

Manor Independent School District
Decker Middle School
2016-2017 Campus Improvement Plan



Mission Statement

In Manor Independent School District, together, we will ensure the social, emotional, and academic development of every student so they will become successful, responsible citizens and quality contributors.

At Decker Middle School we ensure all students learn at a high level, collaborate, and apply knowledge as contributing members of a global community.

Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Decker Middle School serves students who are enrolled in 6th, 7th, and 8th grades. During the 2014 – 2015 school year Decker Middle School served 912 students, which included 291 6th graders, 303 7th graders, and 318 8th graders. There has been a steady increase of student enrollment in each grade level over the past five years. The student body is represented in the following way: 27% of the students are African American, 62% of the students are Hispanic, 5.5% of the students are White, and 3% of the students are Asian. Over the past five years, there has been little change in the demographic make-up with the exception of the African American population. Since 2010 the African American population has grown from 19% to 37%.

78% of the students are economically disadvantaged, which means these students receive free or reduced cost lunch. 25% of students are English Language Learners (ELL). Students who are identified as ELLs are students who are learning the English language in addition to their native language, and receive instructional support during the educational day. 12% of students receive Special Education services to support the learning of grade level curriculum. 12% of students are identified as Gifted and Talented, which means they are excelling in an identified subject area. Most of our English Language Learners, Special Education, and Gifted and Talented students are served in the general education classroom.

Decker Middle School's attendance rate for the 2014 – 2015 school year was 96%. This means of the 912 students, an average of 876 students were at school and 36 students were absent. The attendance rate increased from the 2013 – 2014 school year.

Over the last four years Decker Middle School has consistently decreased the number of discipline incidents. Out of school suspensions decreased by over 100 suspensions and placement in the district's alternative educational program continues to decrease with a total of 42 placements for the 2014 – 2015 school year.

Lastly there is a 14% mobility rate, which means about 1 out every 7 students moves in or out of Decker Middle School throughout the year.

Demographics Strengths

Although the population of the student body continues to increase, the demographic make-up of the school is consistent in most populations.

Demographics Needs

In order to support the continued increase in the English Language Learner (ELL) population, all teachers will need to continue to develop pedagogical best practices to increase the proficiency levels of reading, writing, speaking, and listening of ELLs.

Student Achievement

Student Achievement Summary

During the 2014 – 2015 Academic School year, Decker Middle School received a met standard rating (highest rating possible) from the Texas Education Agency. Decker Middle School exceeded the target score in all four of the performance index reporting categories: student achievement expectations, growth in student progress, closing performance gaps of students, and post-secondary readiness. Decker Middle School also earned two out of seven possible distinctions. Distinctions earned were for academic achievement in Reading/ELA and being in the top 25 percent of student progress.

Student Achievement Strengths

Decker Middle School exceeded the target score in each reporting category:

Student Achievement Expectations: Target Score was 60, Decker Middle scored 61

Student Progress: Target Score was 28, Decker Middle scored 38

Closing Performance Gaps: Target score was 27, Decker Middle scored 33

Postsecondary Readiness: Target score was 13, Decker Middle scored 24

Student Achievement Needs

English Language Learners and students receiving special education services performed the lowest in each subject area.

The percentage of all students who met standard on the Social Studies STAAR and Science STAAR decreased.

School Culture and Climate

School Culture and Climate Summary

Decker Middle School focuses on building quality relationships with staff members, students, and their families. Staff members participate in team building activities and staff events. Decker Middle School also works to build a climate of respect among students and between students and their teachers.

School Culture and Climate Strengths

DMS is focusing on fostering a strong climate that is aligned with our mission statement through PLCs, House Meetings, and staff meetings and events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff are certified and highly qualified in their assigned content area.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data






Goals

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 1: Increase the number of students who progress at least one proficiency level in their TELPAS composite rating by 3% at each grade level. 6th grade 41% - 44%, 7th grade 32% - 35%, 8th grade 34% - 37%.

