objective 1: Retain 75% of faculty for 2016-2017 SY through mentoring, support and coaching.

Evaluation Data Source(s) 1: Staff retention rates will increase by 10%. Staff resignation/transfer data; Staff attendance rate, substitute budget.

Summative Evaluation 1:

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






Goal 8: Use of current and emerging classroom technology to meet the needs of all students.

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

Evaluation Data Source(s) 1: Staff sign-out sheets; Improved instruction observed/monitored via campus data-walks; improved student achievement on teacher made, district level benchmark assessments; improved student achievement on STAAR state assessment.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Upgrade computers and monitors to utilize current programs available for instruction and intervention.	1	Principal Assistant principals	Students will show increased academic performance on common assessments.				
Funding Sources: Title 1 School Improvement - \$24000.00							
State System Safeguard Strategy 2) Provide interventions for identified student, during and outside the school day. Including temp. hire tutors and staff outside of the school day.	8	Principal Assistant Principals Instructional Specialists Departmental Teacher Leaders	Students will show increased academic performance on common assessments.				
State System Safeguard Strategy 3) Purchase supplemental resources for STAAR test prep and practice.	1	Principal Assistant Principals Instructional Specialists Departmental Teacher Leaders	Students will show increased academic performance on common assessments.				
Critical Success Factors CSF 5 CSF 6 4) Upgrade visual arts program to include dimensional, media, graphic, digital animation, photography, painting, ceramics, and fibers in preparation for Visual Arts Scholastic Event and additional art programs	3	Fne Arts Teachers, Instructional Specialists, and Principal	Students will participate in VASE event, increased student attendance, increase academic performance of students involved in VASE event, school and community wide art exhibit showcasing student work				
Funding Sources: Title 1 School Improvement - \$2000.00							

<p>5) Upgrade computers in Library to ensure functionality and reliability. All ISMS will have access to computers.</p>	<p>Principal Assistant Principals Instructional Specialists Departmental Teacher Leaders</p>	<p>Students will show increased academic performance on common assessments.</p>				
<p>Funding Sources: Title 1 School Improvement - \$62000.00</p>						
<p>Critical Success Factors CSF 1 6) Replace or upgrade LCD projectors and document cameras to support student learning with existing laptops and Ipads.</p>	<p>Instructional Specialists and Assistant Principals</p>	<p>Lessons will be highly visual and interactive. Students will show increased academic performance and increased engagement.</p>				
<p>Funding Sources: Title 1 School Improvement - \$11700.00</p>						
<p>Critical Success Factors CSF 1 7) Purchase TI Navigation system, TI power-cords, 10 TI Inspire calculators, 12 wireless mice, and a class set of earbuds for Pearson math program</p>	<p>3 Math Instructional Specialist, Lead Teachers, Assistant Principals</p>	<p>Students will show increased academic performance in the area of math.</p>				
<p>Funding Sources: Title 1 School Improvement - \$9619.08</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 9: Improve Academic Performance

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

Evaluation Data Source(s) 1: Improved instruction and curriculum

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.	8	Principal, Assistant Principal	Curriculum that is aligned throughout grade level. Collaboration among teachers throughout grade levels to ensure alignment.				
2) Ensure curriculum alignment.	1, 8	Principal, Assistant Principal, Instructional Specialist	Curriculum that is aligned throughout grade level. Collaboration among teachers throughout grade levels to ensure alignment.				




✔ = Accomplished
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 9: Improve Academic Performance

Performance Objective 2: Continuous use of student data to improve instruction throughout academic areas. Increase in district assessment scores at the end of each 6 week period.

Evaluation Data Source(s) 2: Increased use of data materials

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ongoing job-embedded PD to campus leaderships, teachers and support staff; bring in consultants, offer training in summer	1	Principal, Assistant Principal, Instructional Specialist	Increased use of data				
<p>Critical Success Factors CSF 2 CSF 7</p> 2) Maintain adequate space on campus for teacher data room and continue to update weekly.	1	Principal, Assistant Principal	Build or provide teachers with a designated Data Room that can be accessed by teachers and allows for privacy.				
Funding Sources: Title 1 School Improvement - \$25000.00							
3) Provide extended time for instructional teams to review data and create strategies for differentiating instruction.	1	Assistant Principals, Instructional Specialists	Using sign in sheets for access to Data Room and increase in student assessment scores.				
							

Goal 10: Increase use of quality data to inform instruction

Performance Objective 1: Create research based instructional program

Evaluation Data Source(s) 1: All teachers and support staff will be trained in data disaggregation for their respective areas weekly by way of the professional learning community.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide training in data disaggregation for student level, class level, content area, and teacher/student strengths and weakness identification.</p>	1, 4	Principal, Assistant Principals, Instructional Specialists	Beginning in 08/2015 data teams will be created along with allotted time for research. Overall improvement of curriculum design is required and sign in sheets for faculty/staff is required.				
<p>State System Safeguard Strategy</p> <p>2) Improve technology hardware for teachers in order to access student data more efficiently and access research based instructional resources more readily.</p>	1, 4	Principal, Assistant Principals	Teachers will receive PD on new equipment. Walkthroughs and evaluations will demonstrate success				
<p>3) Instill campus wide culture of data driven decision making</p>	1, 4	Principal, Assistant Principals, Instructional Specialists	Increase use of data as a decision tool and time allotted for data research.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 11: Increase Leadership Effectiveness

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

Evaluation Data Source(s) 1: All teachers and staff will receive professional development and must commit to school turnaround goals.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) demonstrate operational flexibility by offering zero hour classes, after school programs, and teacher led training. opportunities not limited to above.</p>	2	Principal	Overall improvement of campus culture, operations, and programs				
2) Provide clear communication regarding campus changes	1, 2	Principal	Overall improvement of campus communications				
3) Emphasize data utilization through creative PD.	1, 2	Principal	Research-based decision will help improve students assessment, placement, monitoring,				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 12: Increase Learning Time

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

Evaluation Data Source(s) 1: Redesigned daily calendar with an increase in instructional minutes each semester.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a comprehensive schedule to ensure increased learning time for teachers by providing PD opportunities in summer, Saturday PD, new technology, reading and writing blocks during lunch, Zero Hour.	1, 4	Principals, Assistant Principal, Instructional Specialists.	Sign in sheets required for all PD training and for reading and writing blocks. Overall improvement of learning opportunities.				
2) Increase student learning time through Zero Hour, after school tutorials, 1:1 learning, and Saturday Math Camps.	1, 4	Principals, Assistant Principal, Instructional Specialists.	Sign in for Zero Hour, Math Camps, and 1:1. Increase in attendance of all after school programs.				
3) Provide a variety of enrichment activities such as student government, college and career readiness, athletics	1, 4	Principals, Assistant Principal, Instructional Specialists.	Creating more extra curricular clubs and activities to provide students with opportunities to develop into well-rounded individuals.				
<p>Critical Success Factors CSF 7</p> 4) Increase teacher planning time to allow for collaborative planning during the day; allow teachers to attend campus PD monthly.	1	Principals, Assistant Principal, Instructional Specialists.	Sign in sheets for after school PD and increase in attendance of off campus PD.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 13: Improve Parent/community Involvement and school climate.

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

Evaluation Data Source(s) 1: Develop program that centers around parental and community involvement.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Utilize Parent and Community Outreach Specialist to develop outreach programs.</p>	2, 6	Principal, Assistant Principals.	development of School Ambassador program for parents as well as other volunteer programs.				
<p>State System Safeguard Strategy</p> <p>2) Provide emotional support services through promoting school resources such as social worker, communities in schools, and school counselor.</p>	1, 2	Behavior Interventionist	Increase in student access to school resources				
<p>State System Safeguard Strategy</p> <p>3) Provide students access to pregnancy, homeless, drug and violence intervention services.</p>	1, 10	Principal, Behavior Specialist	Creation of database of on-campus and local services plus referral system. Sign in sheet and monitoring of services provided.				
<p>Critical Success Factors CSF 5 CSF 7</p> <p>4) Provide higher education information and career services for students and parents.</p>	6	Assistant Principals, Instructional Specialist	Outreach program designed to assist both students and parents with higher education information as well as career services. Information should be sent to parents/students quarterly. Database created to monitor distribution.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 5</p> <p>5) Educate parents about campus performance for 2015-2016 accountability and current status</p>	6	Assistant principals, Instructional Specialist	Increase parent involvement with academic programs and monitoring of their students' academic progress				
Funding Sources: Title 1 School Improvement - \$700.00							
<p>Critical Success Factors CSF 5</p> <p>6) Educate parents about preparing at home for STAAR, upcoming Open House, and STAAR testing dates in March, April and May.</p>	6	Counselors	Increase parent participation in Open House and increase student attendance rates in March, April and May. Also increase in student academic achievement				
Funding Sources: Title 1 School Improvement - \$400.00							


<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>7) Educate parents about the Texas Student Success Initiative for grade 8 and the student performance for those who did not meet standard.</p>	9, 10	Assistant principals, Instructional Specialist, Counselors	Increase school attendance for 8th graders in tutorials and active participation in 1/2 day during school retest preparation.				
Funding Sources: State Compensatory Education - \$250.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 13: Improve Parent/community Involvement and school climate.

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

Evaluation Data Source(s) 2: Partnership survey information will be gathered and date reviewed for continued program effectiveness.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The Indian Spring Campus will engage community volunteers to increase service learning opportunities for students. The campus will employ a service coordinator to set up the program.</p>	1	Assistant Principal Campus Principal Service Learning Coordinator	<p>Increase engagement through the service learning circles.</p> <p>Positive feedback from parents, students, and community partners on the survey instrument.</p>				
Funding Sources: Title 1 School Improvement - \$4411.14, State Compensatory Education - \$464.33							
							

Goal 13: Improve Parent/community Involvement and school climate.

Performance Objective 3: Indian Spring Middle School will provide parent and community meetings during the 2015-2016 to share information and gather stakeholder input to better serve the needs of the ISMS learners.

Evaluation Data Source(s) 3: A participation roster will be generated per meeting.

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Increase community and parental involvement through cultural inspired Dia de los Muertos activities that allow students to identify cultural patterns of self-awareness.	6	Fine Arts Department Coordinator Inbound Counselor College Prep Inbound Specialist Inbound Instructional Specialist 8th grade Assistant Principal Principal	Parent and community participation log.				
				Funding Sources: Title 1 School Improvement - \$500.00			
Critical Success Factors CSF 5 2) Increase community and parental involvement through a celebration for Black History Month	6	Fine Arts Department Coordinator Inbound Counselor College Prep Inbound Specialist Inbound Instructional Specialists	Parent and community participation log.				
				Funding Sources: Title 1 School Improvement - \$130.00			
							

Goal 14: Increase Teacher Quality

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

Evaluation Data Source(s) 1: Using local competencies; increase training and professional development to increase overall quality.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Compile district's employee performance data on existing staff and review prior to interviewing</p> <p>Ensure all existing staff receive and understand expectations as a turnaround campus</p> <p>Expand existing interview team to include teacher representation.</p> <p>Include applicant teaching demonstration as part of interview process</p>	2, 5	Principal, Assistant Principal, Instructional Specialist	Teaching staff of at minimum of 50% of existing staff. Full staff.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide ongoing PD regarding subject pedagogy.</p> <p>Implement reward incentives, increased chances of promotions, and more flexible work conditions.</p>	2, 5	Principal	<p>Increase in PD opportunities</p> <p>Increase in retention of teachers. District retention averages 76% per campus, ISMS is at 50%.</p>				
<p>3) Establish turnaround expectations for staff.</p>	5	Principal	Signed acknowledgement of understanding.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Continue applicant teaching demonstration as part of interview process</p>	5	Principal, Assistant Principal, Instructional Specialist	Applicants will provide a "lesson" of their choosing during interview to demonstrate content knowledge, technology experience.				
<p>5) Expand existing interview team to include teacher representation.</p>	5	Principal, Assistant Principal, Instructional Specialist	Teacher will be included in interview team to ensure candidate is good fit. Hiring decision will be measure.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Waco Independent School District

Tennyson Middle School

2016-2017 Goals/Performance Objectives/Strategies



Mission Statement

Tennyson Middle School challenges students academically to recognize and appreciate their individual cultures and talents. Our aim is to empower students to become lifelong learners who are inquisitive, technologically competent, and capable of thriving in a global, interdependent world.

Vision

Tennyson Middle School will maximize the intellectual, social, emotional, and physical development of the School Community, in a safe, secure, and inviting environment that promotes success.

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Goals

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 1: Increase advanced measure scores for students, including Atlas students and those in Pre-AP classes by no less than 8% for those under 50% last year and up to 60% for those within 50-59% last year.

Evaluation Data Source(s) 1: STAAR test results, walk through data, unit tests

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Teachers will be trained in various best practices in order to increase achievement in advanced and gifted students.	1, 2, 4, 9	Principal, Instructional Specialists, Advanced Academics	Walk-Through data and Increased Performance				
Funding Sources: Title I School Improvement - \$1500.00							
							

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 2: Reduce PEIMS reportable discipline referrals by 5% from the 2015-2016 school year.

Evaluation Data Source(s) 2: Summer 2016 PEIMS data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Campus will hire a behavior specialist and one behavior aide to help carry out a campus behavior intervention plan.</p>	1, 2	Asst. Principal Principal	There will be a 5% decrease in discipline referrals from the 2015-2016 school year.				
Funding Sources: Title 1 School Improvement - \$26852.00, State Compensatory Education - \$75446.00							
<p>Critical Success Factors CSF 6</p> <p>2) Administration team and Special Education teachers will utilize services of various district level special education personnel to help meet the behavioral needs of special education students. They will discuss special education students' needs and develop a plan to assist these students and request the services of district level special education personnel, as needed, resulting in lower discipline referrals.</p>	1, 2, 9	Principal Asst. Principals Behavior Specialist	PEIMS Discipline Report				
<p>Critical Success Factors CSF 6</p> <p>3) Develop, train on and implement a campus approach to behavior intervention and relationship building - PBIS so as to lower discipline data and increase student achievement. This includes assisting teachers with classroom management techniques that are aligned with the PBIS process.</p>	1, 2	Principal Asst. Principals Behavior Specialist Instructional Specialists	Discipline Data STAAR Data Teacher Survey Student Survey				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: Increase student achievement, participation, and performance.

Performance Objective 3: Increase all STAAR performance (Index 1) for each grade level and each sub-population by no less than 3% from the 2015-2016 school year and increase student progress measure (Index 2) by at least 5 points from the 2015-2016 school year.

Evaluation Data Source(s) 3: STAAR Performance reports

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) An Instructional Specialist or member of the Administrative team will be assigned to work with each department by meeting with teachers individually and during weekly scheduled meetings, reviewing data from assessments, assisting in developing activities to meet the weakest TEKS, ensure rigorous lessons, discuss new approaches to re-teach weak objectives, and provide overall support to each department.</p>	1, 2, 4, 8, 9	Principal	Campus goal is to increase STAAR scores by no less than 3% on the 2015 STAAR Assessment across grade levels in comparison to the 2015-2016 school year.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will maintain a RtI plan of action throughout the year for all At-risk students by noting the plan in Eduphoria. After every Unit Test and District assessment, teachers will analyze assessment data, review weak TEKS, etc. and design a plan to reteach and accelerate at-risk students.</p>	1, 2, 8, 9	Admin Team, Instructional Specialist	Lesson Plan Tutoring Logs PLC agenda minutes				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Hire tutors, as well as AVID tutors, to intervene with at risk students in reading, math, science, and social studies.</p>	1, 2, 9	Instructional Specialist and Administrative Team	Increased Student Performance				
Funding Sources: State Compensatory Education - \$8000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>4) Resources will be purchased according to student interventions needs.</p>	1, 2, 9	Principal, AP's and Instructional Specialist	Increased Student Performance				
Funding Sources: Title 1 School Improvement - \$2000.00, State Compensatory Education - \$4500.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Teachers will attend training on effective strategies to help dyslexic students in order to better serve their needs and ensure their success.</p>	1, 2, 9	PDAS Appraisers	Report Card Data STAAR Data				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>6) A bus or buses will be used to transport students attending after school tutoring home so that transportation is not an issue in attending tutoring.</p>	2	Principal	Increased Student Performance				
Funding Sources: Title 1 School Improvement - \$3000.00							
7) Teachers will receive professional development and resources that target student intervention, growth and areas of student weakness as evident in student data.	1, 2	Leadership Team Members	Increased Student Performance				
Funding Sources: Title 1 School Improvement - \$1500.00, State Compensatory Education - \$1000.00							
8) Employ two instructional specialists to work with teachers and struggling students to ensure classroom success.	1, 2	Principal	STAAR data				
Funding Sources: Title 1 School Improvement - \$132600.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: Recruit, support, and retain quality employees.

Performance Objective 1: Increase teacher retention and support through coaching and mentoring, retaining 85% of our teachers for the 2016-2017 school year.

Evaluation Data Source(s) 1: hiring data
termination data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will receive a minimum of 1 walk-through each week by the administration team. Areas of possible growth will be reviewed by teachers and administrative team.</p>	1, 2, 4	Admin Team	Walk-through data shows that 80% of the time or more, teachers are at the proficient or above level.				
<p>Critical Success Factors CSF 7</p> <p>2) Teachers will be able to attend professional development classes based on their personal growth needs and based on the data received from walk-through and other various forms of observation.</p>	1, 4, 5	Administration Team, Instructional Specialist	Walk-through data, T-TESS data				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Recruit, support, and retain quality employees.

Performance Objective 2: In order to retain new teachers, new teachers will receive support throughout the year, meeting with the IS, PDAS appraiser, District Instructional Coach and Mentor various times throughout the year.

Evaluation Data Source(s) 2: Mentor/Mentee Feedback, Sign in Sheets

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) In August, new teachers will be assigned a mentor teacher. Mentor teachers will help guide new teachers through the various needs that the new teacher might have. They will also provide a support to new teachers.</p>	1, 2, 3, 5	Admin Team, Mentors, Office of Professional Development	New teacher retention and positive feedback				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Recruit, support, and retain quality employees.

Performance Objective 3: Recruit 100% highly qualified teachers, the same as this school year.

Evaluation Data Source(s) 3: WISD and ESC job fair sign-in sheets hiring data

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hire highly qualified teachers so as to provide the utmost opportunity for student success.	1, 5	Administrative Team	sign-in sheets at job fairs, interview documents				
							

Goal 3: Develop and implement a plan for integrated technology.

Performance Objective 1: Provide technology training and resources to staff in order to create teacher-learners who integrate technology into their communication and instruction.

Evaluation Data Source(s) 1: Technology Survey

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrative team members, Instructional Specialists and technology specialist and/or media aide will provide campus resources for technology training and additional resources for classrooms, maintain and continually update campus technology integration website, develop screen casts and other means of PD no less than 5 times per semester.	1, 2, 4	Principal Leadership Team Media Personnel	Lesson Plans Walk through documentation T-TESS observations Checkpoint and STAAR data				
							


Goal 3: Develop and implement a plan for integrated technology.

Performance Objective 2: Increase the use of technology in the classroom by providing it as a teaching/learning tool at least 25% of the time.

Evaluation Data Source(s) 2: teacher lesson plans

Technology Survey

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4</p> <p>1) Instructional Specialists and Technology Specialists will conduct trainings, as needed to effectively use technology in the classroom. This includes modeling and classroom support.</p>	1, 2, 4	Principal, Instructional Specialist	Technology Survey Increased use of technology in the classroom.				
<p>2) The campus will continue to purchase additional computers, iPads, iPads charging stations, laptops and Mobile Lab for students and teachers to assist in the classroom with reducing student failures, increasing scores and engagement and rigor in the classroom. The goal is to reach a 5:1 ratio.</p>	1, 2	Principal, Instructional Specialist, Technology Specialist	Inventory List, STAAR data, report card data				
Funding Sources: State Compensatory Education - \$20000.00, Title I School Improvement - \$12000.00							
							






Goal 4: Communicate and promote campus success with parents in a partnership to improve the education of their children.

Performance Objective 1: Campus will increase parent communication to at least 2 times per 6 week period through collecting department and campus news/information, utilizing School Messenger, WISD TV, other forms of social media, hard-copy forms of communication (newsletters, memos, letters, etc.).