Summative Evaluation: TELPAS Summary Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Identified Beginner and Intermediate ELL students will be enrolled in targeted instructional reading classes to increase fluency.</p>	1, 3, 8, 9	Tina Stogdill, Counselor	Lexile levels for ELL students identified as Newcomers will increase from BOY to MOY to EOY.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) ELL teacher will meet once a month to analyze student work.</p>	1, 8	Kelly Meshell, Associate Principal ELL Teacher	The percent of ELL students meeting mastery level on curriculum based assessments each six weeks will increase.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) FTE needed to support intermediate ELL students in core content classes. Students will receive small group instruction with highly qualified ELL teacher within the core content classroom.</p>	1, 3, 9	Tina Stogdill, Counselor Kelly Meshell, Associate Principal ELL Inclusion Teacher	Walkthrough evidence shows small group instruction with embedded scaffolding to support ELL students.				
Funding Sources: Title II, Part A - \$60000.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Selected ELL students will participate in after school tutoring.</p>	1, 3, 8, 9	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Tutoring Sign-in sheets will document student attendance and students will have increased mastery on curriculum based assessments each six weeks. During after school tutoring students will be provided pre and post assessments to ensure targeted instruction is improving student success.				
Funding Sources: State Compensatory Education - \$1500.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) ELL teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.</p>	1, 3	Kelly Meshell, Associate Principal Jennifer Fagrelus, ELL Teacher	Lesson plans document ELL accommodations and walkthroughs will document student use of technology.				

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

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.






Performance Objective 2: Increase Reading STAAR Level II performance by 3% in the following reporting categories: All students 68%-71%, AA 67%-70%, Hisp 66%-69%, White 84%-87%, EcoDis: 66%-69%, SPED 21%-24%, Current ELL 44% - 47% and Monitored ELL 83%-86%.

SPECIFIC GRADE LEVEL GOALS: STAAR READING: 6th Grade students will show a 10% increase in Figure 19, 7th Grade students will show a 10% increase on STAAR on TEKS 7.13 by embedding 1 – 2 of these kinds of questions on CFAs, and 8th grade students will show a 5% increase to increase comprehension and higher-order thinking skills by STAAR 2017.

Summative Evaluation: STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) ELA and Humanities teachers will utilize the literacy library for small group reading.</p>	1	Ja'Near Burton, Humanities/ELA Department Chair Christie Lee, Instructional Coach	Increased number of books checked out from library and lesson plans reflect library activities.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) All students will participate in two school wide reading challenges for reading books on their reading level.</p>	1	Kelly Meshell, Associate Principal Jill Brady, Librarian Ja'Near Burton, ELA/Humanities Department Chair	Lesson plans document reading challenge and reward assembly for winning grade level				
<p>Critical Success Factors CSF 1</p> <p>3) All ELA and Humanities teachers will have scheduled library days to help students choose books at their lexile level.</p>	1	Jill Brady, Librarian	Increased number of books checked out from library				
<p>Critical Success Factors CSF 1</p> <p>4) All Humanities and ELA teachers will implement small group instruction using common formative assessment data and curriculum based assessments.</p>	1, 8, 9	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Lesson plans and walkthroughs will show evidence of implementation of small group instruction. PLC agenda notes will document CFA analysis conversations to adjust instruction.				

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) All Humanities and ELA teachers will sponsor a Family Literacy Night.</p>	1, 6	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach Ja'Near Burton, Department Chair	Agenda and Sign-in Sheets Goal=100+ participants				
Funding Sources: Local Funds - \$500.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Selected students, including SPED and ELL, will participate in after school tutoring.</p>	1, 3, 8, 9	Jon Bailey, Principal Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	SPED and ELL students' CFAs and CBAs data will show growth over time. The number of students failing CFAs and CBAs will decrease over time.				
Funding Sources: State Compensatory Education - \$1500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>7) ELA and Humanities teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.</p>	1, 3	Jon Bailey, Principal Kelly, Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Christie Lee, Instructional Coach	Lesson plans and walkthroughs show evidence of technology being utilized by students to engage in learning and formative assessment strategies.				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) All elective teachers will embed reading activities into their lesson once per week.</p>	1, 2	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach	Lesson plans and walkthroughs document students are engaged in reading activities in all classrooms.				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Once per grading period academic elective teachers will do guided reading with an informational text related to the specific content and utilize Socratic seminars to improve student reading, writing, listening, and speaking.</p>	1, 2, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, AVID Teacher	Lesson plans and walkthroughs document students engaged in reading activities.				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Utilize research based instruction and highly trained specialist in dyslexia to improve reading skills of all dyslexic skills.</p>		Zabrina Kelley, Dyslexia Specialist Kelly Meshell, Associate Principal	Students will meet with dyslexic specialist and 95% of students who are identified as having dyslexia will have improved Lexile scores from BOY to MOY to EOY.				