Evaluation Data Source(s) 1: Positive Parent Surveys

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) When delivering parent information, Principal will utilize School Messenger to inform parents of important upcoming meetings, events, and campus notices.	1, 6	Principal	Increased Parent Involvement				
<p>Critical Success Factors CSF 5</p> 2) Provide parents the opportunity, via an open door policy, to communicate ideas and/or concerns with campus administration.	1, 6	Principal, Asst. Principal, Dean	Positive Parent Survey				
<p>Critical Success Factors CSF 5</p> 3) Provide learning opportunities for parents in the form of two informational meetings (one per semester).	1, 6	Principal Counselors	Positive Parent Surveys, Parent meeting sign-in sheets and agendas				
	Funding Sources: Title 1 School Improvement - \$3000.00						
<p>Critical Success Factors CSF 5</p> 4) Purchase trackers so that parents stay informed about students' grades, assignments and other pertinent campus communication.	6	Principal, Asst. Principals, Teachers	Parent initials on logs				
	Funding Sources: Title I Parent Involvement - \$2000.00						
<p>Critical Success Factors CSF 5</p> 5) Campus will advertise and communicate to parents the positive effect of Parent Portal and provide parents the opportunity to sign-up for this free service.	6	Principal Leadership Team Members Teachers	Increased number of parents signed up for the service				
<p>Critical Success Factors CSF 5 CSF 6</p> 6) Campus will continue to update both Facebook accounts, updating them with relevant information for parents and community members.	6	Social Media Team Members	Increased number of likes				






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: Meet 96.4% ADA goal and 0-1% dropout goal.

Performance Objective 1: Increase campus ADA to 96.4%.

Evaluation Data Source(s) 1: ADA Weekly Report

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Evaluate attendance data and meet weekly with district-level PCL to identify truant students and discuss interventions.</p>	1	Asst. Principals, Principal	ADA report				
<p>2) Assistant Principals and Counselors will work with grade level students who are coded as homeless to ensure good attendance and other needs (clothing, food, etc.) are met.</p>	1	Assistant Principals Counselors	ADA report, Counselor notes				
<p>3) Increase attendance through the campus Coordinated School Health program which includes educating students and parents about keeping well (hand washing video, Shot clinic, etc.), overall wellness (Health Fair) and physical fitness (well-balanced physical education classes).</p>	2, 6	School nurse, p.e. teachers	ADA report, sign-in sheets				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Meet 96.4% ADA goal and 0-1% dropout goal.

Performance Objective 2: Meet the 3% dropout goal.

Evaluation Data Source(s) 2: Fall PEIMS Reports

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate with district-level PCL and campus registrar regarding last year's 6th - 8th grade students to be sure that they all enroll in school so as to avoid any dropouts.	1	Principal Campus Registrar	PEIMS Reports, Leaver Documentation				
							

Waco Independent School District

Brazos High School

2016-2017 Goals/Performance Objectives/Strategies

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Goals


Goal 1: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will develop high rigor curriculum at all levels in order to increase student achievement, participation, and performance.

Performance Objective 1: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase the number of all students (including all sub populations), meeting or exceeding STAAR, TAKS, and EOC passing standards for Index I from 38% to 40%, and close performance gaps between all student groups. August 2016 - June 1017.

Evaluation Data Source(s) 1: EOC, STAAR, and TAKS performance data from Fall and Spring 2015/2016 test administrations.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the following instructional strategies to provide accelerated instruction for those students who did not previously pass EOC/STAAR/TAKS: - Differentiated instruction (targeted toward student needs) - Integrated technology activities - 18 week course centered on the main core subjects for state testing with rigorous curriculum	2, 3, 9	Principal; IS; Teachers	Set up rigorous 18 week tutorial class for main core subject areas with identified students for each; Attendance log; Increase passing for EOC tests by 20%				
2) Continue implementation of science and math hands-on labs in small groups.	8, 9	IS; HS Science Teacher; HS Math Teacher; MS Science Teacher, MS Math Teacher	Sign in sheets and Participation Rosters for 2016-2017				
3) Use of materials to supplement online curriculum sych as various internet sites, Inspire Calculators, Ti calculators, iPads, Mobi's, various tutoring classes, print materials, iPad apps on a daily basis for all students. Provide support from outside tutors to help supplement the online curriculum and increase the number of credits.	8, 9	Principal; IS; Teachers	Progress reports data to determine mastery/non-mastery of skills and effectiveness of efforts will be analyzed and adjustments made to individual student plans for improvement. Assessment results review after October and March TAKS testing and December and May EOC testing.				
Funding Sources: State Compensatory Education - \$10000.00							


4) Utilize small group tutorials with the following programs and strategies to improve levels for TELPAS for ELL learners: Rosetta Stone Aspire 3000 English in a Flash Differentiated Instruction Integrated technology	9	Principal; IS; Teachers	Increase the number of students who exit the ELL program by increasing TELPAS levels and helping them reach Advanced High in all areas by 20%				
	Funding Sources: Title 1 School Improvement						
5) Utilize Lead4Ward webinars and conferences for professional development on data driven decisions and targeted instruction.	2, 3, 4	Principal; IS	Data resources will be facilitated and utilized during weekly PLC meetings with teachers.				
6) Utilize all technology available for students to complete online curriculum and receive high school credits. Update, upgrade, or replace equipment and technology where necessary. Maintain and utilize office supplies that will be designed to ensure that student progress and achievement stays consistent and is acknowledged throughout the school.	1	Principal; IS, Counselor; Teachers	Operational needs checkpoint will be completed every 6 weeks period to evaluate technology efficiently. Monthly maintenance checkpoint of office supplies will be completed in order to ensure program's effectiveness.				
	Funding Sources: State Compensatory Education - \$10000.00						
							

Goal 1: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will develop high rigor curriculum at all levels in order to increase student achievement, participation, and performance.

Performance Objective 2: Utilize effective discipline and classroom management techniques that support differentiated instruction to decrease discipline referrals by 20%. Aug 2016 - June 2017

Evaluation Data Source(s) 2: In July 2017 a decrease in discipline referrals by 20% and an increase in EOC and TAKS Exit passing percentage by 20%.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Restorative Practices as well as the continuation of CHAMPS, Capturing Kids Heart elements, and other effective elements that will help to improve the school climate, student performance, and student attendance. Utilize Behavior Aide (s) and Restorative Discipline Team to improve school climate, classroom performance, as well as standard met on all state exams. Assign PCL to assist with increasing student attendance rates. Complete workshops on differentiated instruction and classroom management.	1, 4, 9	Principal; IS; Counselor; Teachers; Behavior Aide (s), PCL	Data review each 6 weeks by staff to determine effects and efforts. Attendance records for campus to monitor attendance school wide. Climate survey conducted at the end of the each semester/year to determine need for adjustments and changes to practices and policies.				
				Funding Sources: State Compensatory Education - \$75000.00			
2) Utilize the Klaras Center for Case management and Trauma Informed Services with our highest need population.	2, 6, 10	Principal; IS; Counselor; Teachers	Climate survey conducted only with students being serviced at the end of each grading period to evaluate effectiveness of services rendered.				
							

Goal 2: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase by 5% each semester the graduation rates and district wide attendance for WISD.

Performance Objective 1: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will work to decrease the dropout rate.

Evaluation Data Source(s) 1: Review of PEIMS report in June 2016 to show a decrease in dropout percentage.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify and serve eligible at risk students in danger of dropping out during the school year.	8, 9	Principal; IS; Counselor; Teachers.	Review applications, attendance records, discipline records, transcript worksheets, and other records to determine acceleration and completion rates for at risk students in the program prior to students entering the program from other campuses.				
2) Involve parents, students, Brazos High School Administrative team, counselor from each campus, and other adults involved in students daily life, in the interview process, orientation, conferences, and individual student plans for success and/or completion of the program.	8, 9	Principal; IS; Counselor; Teachers	Review of all applications and determine success rate of participants in credit recovery, credit accrual, graduation rate, grade transition by utilizing all records of participation and completion in July 2017. Review the evaluation of all campus activities conducted to involve parents and others in order to adjust in Spring 2017				
3) Provide all students with goal setting opportunities and resources to decrease negative behavior that helps to impede all students progress and success (absences, suspensions, tardiness, etc.) This will include the use of Restorative Practices by all Brazos High School employees and a PCL to help with truant students.	9	Principal; IS; Counselor; PCL, Teachers; Behavior Aide (s)	Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will improve attendance by 10% Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will decrease the number of referrals written on students by 20% Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will decrease the dropout rate of students throughout the year by 20%				
							

Goal 2: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase by 5% each semester the graduation rates and district wide attendance for WISD.

Performance Objective 2: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase the high school completion rate for Index IV from 92% to 95%.

Evaluation Data Source(s) 2: Review PEIMS data in July 2017 to determine if completion rate has increased.

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will create and manage their GamePlan Binder with teacher of record by printing up daily progress on GradPoint with credits earned, weekly attendance, goal setting, and note taking guide.	2, 8, 9	Principal; IS; Counselor; Teachers	GamePlan binders checked weekly by administration team to monitor efficiency.				
2) Incorporate blended learning during small group instruction for EOC preparation.	2, 8, 9	Principal; IS; Counselor; Teachers	Bi-Weekly, teachers must include and facilitate blended learning into their lesson plans.				
3) Student success is celebrated on a daily basis.	8, 9	Principal; IS; Counselor; Teachers	Credits earned will be posted for each student on a school-wide bulletin board. Snack disseminated each time per student for credit earned.				
4) Utilize TSTC recruiter on campus bi-weekly to promote post-secondary goals.	9, 10	Principal; IS; Counselor	Monitor on a monthly basis, the frequency of the recruiter on campus.				
							

Goal 2: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase by 5% each semester the graduation rates and district wide attendance for WISD.

Performance Objective 3: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase attendance rate from 60% to 65%.

Evaluation Data Source(s) 3: Review district summary at the end of each 6 weeks and compare all results with that of the previous year, making a note to improve at least 10%. August 2016 - June 2017.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide incentives for those students who reach goals set for attendance: - Celebrations such as pizza parties, BBQ's, and random snacks - Phone calls home by teachers and administration - PCL contacts		Principal; IS; Counselor; Teachers	There will be a review of attendance reports every 6 weeks to help identify areas of need and growth to be addressed by BHS staff. Improve daily attendance rate as measured in May/June 2017.				
Funding Sources: Local/General							
2) Utilize PCL, Administration team, PEIMS clerk, and teachers to monitor attendance more closely and utilize the court system and other means to raise attendance by 10%.		Principal; IS; Counselor; Teachers	There will be monthly reviews and analysis daily attendance logs and records, court referrals and dispositions, and other records to determine the growth or loss in attendance percentage in order to adjust the efforts each 6 weeks of 2016-17.				
3) PCL will complete paperwork and utilize truancy court when other attendance interventions are not successful.		Principal; IS; PEIMS Clerk; PCL	Attendance will improve by 15% for the 2016-17 school year Number of court cases filed.				
4) Expand childcare clients from four babies approved for each session to eight babies, ranging from birth to 18 months of age.		Principal, IS, Childcare Director, Childcare staff	Evaluate monthly the attendance of all clients enrolled to ensure that satisfactory attendance is met in order to remain a part of the childcare facility.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase by 5% each semester the graduation rates and district wide attendance for WISD.