<p align="center">Critical Success Factors CSF 1</p> <p>11) All ELA and Humanities teachers will focus on inferencing skills through the daily assessment question, thinking and talking, students creating high level questions with Cornell notes, collaborate with other content areas to embed inferencing questions about charts and graphs,</p>	1, 3, 9	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Christie Lee, Instructional Coach Ja'Near Burton, Department Chair	walkthroughs will document evidence of students working bell to bell				
<p align="center">Critical Success Factors CSF 1</p> <p>12) All ELA and Humanities teachers will provide opportunities for students to practice test taking strategies on CFAs, CBAs, and Benchmarks.</p>	9	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach	Campus and district assessments will have evidence of students marking the text and identifying text evidence.				
<p align="center">Critical Success Factors CSF 1</p> <p>13) All ELA and Humanities teachers will utilize the backwards design framework to determine the depth and complexity of how standards are tested.</p>	1, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach Ja'Near Burton, Department Chair	CFAs, CBAs, and standards are tightly aligned and show increased student success rate from CFA to CBA within a grading period.				
<p align="center">Critical Success Factors CSF 1</p> <p>14) Utilize Academic Language Scripts to develop students' use of academic language and higher-order thinking skills.</p>	1, 3	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Walkthroughs will show evidence of students and teachers engaged in utilizing academic language scripts.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.



Performance Objective 3: Increase Math STAAR Level II performance by 3% in the following reporting categories: All students 62%-65%, AA 55%-58%, Hisp 60%-63%, White 70%-73%, EcoDis: 58%-61%, SPED 16%-19%, Current ELL 43%-46% and Monitored ELL 81%-84%.

SPECIFIC GRADE LEVEL GOALS: STAAR MATH: By the district benchmark all sixth grade students will score 5 points above STAAR in 2016 on all previously taught TEKS, 7th grade students will show 10% increase on STAAR 2017 by ensuring all concepts are connected between all units throughout the year, and 8th grade students will use the Desmos calculator 80% of the time to increase the measurement standard by 10% on STAAR 2017.

Summative Evaluation: STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) At all grade levels, Tier II students will be enrolled in a math block totaling 100 minutes. This will allow for teachers to engage all students in small group instruction and provide a strong foundational understanding of math concepts needed to be successful in higher level mathematics.</p>	1, 3, 9	Jon Bailey, Principal Kelly Meshell, Associate Principal Jessie Lachico, Counselor Tina Stogdill, Counselor	walkthroughs will document evidence of small group instruction and formative assessments show student growth. Summative performance will show 90% of students meeting STAAR progress measure.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Math teachers will analyze screeners, common formative assessments, and district level curriculum based assessments to provide small group instruction, intervention, and acceleration.</p>	1	Jon Bailey, Principal Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	PLC agenda minutes show assessment analysis and teachers completed assessment analysis of CFAs and CBAs.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Selected students, including SPED and ELL, will participate in after school tutoring.</p>	1, 3, 8, 9	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	SPED and ELL students' CFAs and CBAs data will show growth over time. The number of students failing CFAs and CBAs will decrease over time. During after school tutoring students will be provided pre and post assessments to ensure targeted instruction is improving student success.				
Funding Sources: State Compensatory Education - \$1500.00							
<p>Critical Success Factors CSF 1</p> <p>4) Math teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.</p>	1, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Lesson plans and walkthroughs show evidence of technology being utilized by students to engage in learning and formative assessment strategies.				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Teachers will utilize linguistic strategies and accommodations to increase the success of ELL student math achievement.</p>	1, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Eric Johnson, ELL District Specialist	Walkthroughs document evidence of implementation of linguistic accommodations.				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) SPED students who are multiple grade levels below will receive resource instruction support to close the achievement gap.</p>	1, 2, 3	Kelly Meshell, Associate Principal Erich Howze, SPED Department Chair	iReady formative assessments will be taken monthly by resource students and show increased academic performance.				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Identified 8th grade at risk math students will work with a certified tutor one day per week to increase student math achievement.</p>	1, 9, 10	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Students continue to show improvement on CFAs and CBAs. Students meet grade level expectations on STAAR math assessment.				
Funding Sources: State Compensatory Education - \$3000.00							
<p align="center">Critical Success Factors CSF 1</p> <p>8) Utilize Academic Language Scripts to develop students' use of academic language and higher-order thinking skills and provide student to student, student to teacher, and teacher to student feedback.</p>	1, 3	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Walkthroughs will show evidence of students and teachers engaged in utilizing academic language scripts.				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>9) DMS Algebra students will tutor 6th grade students to develop peer to peer tutoring groups and stronger academic content knowledge.</p>	1	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Sovanna Lieou, Department Chair	PLC agendas and lesson plans show collaboration between teachers and students.				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Spiral previously taught TEKS in to currently taught skills to make connections between concepts rather than in isolated skills practice.</p>	1, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Sovanna Lieou, Department Chair	Lesson Plans show purposefull planning of spiraled TEKS and walkthroughs evidence of connecting background knowledge between concpets				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) Daily Formative Assessments will be utilized to determine student understanding and identify misconceptions</p>	1, 3, 9	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Sovanna Leiou, Department Chair	Lesson plans show purposeful planning of DAQ and walkthrough shows implementation of utilizing DAQ to make adjustments to instruction.				