Performance Objective 4: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase parent and community involvement and communications by 20%.

Evaluation Data Source(s) 4: The review of the end-of-year parent surveys.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will promote campus monthly information through a variety of media available through the district and other avenues. Important dates and information will be communicated with parents and students.</p> <p>Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will provide a multitude of resources in the way of pamphlets and information to increase their knowledge in such ways as furthering education, seeking help in various ways, and helping their children to succeed in school.</p>	6	Principal; IS; Counselor; Teachers	Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will conduct a survey of all stakeholders in a content friendly way and use those results to identify areas of need/growth in Spring 2017.				
Funding Sources: Title I Parent Involvement							
2) Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will provide all parent or guardian communication in Spanish.	6	Principal; IS; Counselor; Teachers	Increase in the attendance of parents throughout the school year. Positive comments on parents survey.				
3) Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will work to obtain the email addresses of parents and guardians through surveys and students application paperwork. Other items to be obtained from parents would include best times for parent meetings/contact, and what types of community/school meetings they would like to participate in.	6	Principal; IS; Counselor; PEIMS Clerk; Admin Asst; Teachers	Positive comments on parent surveys and increase in attendance of parent meetings by 20%.				
							

Goal 2: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will increase by 5% each semester the graduation rates and district wide attendance for WISD.

Performance Objective 5: Brazos High School Credit Recovery will improve the transition process for new students.

Evaluation Data Source(s) 5: Increase student retention rate by 70% each semester.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students, parents, admin, counselors, and other adults will attend orientation prior to making the decision to transfer to the campus	2, 6	Principal; IS; Counselor	Increase attendance rate by 10% each semester. Decrease the drop out rate of students throughout the year by 20%.				
2) Assessing of students history (attendance, discipline, grades) will be reviewed by admin and counselor prior to student attending	9	Principal; IS; Counselor	Determine acceleration and completion rates for at risk students in the program prior to students entering the program from other campuses.				
3) Students will create short and long term goals	9	Principal; IS; Counselor; All Teachers	Students will complete credits on Gradpoint with a credit increase by 10% and a graduation rate increase of 10% for the 2016-2017 school year.				
4) Students with IEP's will attend meetings with admin, counselor, and all teachers to create a team to help the student with success		Principal; IS; Counselor; All Teachers	Data from progress reports to determine mastery/non-mastery of skills. Increasing passing scores of students with IEP's for EOC tests by 10%.				
5) Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will provide access to community agencies to all students for support services as needed.		Principal; IS; Counselor	Climate survey conducted at the end of each semester/year to determine effectiveness of support provided.				
							

Goal 3: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will help to recruit, support, and retain quality employees.

Performance Objective 1: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will implement a professional development plan to support instructional programs and skill growth for teachers, counselor, and administration.

Evaluation Data Source(s) 1: Participation and attendance will be monitored for the evaluation through T-TESS evaluations. Teachers, counselors, and administration will attend conferences in order to gain training and knowledge to help students be successful in school.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide and support professional development activities in identified areas of need: -math -reading -science -social studies -writing -school climate -behavior management -alternative education -dropout prevention -technology integration -differentiated instruction -data analysis -school improvement -Gradpoint -Eduphoria	4	Principal; IS, Counselor; Region 12	Attendees will provide certificates, sign-in sheets, and proof of attendance for review for T-TESS which will be reviewed by admin in Spring 2017 Staff members will provide presentations and/or sharing of information with other Brazos High School Credit Recovery/Brazos Middle School Acceleration Program staff members on early release days and at staff meetings as time permits. Region 12 classroom observations and follow-up coaching opportunities.				
Funding Sources: State Compensatory Education - \$10000.00							

<p>2) Provide professional development activities that support integrated approach to teaching by using a variety of teaching techniques and strategies. Region 12 will assist in this professional development by conducting classroom observations and follow-up with individual coaching opportunities.</p>	<p>4</p>	<p>Principal; IS, Counselor; Region 12</p>	<p>Brazos High School Credit Recovery/Brazos Middle School Acceleration Program teachers will utilize a variety of teaching techniques and strategies within the instructional setting, as observed during walk through and classroom observations weekly in 2016-17. T-TESS pre and post meetings with the teachers to coach them on their classroom observations. Other evidence will be compiled from Region 12 classroom observations and follow-up coaching opportunities.</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will graduate students who are college or career ready.

Performance Objective 1: 100% of Brazos graduates will have an active transition plan for post-secondary.

Evaluation Data Source(s) 1: Students survey results will show a positive result and students will state BHS has prepared them for college and made them career ready.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Brazos High School Credit Recovery will expose students to post high school education through TSTC/MCC visits, testimonials by previous participants, current students, presentations by professionals and/or college recruiters.		Principal; Counselor; CTE Teacher	A survey conducted by 2017 graduates in June 2017 indicating 70% of students who will continue post high school education.				
Funding Sources: Title 1 School Improvement							
2) Schedule Extraco to present a career focus program twice a year at BHS that discusses careers and financial literacy.		Principal; Counselor; CTE Teacher	A survey conducted by 2017 graduates in June 2017 indicating 70% of students who will continue post high school education.				
3) Brazos High School Credit Recovery will increase participation in the TSTC Job Expo, TSTC Career Day, YESS Expo, and City of Waco Job Fair		Principal; Counselor; CTE Teacher	A survey conducted by 2017 graduates in June 2017 indicating 70% of students who will continue post high school education.				
Funding Sources: Title 1 School Improvement							
4) Conduct career exploration activities and conduct interest activities. Students will participate in small groups and learn about the following careers from TSTC/MCC guest speakers - engineering, business, cosmetology, automotive, and nursing .		Counselor; CTE Teacher	Report in October 2016; March 2017; and updated by May 2017 indicate 100% of students complete at least one career related activity/survey. Increase in DCP credits earned as indicated by CTE reports in June 2017.				
5) Brazos High School Credit Recovery students will complete the PSAT and TSI.		IS; Counselor; CTE Teacher	Brazos High School Credit Recovery will have at least 20% of students complete the test.				
6) Provide students interviewing techniques, building resumes, conducting applications, and proper behavior in the workplace. Students will complete a mock interview with local business leaders at BHS.		Counselor; CTE Teachers	Students are able to attain jobs and gain significant experience in preparing for an interview and obtaining a job.				
Funding Sources: Title 1 School Improvement							
7) Provide soft skill training such as interviewing techniques, building resumes, conducting applications, and workplace etiquette.		Counselor; CTE Teachers	Walk through evaluations must show frequency of soft skills training.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Brazos High School Credit Recovery/Brazos Middle School Acceleration Program will graduate students who are college or career ready.

Performance Objective 2: Improve student readiness for post high school career by increasing student participation in ASVAB, ACT, PSAT, and TSI by 20%.

Evaluation Data Source(s) 2: Increase number of students enrolling in post secondary education. Student information sheet upon completion at Brazos High School.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide clarification and purpose to students in regards to each test - ASVAB, PSAT, ACT, and TSI.		IS; Counselor; CTE Teacher	Brazos High School Credit Recovery will increase the number of students enrolled in post secondary education by 15%. Students enrollment in post secondary education will be charted.				
2) Utilize Plato for target test preparation.		IS; Counselor; CTE Teacher	Brazos High School Credit Recovery will increase scores on TSI by 20%.				
3) Utilize pre-test scores for targeted intervention prior to testing.		Counselor; CTE Teacher; Teachers	Increase the number of students attending post high school education by 70%.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Waco Independent School District

Waco High School

2016-2017 Goals/Performance Objectives/Strategies



Mission Statement

Through the consistent application of high quality instruction and proactive communication with all WHS stakeholders, WHS professional educational staff will secure student success and empower students and staff via modeling positive behaviors as WHS becomes an Exemplary campus.

Waco High School Where Pride Runs Deep

P ersonal Responsibility

R espect

I ntegrity

D etermination

E xcellence

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Goal 2: Waco High will strengthen our school culture by fostering positive, relevant connections among students and staff members. Waco High will continue to acknowledge and celebrate teacher and student successes. Culturally diverse interests at Waco High will be used to enrich learning experiences in and out of the classroom.	5
Goal 3: In partnership with Advanced Academics, Waco High will participate in student and parent sessions designed to support academic achievement and college readiness. These partnership sessions will result in an increase in parental involvement during the 2016 -2017 school year. Also, Waco High will increase the number of dual credit courses offered by 10% in order to support academic achievement and college readiness. . .	6
Goal 4: Waco High leadership will identify and institute ongoing professional development for faculty and staff, resulting in a 2% teacher retention increase, from 90% to 92% for the 2016 - 2017 school year.	7
Goal 5: During the 2016 - 2017 school year, Waco High will implement programs to decrease the number of discipline referrals by (20%), and decrease DAEP placements by 20%.	10
Goal 6: Waco High will increase students' daily attendance rate from 89% to 92% for the 2016 - 2017 school year.	11
Goal 7: Waco High will meet the needs of at-risk students through staffing and the promotion of on campus tutoring, mentoring, counseling and social service support.	12
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Goals

Goal 1: Waco High faculty will develop and establish a process of continuous improvement and instruction to impact student achievement resulting in a 17% gain in ELAR and 15% gain in Algebra I, and increase students' progress measures of 17% to meet the target score in ELAR and Algebra I over the 2016-2017 school year. Waco High leadership will conference and collaborate with teachers to implement the T-TESS model of instructional assessment in order to increase student achievement.

Performance Objective 1: Increase the number of students meeting or exceeding STAAR satisfactory standards in Index I to a minimum 65%. Increase the student progress measure by 17%.

Evaluation Data Source(s) 1: Waco High will meet standard in Index I and Index II for the 2016 -2017 school year.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide instructional resources for teachers to use for remediation and differentiation in all core classes.</p>	1, 2, 8, 9, 10	WHS Leadership Team and Instructional Specialists	Increase in checkpoint scores, benchmarks, and state testing				
Funding Sources: Title 1 School Improvement, State Compensatory Education							
							

Goal 2: Waco High will strengthen our school culture by fostering positive, relevant connections among students and staff members. Waco High will continue to acknowledge and celebrate teacher and student successes. Culturally diverse interests at Waco High will be used to enrich learning experiences in and out of the classroom.

Performance Objective 1: Waco High Leadership team will focus upon the teachers knowing their students. Teachers will build positive relationships with all students. School activities, engaging lessons and effective interventions will increase attendance, lower referrals and increase academic success in all student populations.

Evaluation Data Source(s) 1: The data from attendance, discipline and academic throughout the year will be used to monitor Waco High's progress towards achieving the goal.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Continue training teachers to increase rigor and to use scaffolding techniques that will help more students reach A/AB Honor Roll.</p>	1, 3, 4, 5, 9, 10	Waco High Leadership Team and Instructional Specialists	Increased number of students making the A/AB Honor Roll				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Offer teachers professional development on classroom management throughout the year.</p>		Waco High Leadership Team	Reduced number of referrals				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Train the Waco High faculty in AVID methodologies that develop students' critical thinking, literacy, and math skills across all content areas.</p>		Waco High Leadership Team and Instructional Specialists	Increased number of students graduating high school and an increased number of students enrolling in higher education				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 3: In partnership with Advanced Academics, Waco High will participate in student and parent sessions designed to support academic achievement and college readiness. These partnership sessions will result in an increase in parental involvement during the 2016 -2017 school year. Also, Waco High will increase the number of dual credit courses offered by 10% in order to support academic achievement and college readiness.

Performance Objective 1: Waco High School will continue to focus on preparing all students for college through a series of parent sessions. This will increase the number of students being rewarded scholarships and college credits.

Evaluation Data Source(s) 1: Waco High will provide increased opportunities for parent involvement that will result in more students being accepted to colleges and having the financial aid necessary to attend college.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Offer regularly scheduled meetings on specific topics geared toward student success in high school preparation for post-secondary education, including higher education admissions, TEXAS grant program and Teach for TEXAS grant programs</p>		Leadership Team	Agendas and parent sign-in sheets, Improved level of participation on End of Year Surveys, Increased number of students being admitted into higher education institutions, Increased number of students participating in grant programs				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Continue offering ongoing career education (AVID) opportunities to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>		College Readiness Counselor	School-wide implementation of AVID				
<p>3) 3) Parental involvement is a key aspect to student success. We will be taking events into the community to promote Waco High and increase parental involvement opportunities. Purchasing materials for mail outs like card stock, copy paper, butcher paper for the parent involvement bulletin board, poster board, pens and strapping tape. Purchase of draw string bags to hold materials given to parents.</p>							
			Funding Sources: Title I Parent Involvement				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) Provide a language translator for parent involvement meetings.</p>							
			Funding Sources: Title I Parent Involvement				
<p>5) Provide snacks for the parent involvement meetings.</p>							
			Funding Sources: Title I Parent Involvement				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 4: Waco High leadership will identify and institute ongoing professional development for faculty and staff, resulting in a 2% teacher retention increase, from 90% to 92% for the 2016 - 2017 school year.

Performance Objective 1: Provide teachers support as needed through mentors and professional development and PLC's that will offer safety nets for teachers to continue to be successful in the classroom.

Evaluation Data Source(s) 1: Raise the teacher retention rate by 2%, from 90% to 92% for the 2016 - 2017 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Provide each first and second year teacher a mentor for support as needed through the Waco ISD Mentor Program.</p>		T-TESS Appraisers	Completion of the Mentor Program				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Build capacity of ESL and SPED programs through professional development to help teachers better understand the documentation process.</p>		Leadership Team	Professional Development sign-in sheets and Agendas Improved teacher documentation skills for the ESL and SPED programs				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) Have safeguards in place to support teachers who are struggling with instruction for migrant students, as well as struggling with discipline management.</p>		T-TESS Appraisers	Fewer teachers being Nonrenewed				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Provide teachers and educators, who work primarily outside the area of special education, training that relates to the instruction of students with disabilities.</p>		Leadership Team	Increased percentage of students who reach their IEP goals and meet progress measure on the state exams				
<p>Critical Success Factors CSF 1</p> <p>5) Students with Dyslexia will have accommodations available in all classes. Teachers/Staff will be trained in best practices to help support students.</p>		504 Coordinator	Data indicating increased academic achievement				


<p align="center">Critical Success Factors CSF 7</p> <p>6) All candidates considered for hire at Waco High from regional job fairs, district job fairs and working with alternative teacher certification programs are highly qualified.</p>		Leadership Team	Quality instruction Lower turnover rate				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: During the 2016 - 2017 school year, Waco High will implement programs to decrease the number of discipline referrals by (20%), and decrease DAEP placements by 20%.

Performance Objective 1: Waco High will have safeguards in place, such as Restorative Discipline to help students stay in class rather than be sent to ISS/OSS/DAEP.

Evaluation Data Source(s) 1: Waco High will monitor the number of referrals being processed and monitor the number of students being assigned DAEP/ISS/OSS.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Utilize Communities In Schools (CIS) services to help students, especially homeless students, to stay in school by meeting their needs.</p>		Leadership Team CIS Staff	Sign-in Logs Fewer student absences Fewer student referrals				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Restorative Discipline staff will use the Restorative Center to resolve student conflicts and meet other student needs.</p>		Leadership Team Restorative Discipline Staff	Decrease in the number of discipline referrals and DAEP placements				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Provide campus-wide educational lessons/activities that focus on drug/alcohol prevention, harassment/dating violence prevention, unwanted physical or verbal aggression prevention and prevention of bully behavior.</p>		Leadership Team Counselors	Student participation in activities				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>4) Provide students a multiple-step intervention process before sending them to DAEP for discretionary placements.</p>		Leadership Team	Documentation of intervention strategies attempted to avoid DAEP placements				
							

Goal 6: Waco High will increase students' daily attendance rate from 89% to 92% for the 2016 - 2017 school year.

Performance Objective 1: Waco High will increase the students' daily attendance rate from 89% to 92% during the 2016 - 2017 school year.

Evaluation Data Source(s) 1: Waco High will have an increase in students' daily attendance rate.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Use an electronic system to notify parents when a student misses a class.</p>		PEIMS	Improved daily attendance				
<p>Critical Success Factors CSF 1</p> <p>2) Promote the Waco ISD APP that notifies parents when a student misses a class.</p>		Campus-wide Leadership Team	Improved daily attendance				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>3) Work with students through the TOPS Lab (credit recovery) and Brazos Credit Recovery School to encourage them to stay in school.</p>		Counselors	Lower dropout rate				
<p>4) Encourage students to participate in extra-curricular activities that have various levels of physical activities and are offered year round: such as athletics, ROTC, Band and Fine Arts.</p>		Leadership Team Department Chairs Athletic Faculty/Staff	Fitness Data				
							

Goal 7: Waco High will meet the needs of at-risk students through staffing and the promotion of on campus tutoring, mentoring, counseling and social service support.

Performance Objective 1: Through the use of additional staff, students will have access to tutoring, community services and instructional specialists.

Evaluation Data Source(s) 1: Services will be in place to help students stay in school and make academic gains.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Hire four instructional specialists, one for each core content area, to coach, mentor and help teachers build their capacity.		Leadership Team	Meeting standards on all state exams Increasing teacher capacity				
Critical Success Factors CSF 1 CSF 2 2) Continue Grand Central Station, the in-school tutoring program with two content teachers and tutors.		Leadership Team	Increase in the number of students who recover loss credits				
Funding Sources: Title 1 School Improvement							
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Provide teachers with extra duty pay for tutoring on Saturdays.		Leadership Team	Increased number of students passing classes and state exams				
Funding Sources: Title 1 School Improvement							
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Hire two remedial reading teachers to work with students who have failed the STAAR exams and are more than 2 years behind their peers.		Leadership Team	Increase in the number of students who close their reading gaps Increase in the number of students who pass their STAAR exams				
Critical Success Factors CSF 1 CSF 2 CSF 6 5) Hire AVID tutors and peer tutors to help students.		Leadership Team	Increase in the number of students meeting standard				
Funding Sources: State Compensatory Education							
Critical Success Factors CSF 1 CSF 5 CSF 6 6) Continue to fund Communities In Schools (CIS), a critical program that helps at-risk students with conflict resolution programs, bullying, drug and violence prevention and intervention, awareness and prevention of sexual harassment and provides pregnancy related services.		Leadership Team	Data from students being served in the program				
							

Waco Independent School District

University High School

2016-2017 Goals/Performance Objectives/Strategies



Mission Statement

The mission of University High School is to work as a team of students, teachers, parents, and community members to help our students reach their highest potential and to develop a sense of pride in themselves, their school, and their community.

This plan has been developed by the following team members:

Dr. Bill Shepard

Troy Tinney

Lisa Cain

Allison Middleton

Hailey Rambo

Dede Moore

Dan Pflieger

Juan Carreon

Charlotte Nelson

Vision

Waco ISD: Pioneering 21st Century Learning

Value Statement

1. Waco ISD believes the active engagement of the community in the learning process and development of students contributes to student success.
2. Waco ISD believes that active parent participation and support foster student success.
3. Waco ISD values instruction that engages all learners in a continuous improvement process.
4. Waco ISD believes that recognizing and celebrating student, employee and community accomplishments promotes pride, builds self-esteem, and generates motivation for further success throughout the district.
5. Waco ISD believes higher expectations are necessary at all levels of the organization to provide educational opportunities which ensure that students are equipped to succeed in the 21st century.
6. Waco ISD values an equitable system that promotes educational opportunities for all students and a positive work environment for all employees.
7. Waco ISD believes that it is accountable to its stakeholders for academic achievement, fiscal responsibility and community involvement.
8. Waco ISD believes the 21st century learning environment must be safe and secure physically, emotionally and academically.
9. Waco ISD believes leadership development is necessary to promote innovation, excellence, personal integrity and accountability for all learners.
10. Waco ISD believes that recruiting, supporting and retaining quality employees by offering competitive compensation and leadership development opportunities promote student success.