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

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 4: Increase Writing STAAR Level II performance by 3% in the following reporting categories: All students 60%-63%, AA 57%-60%, Hisp 57%-60%, White 100% (maintain 100%), EcoDis: 61%-64%, SPED 7%-10%, Current ELL 32% - 35% and Monitored ELL 89%-92%.

Summative Evaluation: STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) ELA and Humanities teachers will conduct in-class writer's workshop.</p>	1, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Lesson plans and walkthroughs document implementation of writer's workshop.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) ELA and Humanities teachers will conduct STAAR based writing assessments 2 times per year and meet as a department to evaluate student progress.</p>	8	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Agenda, sign-in, analysis of written compositions.				
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Humanities teachers will take part in professional development to implement readers/writers workshop as well as Heart of Texas Writing.</p>	1, 4	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Agendas, sign-in sheets, lesson plans and walkthroughs document implementation.				
Funding Sources: Title III, Part A							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Selected students, including SPED and ELL, will participate in after school tutoring.</p>	1, 3, 8, 9	Jon Bailey, Principal Kelly Meshell, Associate Principal Jennifer Fagrelus, ELL Teacher Erich Howze, SPED Department Chair	SPED and ELL students' CFAs and CBAs data will show growth over time. The number of students failing CFAs and CBAs will decrease over time. During after school tutoring students will be provided pre and post assessments to ensure targeted instruction is improving student success.				
Funding Sources: State Compensatory Education - \$1500.00							
<p>Critical Success Factors CSF 1</p> <p>5) ELA and Humanities teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.</p>	1, 3	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach	Lesson plans and walkthroughs show evidence of technology being utilized by students to engage in learning and formative assessment strategies.				

<p align="center">Critical Success Factors CSF 1</p> <p>6) Utilize Academic Language Scripts to develop students' use of academic language and higher-order thinking skills.</p>	1, 3	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Walkthroughs will show evidence of students and teachers engaged in utilizing academic language scripts.				
<p align="center">Critical Success Factors CSF 1</p> <p>7) All Fine Arts teachers will utilize journaling to engage students in writing.</p>	1	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Lesson plans show evidence of planned journal writings and walkthroughs show evidence of implementation of activities				
<p align="center">Critical Success Factors CSF 1</p> <p>8) All PE students will write summaries about how to perform physical activities and write rules and directions for their own games for other students to play.</p>	1	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Lesson plans show evidence of planned writing assignments and walkthroughs show evidence of implementation of activities.				
<p align="center">Critical Success Factors CSF 1</p> <p>9) All elective teachers will utilize word walls to write revise reflections about specific content within the course.</p>	1	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Lesson plans show evidence of planned writing assignments and walkthroughs show evidence of implementation of activities. Students have increased writing achievement at each grading period.				