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Goals





Goal 1: The district will implement a viable curriculum that will increase student achievement, participation, and performance.





Performance Objective 1: The district will show a 3% increase in reading and math from 2014-15 as indicated by the TAPR report. Campus EOC data will reflect the following increases in passing rates: ELA I from 46% to 56%, ELA II from 45% to 55%, Algebra I from 69% to 75%, Biology from 84% to 90%, and US History from 91% to 93%.







Evaluation Data Source(s) 1: Texas Assessment Performance Report (TAPR), STAAR, EOC, Eduphoria reports, AMOAs, PBMAS, Parental Involvement surveys, iStation reading reports

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement strategic English instructional initiatives designed to enhance student performance in English and Writing on state End of Course exams as well as dual credit and AP offerings.	8, 9	Dr. Shepard, Lisa Cain, Hailey Rambo, Teams of English Teachers	Student progress reports on campus and district benchmarks, EOC test results that demonstrate improvement, AP English Language testing results.				
				Funding Sources: Title 1 School Improvement - \$25000.00			
2) Implement strategic math, science, and social studies instructional initiatives designed to enhance student performance in math on state End of Course exams as well as dual credit and AP offerings.	2, 4	Assistant Principals assigned to EOC PLC's, Core PLC Teams	Improved EOC test data.				
				Funding Sources: State Compensatory Education - \$5000.00, Title 1 School Improvement - \$25000.00			
3) Continue implementation of Professional Learning Communities (PLC's) to include content based and cohort groups that will analyze student performance data. Add AVID, cross-curricular, and vertical alignment PLC's. Instructional strategies will be adjusted by teams to improve student performance campus wide.	3, 8	Hailey Rambo, Cohort AP's, Troy Tinney, AVID Elective Teachers, PLC Teacher Teams, AVID PLC.	Evidence of meetings (agendas and sign in sheets). Notes from meetings.				
				Funding Sources: Title 1 School Improvement - \$5000.00, State Compensatory Education - \$58450.00			
4) Implement after school academic support academy in the areas of ELA, Mathematics, Science and Social Studies to enrich learning for at risk students in content relating to Algebra I, English I and II, Biology, and US History EOCs.	2, 9	Dr. Shepard, Lead after school teacher	Sign in sheets demonstration utilization of program. Course failure rates less than 10 percent for students participating in the program. EOC passing rates improve from 2015-2016.				
				Funding Sources: Title 1 School Improvement - \$21000.00			

5) Implement Summer Transition Program for incoming 9th grade students. Remediate skills that are needed for 9th grade success as well as provide opportunities to pass the Texas Success Initiative test for Early College high school courses.	3, 9	Mrs. Beckham, Dr. Shepard, Troy Tinney	Evidence of attendance. Student progress information from district computer systems.				
Funding Sources: Title 1 School Improvement - \$70000.00, State Compensatory Education - \$5000.00							
6) Utilize Focus Grant money to train teachers (Kilgo), create reading courses, and purchase appropriate reading materials for struggling high school readers.	1, 4, 9	Dr. Shepard, Hailey Rambo	Training scheduled and completed, courses in master schedule, material purchased and available for use.				
Funding Sources: Title I 1003a Focus/Priority - \$4000.00							
7) Implement schoolwide journaling, writing strategies to support EOC performance expectations in ELA.	1, 2	Lisa Cain, Hailey Rambo, Dr. Shepard, ELA teachers	Portfolios of student writing (paper and/or electronic), Lesson plans that incorporate journaling assignments.				
Funding Sources: Title 1 School Improvement - \$25000.00, State Compensatory Education - \$5000.00							
Critical Success Factors CSF 1 CSF 4	1, 3, 10	Dr. Shepard, Victoria Brown, Linda Talley	A 3% increase in ELA I, II and Algebra I EOC scores.				
8) Implement SIT Math and English teachers for assistance in literacy and mathematics	Funding Sources: Title 1 School Improvement - \$98323.00						
9) Development and implementation of After School and Saturday Academics Academy for students failing courses and in need of attendance hours. Create materials that students will utilize to remediate for missing work and to increase student performance in order to gain credit in a class.	3, 9	Assistant Principals, Lead Teachers, Core Teachers	Awarding of Credits, Reduction of course failure in core subjects, Sign-In sheets for students.				
Funding Sources: Title 1 School Improvement - \$30000.00							
10) Implement year four of AVID. Develop and maintain teaching teams for grades 9-12 that focus on student success through inclusion of WICOR strategies.	2, 3	Mrs. Harrell, Troy Tinney, Demetrius Ellis, AVID Site Team	Evidence of AVID courses in master schedule, WICOR strategies in lesson plans campus-wide. Evidence of professional development delivered to teachers.				
Funding Sources: Title 1 School Improvement - \$5000.00							
11) Utilize AVID tutors to aid and mentor students in relation to WICOR strategies and coursework.	9, 10	Troy Tinney, Mrs. Harrell	Sign in sheets for tutors, TRF's from students, Lesson plans that include tutorials.				
Funding Sources: Title 1 School Improvement - \$10000.00							
12) Utilize technology to enhance instructional strategies in order to increase student performance. Increase use of technology utilizing desktop computers, laptops, I PADS, scanners, projectors, document cameras, classroom performance systems, and calculators to improve reading, writing, math, and science student performance.	2, 9	Dr. Shepard, Julie Norton, Instructional Specialist	Lesson plans incorporating technology, Repositories of student work in Google Docs, Evidence of multiple forms of technology available for staff use.				
Funding Sources: Title 1 School Improvement - \$50000.00, State Compensatory Education - \$25000.00							
13) Utilize manipulatives, including science models, skeletons, and human body parts, classroom performance systems, vernier equipment, calculators, lab equipment and Scientific Minds software to increase math and science performance.	1, 3, 9	Dean of Academics, Math and Science Teachers	Lesson plans, benchmarks that relate to content for manipulatives.				
Funding Sources: Title 1 School Improvement - \$16000.00, State Compensatory Education - \$6000.00							

14) Utilize Bilingual Aides to provide supplementary instructional support for ELL learners to decrease gaps in all areas of academic performance. Create materials that can be utilized to assist ELL students in all classes.	9, 10	Mrs. Middleton, Maria Martinez and Magdalena Aguilar	ELL student data demonstrating improvement in various assessments and closing of gaps to other subpopulations (TARP, EOC, Benchmarks)				
Funding Sources: State Compensatory Education - \$56018.00							
15) Provide students and parents of incoming 9th grade with information for transitioning from 8th grade to high school. Parent informational meetings required for House Bill 5 graduation plans, endorsements, as well as district goals and initiatives.	4, 6	Counselors, Dr. Shepard, Assistant Principals	Parent sign in sheets, Meeting agendas, Notes or other evidence of presentations.				
Funding Sources: Title 1 School Improvement - \$3000.00							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>16) Conduct regularly scheduled parent and student meetings to increase understanding of student performance on school, district and state testing. Increase involvement of ELL parents and students in academic progress of their students.</p>	1, 6	Dr. Shepard, Cohort AP's, Mrs. Bell, Mrs. Middleton, Troy Tinney	Agendas and sign in sheets from meetings, Calendar of events (UHS Website), Survey data from parents and/or students.				
Funding Sources: Title I Parent Involvement - \$8000.00							
17) Provide opportunities for parental meetings to increase school pride, increase knowledge of what is needed for college and career readiness, and increase awareness of support provided to ensure student success. Utilize traditional mail notices and School Messenger to keep parents informed of school meetings and activities.	2, 6	Dean of Academies, Project Link Counselors, Brittany Davis, Assistant Principals, Counselors	Sign in sheets, agendas from meetings, evidence of presentations.				
Funding Sources: Title 1 School Improvement - \$10000.00							
18) Continued implementation of Interactive Notebooks in math, science, social studies, and electives where applicable.	8, 9	Hailey Rambo, Dr. Shepard, Classroom Teachers	Supplies for notebooks purchased and evident in classrooms.				
Funding Sources: Title 1 School Improvement - \$5000.00							
19) Teachers will engage in planning and vetting common assessments to monitor student progress.		Instructional Coaches, Hailey Rambo, Core Teachers.	PLC planning time included in the master schedule.				
<p style="text-align: center;">Critical Success Factors CSF 1</p>		Jana Hamilton, Dr. Shepard	Utilization of teacher, as evidenced by walkthroughs and other data from the certified classroom teacher.				
20) Implement the use of a full time Pre-K aide to reduce the teacher student ration and support high quality instruction.							
Funding Sources: State Compensatory Education - \$26611.00							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p>	1, 3	Dr. Shepard, Hailey Rambo, Stephanie Bailey	Benchmark and EOC data, evidence of acceptable (90% and above) course passing rates.				
21) Implement use of a teacher in the area of science by offering instruction in IPC to bridge gaps for learners who have demonstrated difficulty on either the 8th grade science or Biology EOC exams.							
Funding Sources: Title 1 School Improvement - \$41649.00							

<p align="center">Critical Success Factors CSF 1</p> <p>22) Develop and implement campus plan of action to increase students reading levels via use of LLI instructional materials and existing teacher/paraprofessional support support.</p>	1, 3, 10	Hailey Rambo, Dr. Shepard	Reading screener data indicating 1 year's worth of growth for targeted students. Increased scores on ELA I and II EOC's.				
<p>Funding Sources: Local/General - \$0.00, Local/General - \$25000.00, Local/General - \$0.00, Local/General - \$0.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The district will implement a viable curriculum that will increase student achievement, participation, and performance.

Performance Objective 2: Increase achievement of advanced and gifted students

Evaluation Data Source(s) 2: Action Steps 1. And 2. Fall semester 2013 data Action Step 3. Fall 2012, Spring 2013 walk-through data Action Step 4., 5. and 6. Evaluation reports and Fall 2013 AEIS data








Summative Evaluation 2:

Goal 1: The district will implement a viable curriculum that will increase student achievement, participation, and performance.

Performance Objective 3: Reduce expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations by 25% for all students.

Evaluation Data Source(s) 3: Fall 2015 TAPR data will show 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations.