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






Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 5: Increase Science STAAR Level II performance by 3% in the following reporting categories: All students 64%-67%, AA 68%-70%, Hisp 59%-62%, White 86%-89%, EcoDis: 62%-65%, SPED 12%-15%, Current ELL 32%-35%, Monitored ELL 80% - 83%

SPECIFIC GRADE LEVEL GOALS: By the end of 6th grade, 50% of students will be able to graph findings when measuring and calculating and then analyze the data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends, By the end of 7th grade, 50% of all students will be able to retain, connect, and identify low scoring (7.6A, 7.8C, 7.12B) content level TEKS, and 8th grade will incorporate data analysis, use of models, tables, charts, and graphs into lessons weekly and will show improvement based on CFA, CBA, and a 10% increase on STAAR Science during the 2016 – 2017 school year

Summative Evaluation: STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Two out of five days students will engage in inquiry based activities.</p>	1, 3	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Shantel Tharps, Department Chair	Lesson plans and walkthroughs document students engaged in labs and/or hands on activities.				
<p>Critical Success Factors CSF 1</p> <p>2) Science teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.</p>	1, 3	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach	Lesson plans and walkthroughs show evidence of technology being utilized by students to engage in learning and formative assessment strategies.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Selected students, including SPED and ELL, will participate in after school tutoring.</p>	1, 3, 8, 9	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach	SPED and ELL students' CFAs and CBAs data will show growth over time. The number of students failing CFAs and CBAs will decrease over time. During after school tutoring students will be provided pre and post assessments to ensure targeted instruction is improving student success.				
Funding Sources: State Compensatory Education - \$1500.00							
<p>Critical Success Factors CSF 1</p> <p>4) Utilize Academic Language Scripts to develop students' use of academic language and higher-order thinking skills.</p>	1, 3	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Walkthroughs will show evidence of students and teachers engaged in utilizing academic language scripts.				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Investigations will include measuring, calculating, graphing findings, use models, tables, and charts; and analyzing data to increase understanding of these concepts.</p>	1, 3	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Shantel Tharps, Department Chair	Lesson Plans show evidence of planned activities and walkthroughs show evidence of implementation				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) 7th Grade Teachers will focus on planning engaging lessons in which students are identifying what makes up organic compounds, how humans affect ground and surface water, and knowing the functions of the 10 major body systems to ensure vertical alignment with 8th grade standards.</p>	1, 3	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Shantel Tharps, Department Chair	Lesson plans show purposeful planning of content and walkthroughs show alignment between 7th and 8th grade content.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 6: Increase Social Studies STAAR Level II performance by 10% in the following reporting categories: All students 48%- 58%, AA 56%-66%, Hisp 40%-50%, White 57%-67%, EcoDis: 44%-54%, SPED 13%-16%, Current ELL 17% - 20% Monitored ELL 53%-56%.

Summative Evaluation: STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) 8th grade Social Studies teachers will utilize SIOP strategies daily to increase student content understanding and make connections across Social Studies standards.</p>	1, 3	Kelly Meshell, Associate Principal Josh Duty Instructional Coach Franklin Ghafoor, Department Chair	Lesson plans and walkthroughs document evidence of teachers implementing linguistic accommodations and ELL students are participating.				
<p>Critical Success Factors CSF 1</p> <p>2) Social Studies teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.</p>	1, 3	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Franklin Ghafoor, Department Chair	Lesson plans and walkthroughs show evidence of technology being utilized by students to engage in learning and formative assessment strategies.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Selected students, including SPED, ELLs, and Economically Disadvantaged, will participate in after school tutoring. These students are identified as "at risk."</p>	1, 3, 8, 9	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Franklin Ghafoor, Department Chair	During after school tutoring students will be provided pre and post assessments to ensure targeted instruction is improving student success.				
Funding Sources: State Compensatory Education - \$1500.00							
<p>Critical Success Factors CSF 1</p> <p>4) Utilize Academic Language Scripts to develop students' use of academic language and higher-order thinking skills.</p>	1, 3	Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Walkthroughs will show evidence of students and teachers engaged in utilizing academic language scripts.				






<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Social Studies teachers will collaborate with ELA and Humanities teachers to align instructional strategies to emphasize social studies process standards; specifically cause and effect and drawing conclusions.</p>	1, 3, 4	Kelly Meshell, Associate Principal Josh Duty, Instructional Coach Franklin Ghafoor, Department Chair	Lesson plans show purposeful planning with content alignment between Social Studies and ELA/Humanities teachers. Students show increased achievement in both Humanities/ELA and Social Studies courses.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 7: 100% of our students will be prepared to be healthy, fit, and ready to learn

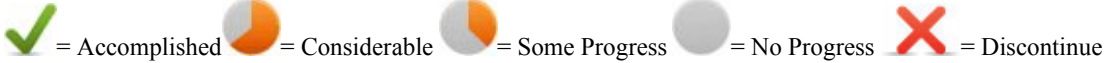
Summative Evaluation: Fitnessgram data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) 100% of students of identified non-restricted students will be assessed using Fitnessgram.</p>	10	Ray Gonzales, PE Teacher Jarred Houston, PE Teacher Myron Aplon, PE Teacher Meghan Teenier, PE Teacher	All students' data will be entered in Fitnessgram				
<p>Critical Success Factors CSF 1</p> <p>2) All students will be enrolled and participate in four semesters of physical education.</p>	10	Jessie Lachico, Counselor Tina Stogdill, Counselor	Master Schedule				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 8: 5% of ELL students per grade level will obtain advanced level on all STAAR assessments and 20% of ELL students will increase their Reading STAAR score.


Summative Evaluation: STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will engage students in weekly small group learning.</p>	1, 3, 9	Kelly Meshell, Associate Principal Jennifer Fagrelus, ESL Teacher	Lexile growth of students				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) ELL teachers will communicate with parents about homework, student levels of proficiency, and student goals.</p>	1, 3, 9	Jennifer Fagrelus, ESL Teacher	Parent documentation logs and increased oral fluency of student				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Students will develop and use reading logs to increase vocabulary.</p>	1, 3, 9	Jennifer Fagrelus, ESL Teacher	Vocabulary instruction is documented in lesson plans. Student development of vocabulary is documented by teacher in observation notes and walkthroughs of students using learned vocabulary.				
							

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 9: 50% of students who are identified as Special Education will gain two grade levels' growth according to their Lexile level and Math Screeners by the end of the year.

Summative Evaluation: SRI and Math Screener Performance Reports






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students who are multiple grade levels below will participate in resource classes focused on improving reading fluency and comprehension skills.</p>	1, 2, 3	Kelly Meshell, Associate Principal Erich Howze, SPED Department Chair	SRI and iReady Performance Reports				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students who are multiple grade levels below will participate in math resource classes focused on improved math fluency and problem solving skills.</p>	1, 2, 3	Kelly Meshell, Associate Principal Erich Howze, SPED Department Chair	iReady Performance Reports				
							

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 1: Strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

Summative Evaluation: PLC agenda notes, Walkthrough data, TTESS Reinforcement and Refinement goals.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Each content area will meet to plan rigorous lessons, create common formative assessments, and unpack CFA and CBA student data results.</p>	4, 9	Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach	Master schedule reflects common planning periods and PLC minutes reflect summary of PLC conversations.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Increase rigor and student achievement on the STAAR in all core content classes</p>	4	Jon Bailey, Principal Kelly Meshell, Associate Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal Josh Duty, Instructional Coach Christie Lee, Instructional Coach	Walkthroughs show evidence of best practice strategies utilized during instruction. Lesson plans will show evidence of collaboration among grade level teachers with student directed activities and high level questions planned that formatively assesses student understanding. Walkthroughs will show evidence of implementation of rigorous student tasks.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Based on needs, specific teachers will attend professional development in or out of district.</p>	4	Jon Bailey, Principal Kelly Meshell, Associate Principal	Agenda and Sign-in Sheets				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) All staff will attend campus professional development to build their capacity to implement campus initiatives.</p>	4	Jon Bailey, Principal Kelly Meshell, Associate Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal	Agenda and Sign-in Sheets Walkthroughs will document evidence campus initiatives are implemented.				

<p align="center">Critical Success Factors CSF 7</p> <p>5) All staff will increase the understanding and use of Cornell Notes, Writing in the Margins, Socratic Seminar, small group instruction, academic language scripts, and authentic use of technology.</p>	2, 4	Jon Bailey, Principal Kelly Meshell, Associate Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach	Walkthroughs in all content areas will show evidence of learning strategies being utilized by students and teachers.				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers will utilize Language Objectives to engage students in reading, writing, speaking, and listening in all content areas.</p>	4	Jon Bailey, Principal Kelly Meshell, Associate Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal	Lesson plans document teachers are linking language objectives to student activities and walkthroughs document students are engaged in listening, speaking, reading, and writing in all classrooms.				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Staff will engage in learning specific strategies to increase academic conversation, specifically in regards to ELL students. (TLI Implementation plan strategies and steps will be utilized here) - Academic Language Scripts will be utilized with ALL students.</p>		Jon Bailey, Principal Kelly Meshell, Associate Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Christie Lee, Instructional Coach Josh Duty, Instructional Coach	TLI quizzes, sign-in sheets, e-mails of meeting minutes				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 2: Each grade level will have a 96% or greater attendance rate each six weeks.