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Expand and Implement CHAMPS strategies as part of teaching and learning to reduce alternative and disciplinary placements from 2015-2016.	1, 2	Lisa Cain, Trojan Den Staff (Rodney Smith), Assistant Principals, Counselors	PEIMS data reflecting a 25% decline in disciplinary placements.				
				Funding Sources: Title I School Improvement - \$5000.00			
2) Continue implementation of Behavior Specialist and RESET Aides.	2, 10	Dr. Shepard, Rodney Smith	Staff hired, documentation of interventions with students.				
				Funding Sources: Title I School Improvement - \$20000.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: The district will increase the graduation rates and district wide attendance for WISD.

Performance Objective 1: To reduce the dropout rate for WISD from 3.4% to 3.1% for the 2015-2016 school year.

Evaluation Data Source(s) 1: TAPR Report - Completion Rate I, Completion Rate II, Graduation Rate, and Dropout Rate

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recover potential dropouts by use of a Parent Community Liaison. The PCL will make contact with no shows at the beginning of the school year.	6	Mrs. Gonzalez, Assistant Principals, Counselors	Rosters of students listed as no shows - with documentation demonstrating contacts and reenrollment.				
2) Continue implementation of TOP Lab - allowing students to earn lost credits and stay on cohort.	9	Dr. Shepard, Mrs. Lee, Counselors	TOP Lab credit reports, reduction in number of listed behind cohort (six weeks data reports).				
3) Monitor student data to provide interventions as needed to reduce the dropout rate by 0.3%.	6, 9	Tarl Lloyd, Melinda Bell, Mrs. Gonzalez, Dr. Shepard	TAPR data				
4) Continue implementation of Behavior Specialist and RESET Aides.	2, 10	Dr. Shepard	Staff hired, documentation of interventions with students				
Funding Sources: Title 1 School Improvement - \$20000.00							
5) Utilization of Homeless Outreach office to verify status of current or potential homeless students.	1, 10	Counselors, Mrs. Gonzalez, Assistant Principals	Administrative notes related to homeless/potential homeless students				
6) Coordinate with Student Services division as needed to monitor and respond to reports of harassment and/or bullying.	1, 10	Assistant Principals, Dr. Shepard	Bullying/Harassment packets completed and on file a campus and district level offices.				
7) Implement Community in Schools program to provide basic needs to students.	1, 10	Counselors, PEP Counselor, Assistant Principals, CIS Staff	Check in sheets, CIS records, Notes in Eduphoria				
Funding Sources: Title 1 School Improvement - \$16000.00							
Critical Success Factors CSF 1 CSF 4 CSF 5	9, 10	Allison Middleton	Documentation from ARD meetings, other data from Mrs. Middleton's office.				
8) Provide computer equipment and internet connectivity for homebound students who physically lack access to the general curriculum.	Funding Sources: Title 1 School Improvement - \$5000.00						








 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: The district will increase the graduation rates and district wide attendance for WISD.

Performance Objective 2: The district wide attendance rate will improve no less than 1% during the first semester of the school year and an additional 1% over the second semester of the school year when compared to the same rates for the 2014-2015 school year. Waco HS and University HS should show improvement in annual ADA of no less than 2%.

Evaluation Data Source(s) 2: Attendance Data - end of semester one and semester two.

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue utilization of a Parent Community Liaison (PCL) to support compliance with student attendance policies and prevent/recover dropouts.	6, 10	Mrs. Gonzalez, Dr. Shepard, Attendance Clerks, Assistant Principals, Counseling Staff	1% improvement in overall attendance for semester one, followed by another 1% improvement for semesters two (2% total improvement)				
				Funding Sources: Local/General - \$25000.00			
2) Continue utilization of School Messenger/Parent Connect to increase and improve communication of student absence information with parents.	1, 6	Troy Tinney, Mrs. Gonzales, Mrs. Aguilar, Mrs. Lopez	Call logs, data from Parent Connect, increase overall campus attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: The district will increase the graduation rates and district wide attendance for WISD.

Performance Objective 3: Provide support for students in the areas of pregnancy services, dating violence, and homebound instruction.

Evaluation Data Source(s) 3: Services documented and successfully delivered. Reduction in dropout rate.

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to utilize PEP services to provide ongoing activities for students specifically related to topics in the areas of dating violence, pregnancy, and sexual health issues.	1, 10	Dr.Shepard, Shannon Dunn	PEP session sign in sheets, agendas				
Funding Sources: Local/General - \$60000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The district will maintain and/or develop high performing, student focused teachers.

Performance Objective 1: Recruit and retain quality employees.

Evaluation Data Source(s) 1: Teacher recruiting, compensation, and retention efforts will be enhanced.

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue implementation of PDS partnership with Baylor University through scheduling and utilization of student interns and student teachers.	4, 5	Dr. Shepard, Mrs. Rubio	Scheduling and attendance documentation.				
Funding Sources: Local/General - \$30000.00							
2) Strengthen PDS environment/collaboration through. A) Meet monthly with Clinical Instructors (site Coordinator). B) Provide opportunities for the Baylor Teaching Associates to observe other master teachers at work within (2X) and outside (1X) their content area.	4, 5	Mrs. Rubio, Dr. Shepard, Mentor Teachers	Meeting records and agendas. Observation logs.				
Funding Sources: Local/General - \$500.00							
3) Maintain accountability system for PDS mentors/mentees. Provide co-teaching training for teachers and Baylor interns, as well as Filemaker Pro13 training.	4, 5	Mrs. Rubio, Dr. Shepard	Agendas from meetings. Walkthrough data and meeting notes PDS Steering Committee.				
4) Continue lines of communication for the PDS system. Conduct a "meeting of the minds" kick off session to set and clarify expectations. Set "Candidate Visitation Observation" due dates and other calendar events.	4, 5	Mrs. Rubio, Dr. Shepard	PDS link evident on UHS campus website, Agendas and sign in sheets for meetings. Calendar items evident on campus calendar.				
5) Support quality instructional practices in the learning environment. A) Provide Co-Teach "Pairs" training for mentor teachers/Interns early in the year. B) Provide Co-Teach training overview and semester focus sessions on one or two strategies (allowing the intern and teacher appropriate time to implement).		Belinda Rubio, Dr. Shepard	Evidence of completed trainings, strategies documented in walkthroughs				
6) Work to meet the needs of diverse learners. A) Conduct book and/or article reviews with all Baylor students regarding poverty and its impact on families and schools. B) Utilize one class period every two weeks for each TA to meet with the Site Coordinator and University Liaison for Professional Development. C) Provide training on special populations (GT, ELL, SPED) - twice a semester.	4, 5	Belinda Rubio, Instructional Specialist	Agendas for meeting that include discussions of academic literature. Meetings scheduled and conducted.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The district will maintain and/or develop high performing, student focused teachers.

Performance Objective 2: Improved teacher performance through evidence of improved student performance.

Evaluation Data Source(s) 2: Comprehensive Professional Development Plan

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers assigned to attend T-STEM conferences for math, science, engineering , and technology. Teachers will present to share PBL opportunities that they have developed for their classrooms.	3, 4	Dean of Academies, Dr. Shepard, Teachers (Science, Math, Technology, and Engineering)	Conference registrations and brochures, Copies of presentations				
				Funding Sources: Title 1 School Improvement - \$5000.00, Carl Perkins Basic Formula Grant - \$2500.00			
2) Provide professional development opportunities for teachers in core subject areas including Science, Technology, Engineering and/or Math (STEM) initiatives and in ELAR including Revision Decisions. Coordinate with Aggie STEM (TX A&M Center)to provide training at UHS and on campus at Texas A&M.	3, 4	Dean of Academies	Agendas and sign in sheets for professional development sessions				
				Funding Sources: Title 1 School Improvement - \$4500.00, State Compensatory Education - \$1254.00			
3) Attend Crest Fall conference with Margaret Kilgo trainings to assist teachers with proficiency in delivering EOC content.	4, 8	Dean of Academies, Dr. Shepard, Hailey Rambo, Core Content Teachers	Conference registrations and materials, Staff training PowerPoints				
				Funding Sources: Title 1 School Improvement - \$16000.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: The district will graduate students who are college or career ready.

Performance Objective 1: Increase by 5% the number of WISD graduates entering post-secondary education programs.

Evaluation Data Source(s) 1: TAPR, THECB, PBMAS

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and administrators attend the AVID Summer Institute.	4, 8	Mr. Tinney, Mrs. Harrell, Teacher Team	Registration for training and training materials, Initial Self Study (ISS) completed				
Funding Sources: Title I School Improvement - \$12000.00							
2) Continue to implement the Project Link grant program to provide two liaisons to work with cohort groups to increase the number of students entering post-secondary institutions.	1, 10	Project Link Staff, Dr. Shepard	Project Link activities and curriculum, student sign in sheets, college applications and acceptance letters, scholarship applications and awards				
Funding Sources: Local/General - \$250000.00							
Critical Success Factors CSF 5	4, 6	Ms. Brittany Davis, Mrs. Bell, Mr. Lloyd, Project Link Liaisons	Agendas and parent sign in sheets, tracking sheets for student scholarship applications				
3) Conduct meetings for parents, students, and staff to increase knowledge in the college awareness concerning the Texas College Program, financial aid, financial literacy (Tomorrow Promise Fund), FAFSA, MAC grants, and college application processes.	Funding Sources: State Compensatory Education - \$54036.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: The district will graduate students who are college or career ready.

Performance Objective 2: Raise the number of CTE students completing Technical Certificates/Dual Credits to meet or exceed campus number from 2015-2016.

Evaluation Data Source(s) 2: TAPR, THECB, PBMAS

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Determine the baseline for number of workforce articulation credits as well as dual credit. Work to increase the number of credits and certifications passed.	3, 10	Dean of Academies, Donna McKethan, Dr. Shepard, Academy Teachers	Courses in master schedule (with credits awarded, data from District CTE office.				
							

Goal 4: The district will graduate students who are college or career ready.

Performance Objective 3: Decrease the number of CTE dropouts to at or below the Texas target.

Evaluation Data Source(s) 3: TAPR, THECB, PBMAS

Summative Evaluation 3:

Goal 4: The district will graduate students who are college or career ready.

Performance Objective 4: Increase performance of gifted students and high achieving students in commended performance in the core subject EOC's: ELA I from 8% to 13%, ELA II from 1% to 6%, Biology from 20% to 35%, US History from 40%to 45% and Algebra I from 36% to 40%.