Summative Evaluation: PEIMS Attendance Report






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement a campus-wide attendance contest during each 6 week grading period.</p>	2	Ralph Henley, Assistant Principal, Amy Quiroz, Attendance Specialist	At least 75% of students attend attendance celebration each 6 weeks.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Students who have 3 or more absences will receive a phone contact from their grade level administrator.</p>	2	Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Amy Quiroz Attendance Specialist Joanna Coatney, Dropout Specialist	Parent contact log				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Students who have 5 or more absences will be assigned to a designated check-in staff who will monitor their attendance daily.</p>	2	Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Amy Quiroz, Attendance Specialist	Check-in notes and parent contact log				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 3: Decrease the number of student discipline referrals by 20%.

Summative Evaluation: PEIMS Student Disciplinary Incident Report






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Form a PBIS team and implement components of PBIS.</p>	2	Ralph Henley, Assistant Principal	Agendas and Sign-in Sheets				
Funding Sources: Local Funds - \$1000.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Review campus data at the monthly PBIS meeting and provide support to identified teachers and students.</p>	2	Ralph Henley, Assistant Principal	Agendas and Sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Implement the use of Class Dojo by grade levels and share with the student body daily.</p>	2	Jon Bailey, Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal Kelly Meshell, Associate Principal	Positive points earned by each grade level will increase daily each six weeks period.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Present campus-wide strategies to faculty and staff in regards to classroom management.</p>	2	Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal	Agendas				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Implement a social skills group for students with multiple referrals.</p>		Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Rebecca Gamboa, Communities in Schools Tina Stogdill, Counselor	CIS group is formed				

<p align="center">Critical Success Factors CSF 6</p> <p>6) Implement No Place for Hate and Anti-Bullying activities utilizing the Rising Up program.</p>	<p>Jesse Lachico, Counselor Tina Stogdill, Counselor Rebecca Gamboa, Communities in Schools</p>	<p>DMS will earn No Place for Hate School designation for the 2015 - 2016 school year.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 4: 100% of the Fine Arts teachers will promote academic achievement within their disciplines.

Summative Evaluation: 95% of students enrolled in UIL electives will remain eligible throughout the course of the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Students will track grades in all core content classes to ensure success.</p>	2	Ralph Henley, Assistant Principal Chris Thomsen, Band Director Stephannie Pinto, Choir Director Abeni Browner, Theatre Arts Director	95% of students enrolled in UIL electives will remain eligible throughout the course of the school year.				
<p>Critical Success Factors CSF 1</p> <p>2) Students will use agendas and binders to organize themselves and document homework assignments.</p>	2	Jon Bailey, Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal Kelly Meshell, Associate Principal	Student agendas are completed and binders document student work.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 5: Increase the use of AVID strategies in classrooms by 50% and promote a College Readiness culture.

Summative Evaluation: Walkthrough data documentation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) AVID Site Team meets once a month.</p>	2	Brittani Hauser, AVID Teacher Sam Cauman, Assistant Principal Josh Duty, Instructional Coach	Sign-In Sheets				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide professional development to staff about AVID strategies such as Cornell notes, philosophical chairs, Socratic seminars, and marking the text.</p>	4	Kelly Meshell, Associate Principal, Brittani Hauser, AVID Teacher Sam Cauman, Assistant Principal Josh Duty, Instructional Coach	Walkthrough data and lesson plans document use of strategies				
<p>Critical Success Factors CSF 6</p> <p>3) Each Friday, staff and students are encouraged to wear university attire.</p>	2	Jon Bailey, Principal Brittani Hauser, AVID Teacher Sam Cauman, Assistant Principal Josh Duty, Instructional Coach	Over 50% of staff and students participate weekly.				
<p>Critical Success Factors CSF 6</p> <p>4) DMS will continue to engage in activities that support our distinction as an AVID National Demonstration Campus.</p>	2, 5	Brittani Hauser, AVID Teacher Sam Cauman, Assistant Principal Josh Duty, Instructional Coach	Visitor logs provide evidence of National Demonstration visits.				