Evaluation Data Source(s) 4: EOC performance data (TAPR)

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue implementation of Project SOAR, focusing on activities to boost critical thinking in preparation for performance for Pre-AP and AP students.	3, 9	Advanced Academic Services staff, Dr. Shepard, Dean of Academies, Project SOAR staff	Student attendance and final projects.	✓			
Funding Sources: Title I School Improvement - \$25000.00							
2) Communicate specific information related to expectations for GT students at open house meetings, as well as other meetings for families participating in the gifted program.	6, 9	Advanced Academic Services Staff, Dr. Shepard, Assistant Principals	Agendas from meetings, parent sign in sheets.				
3) Continue implementation of content specific literature in math, science, and social studies to increase achievement in reading and writing for Pre-AP and AP students.	8, 9	Hailey Rambo, Pre-AP and AP teachers	EOC and AP score data, lesson plans demonstrating integration of materials and differentiation for students.				
Funding Sources: Title I School Improvement - \$5000.00							

4) Continue implementation of Advanced Placement preparation activities, including practice materials, writing activities, and study sessions. (Students are expected to attend 90% of the study sessions in order to be eligible to take the AP test.)	8, 9	Hailey Rambo, Advanced Academic Services staff, Advanced Academic teachers	Sign in sheets for study sessions, Improved AP test scores.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Waco Independent School District

Wiley Opportunity Center

2016-2017 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated



Mission Statement

Our mission is Motivating minds and hearts.....One day at a Time!

Vision

Vision Statement

Our vision is to create a positive and structured environment that will foster the development of appropriate social behavior, academic success, and personal integrity for all students. We will strive to achieve our mission by modeling respect and responsibility and by demonstrating genuine concern for the well-being of our students and each other. We will promote a collaborative team effort with all Waco ISD schools to promote educational excellence.

Core Beliefs

1. The primary objective is to provide a structured environment in which the student has the opportunity to modify behavior and achieve academic success when he/she becomes unable to function in a traditional school environment.
2. The alternative program is designed to motivate students to improve decision-making, to gain insight and self-control over intense emotions that often leads to acting out, and to acquire an increased measure of self-discipline in the social context of interpersonal communication and interaction with both authority and peers
3. To provide an alternative to the home campus environment for students who have violated the WISD and home campuses discipline policies, the Student Code of Conduct and the Texas Education Code.
4. To provide instruction in the four core disciplines by means of textbook, resource materials, TEKS Resources and one-on-one assistance.
5. To provide instruction in social skills and Restorative Justice Practices.

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Goals






Goal 1: During the 2016-2017 school year, the Wiley Opportunity Center will focus on all students, making measurable academic progress in all core subjects.

Performance Objective 1: The students will improve a reading level for every 20 days that they are enrolled at the Wiley Opportunity Center.

Evaluation Data Source(s) 1: Texas Assessment Performance Report (TAPR), 20 day report, Pretest, STAAR, EOC, Eduphoria reports, PBMAS, Parental Involvement surveys, I-Station reading reports, RIGBY, ILL Reading Level Report, GradPoint Reports, Three Week Progress Reports.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Use assessment data to help differentiate instruction and target interventions for students.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Assistant Principals, Counselor	Benchmark Exams Progress Reports Report Cards YAG, IFD, Lesson Plans				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Having the technology and software that the district uses for online instruction and intervention for all grade levels and all subjects, such as envision, Stem scope, maps 101, Reading A-Z, LLI Kits.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Assistant Principals, Teachers, Technology	Lesson Plans Student Data Student Engagement T-Tess Walk through data				
Funding Sources: State Compensatory Education - \$11556.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Implement and use "Expert 21" by Scholastic to create a high interested reading/writing environment for secondary students. Elementary students will use LLI Kits.</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal, Assistant Principals, Teachers	Student Data Lesson Plans Walk throughs				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Create a culture of accountability for all students and staff, where teachers are required to create a document to identify students that are in need of assistance.</p>	1, 2, 3, 4, 8, 9, 10	Administration Team Counselor	SAT Behavior Contract Accommodation Plan 504 IEP BIP ESL At-Risk Report RTI				
<p>5) Ensure that the teachers are trained on the technology and that the software is being implemented properly.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Principal, Assistant Principals, Teachers, Technology	Lesson Plans, Walk through data, Student Data				
<p>6) Create a culture of accountability for students and staff that documents areas of need and addresses these needs on a student to student basis.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Administrative Team, Counselor, Restorative Discipline Team, Bear Project Intern, Klaras Center licensed Professional counselor	SAT Behavior Contract Accommodation Plan 504 IEP BIP ESL At-Risk Report RTI				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: During the 2016 - 2017 school year, the Wiley Opportunity Center will implement ongoing social skills curriculum that is built into the student schedules for elementary and secondary students.

Performance Objective 1: During the 2016 - 2017 school year, all students who are assigned to Wiley will take part in weekly social skills lessons that are aimed towards helping the students with coping skills, problem solving options, goal setting techniques and transition back to the home campus.

Evaluation Data Source(s) 1: The number of discipline referrals and the number of students who do not return to Wiley for the same school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide instruction intervention and behavior modifications to assist students to be productive individuals when they return to their home campuses.		Principal Assistant Principals Teachers Counselor Restorative Discipline Coordinator Restorative Justice Staff PEIMs clerk	Grades Review District Data Reports Fewer Returning students to DAEP				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>2) Assist the students with goal setting and celebrating mini successes along the way.</p>	1, 2	Teachers, Administrators, Restorative Discipline Team Bear Project Intern Klaras Center Licensed Professional Counselor	Decreased number of students who return to Wiley. Decreased referrals. Increased academics				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Provide training in the following areas to address various discipline issues for the teachers such as: Restorative Justice Training Conscious Discipline Training Drug and Violence Prevention and Intervention, pregnancy, attendance, verbal and physical aggression, Bullying, Sexual Harassment & Abuse</p>	1, 2, 10	Principal Assistant Principal Counselor Restorative Justice Coordinator	<p>Increased number of students passing district assessments Increased Attendance Rate Decreased Failure Rates Decreased DAEP Placement Parent Conferences Decrease in Referrals Written Increase Restorative Circles</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) We will communicate with parents and explain clear expectations during the intake process.</p>	6, 10	Administration Restorative Team	<p>teacher parent logs Intake PowerPoint G.L. Wiley Opportunity Center Parent/Student Handbook</p>				
<p>5) Partnerships with the Klaras Center and with Baylor University and the Bear Project to address various discipline issues.</p>	1, 2	Principal Assistant Principals Counselor Restorative Justice Coordinator Teachers Bear Project Intern Klaras Center licensed Professional counselor	<p>Decrease number of discipline referrals Decrease number of out of school suspensions and in school suspensions More home visits Increase parent conferences</p>				
<p>6) Engage in consistent communication with the home campuses to foster a positive transition from DAEP.</p>	1, 2	Principal Assistant Principals Home campuses	Reduction in repeated DAEP placements				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: During the 2016-2017 school year, the Wiley Opportunity Center will reduce the number of in school and out of school suspensions by 25%.

Performance Objective 1: The Wiley Opportunity Center will reduce referrals, out-of-school suspensions, and citations by 25% for all students through the use of Restorative Discipline, Conscious Discipline, the Bear Project and ongoing professional development throughout the school year.

Evaluation Data Source(s) 1: Monthly tracking of student referrals, teachers writing the referrals and the number of ISS/OSS assignments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Continued implementation of Restorative Discipline with the use of behavioral aides to provide strategies to the teachers and assist students that are having behavioral issues.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration Restorative Discipline Team	Reduction in severe classroom misbehavior as recorded on discipline referrals Decrease in returning students to DAEP				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Elementary teachers and students will use the Conscious Discipline models and resources that help students calm down through breathing and brain/body activities</p>	1, 2, 3, 4	Principal, Assistant Principals	Students are able to stay in class Reduced referrals				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>3) Offer incentives for the students who are passing their classes, attending school and not having discipline issues.</p>		Administrative Team Restorative Discipline Team	Decreased number of referrals				
<p>Critical Success Factors CSF 6</p> <p>4) Find ways for students to utilize physical activity as a means to handle stress rather than to act out. Students needs to be given opportunities to participate in activities that will enhance their social skills and team building skills.</p>	10	Administration Restorative Discipline Coordinator PE teacher	Decrease in level one classroom disruptions.				
<p>Critical Success Factors CSF 2</p> <p>5) Work with students to prevent them from dropping out of school or failing to meet their requirements to earn their way out of Wiley.</p>	10	Campus wide	Decreased number of students who return to Wiley.				






6) Clarification of expectations during the intake process and during grade level assemblies.	1, 2, 3, 4, 5, 8, 9, 10	Principal Assistant Principal Restorative Justice Team Registrar Counselor	Reduction in severe classroom misbehavior as recorded on discipline referrals. Decrease in returning students to DAEP				
7) We will help students transition back to their home campuses.		Administration Restorative Justice Team Bear Project Intern Klaras Center Licensed Professional Counselor	Reduction in students returning to DAEP Reduction in number of students at DAEP Site visits to the home campuses				

Goal 4: During the 2016-2017 school year, the Wiley Opportunity Center will retain 80% of the staff.

Performance Objective 1: During the 2016 - 2017 school year, Wiley will retain at least 80% of the staff through mentors, professional development and PLC.

Evaluation Data Source(s) 1: The number of teachers who resign or transfer will reflect the success of this goal.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) All new teachers will meet with administration weekly to communicate concerns, needs or successes.</p>	4, 5	Administration	teacher attendance				
<p>Critical Success Factors CSF 3</p> <p>2) All new teachers will be assigned a campus mentor for support, assistance with lesson planning and as a go-to person as needed.</p>	4, 5	Administration	teacher attendance teacher retention				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Teachers and administrators will have opportunities for professional development throughout the school year in academic and classroom management support.</p>	3, 4	Administration	Student data				
Funding Sources: State Compensatory Education - \$2400.00							
<p>4) Purchase instructional materials for staff along with needed support materials for administration and support staff.</p>		Administration, teachers, Restorative Discipline team	Purchase of materials				
Funding Sources: State Compensatory Education - \$4975.00							
<p>5) Provide support for teachers through the T-TESS process.</p>	3, 4, 5	Principal Assistant Principal Teachers	T-Tess Evaluation System Student Data Professional Development				
<p>6) The staff will participate in "Bow Tie Wednesday" where every male staff member is asked to wear a bow tie on the same day.</p>	5, 6	Male staff members	Every male staff member will wear a bow tie.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							