<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) DMS will provide information to students and their families about college and universities.</p>	<p>Brittani Hauser, AVID Teacher Sam Cauman, Assistant Principal Josh Duty, Instructional Coach</p>	<p>Student products will be evident and displayed in classrooms. Teachers will post information about the universities they attended outside their classrooms. In each monthly parent newsletter, a university will be highlighted.</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 6: Reduce the rate of special education students in discretionary DAEP settings by 1% and discretionary ISS settings by 20%.


Summative Evaluation: DAEP and ISS placement reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Implement strategic Tier II interventions, including effective progress monitoring tools. Teachers will collaborate with special education teachers to develop behavior interventions for identified special education students with 5 or more disciplinary referrals.</p>	1, 2	Jon Bailey, Principal Kelly Meshell, Associate Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal	Intervention plans are developed and documented.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Provide students with mentors/buddies as role models for peer support.</p>	1, 2	Natalie Thompson, Behavior Teacher Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal	Decrease in the number of special education students referred to ISS.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Utilize the PBSC classrooms for social skills reinforcement and allow for students to Skype into classroom instruction using technology.</p>	1, 2, 3	Natalie Thompson, Behavior Teacher Yvonne Reed, Behavior Aide Tamica Swain, Behavior Aide	Student behavior skills decreases the number of times students utilize technology to Skype to engage in classroom instruction are documented.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Students identified as potential drop outs will be referred to Communities in Schools and Dropout Prevention Specialist.</p>		Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Tina Stogdill, Counselor Joanne Coatney, Dropout Prevention Specialist	50% of students who are identified as potential dropouts will have improved attendance from the beginning of the school year to the end of the school year.				
							

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 7: Identify students who are in need of social and emotional well being support to work with outside providers.

Summative Evaluation: 95% of students who consistently utilize outside providers services show increased academic achievement and attendance.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
1) Students will be identified by teachers and from previous historical records to receive individual and group counseling services.	1, 10	Jon Bailey, Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Tina Stogdill, Counselor Rebecca Gamboa, Communities in Schools	Students receiving support services show improved academic performance and school attendance				
2) Students will have the opportunity to attend after school activities with Breakthrough, Campfire, Creative Action, and VPL.		Jon Bailey, Principal Ralph Henley, Assistant Principal Sam Cauman, Assistant Principal Tina Stogdill, Counselor Rebecca Gamboa, Communities in Schools	Students who consistently attend breakthrough, campfire, creative action, and VPL have increased academic achievement throughout the school year, improved attendance, and decreased discipline referrals				
							

Goal 3: Implement effective communication strategies throughout the district.

Performance Objective 1: 70% or more of parents will be involved in their child's education.

Summative Evaluation: Blackboard Connect Summary Results Report, parent sign-ins, parent visits, parent phone calls.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 5</p> <p>1) Blackboard Connect will be used to send phone calls and emails in English and Spanish to inform parents of events.</p>	6	Jon Bailey, Principal	Blackboard Connect Summary Results Report				
<p>Critical Success Factors CSF 5</p> <p>2) DMS website will be updated daily providing information to our community.</p>	6	Eric Howard, Campus Communications Lead	Monthly checks regarding the information.				
<p>3) @deckermiddle Twitter will be used to provide information to our community.</p>	6	Eric Howard, Campus Communications Lead	10% increase of Followers				
<p>Critical Success Factors CSF 5</p> <p>4) Utilize PTO meetings for Family Information Nights. We will engage our community in understanding how to navigate their students educational and social and emotional needs.</p>	6	Kelly Meshell, Associate Principal Rebecca Gamboa, Communities in Schools	Increase in parent participation throughout the year, using sign-in sheets.				
Funding Sources: Local Funds - \$1000.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Increase participation in DMS Parent Teacher Organization to a minimum of 20 members so we are able to successfully transition to a PTA in the 2017 - 2018 school year.</p>	2, 6	Kelly Meshell, Associate Principal	Monthly Sign-In sheets and minutes				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Provide student academic assessment results to parents in a language they understand, including an interpretation of the results.</p>	6, 9	Jon Bailey, Principal Kelly Meshell, Associate Principal Sam Cauman, Assistant Principal Ralph Henley, Assistant Principal	Teacher teams will hold parent conferences and develop action plans with students who are struggling and their parents. Action plans will be documented and include academic, attendance, and behavior support.				

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

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Selected ELL students will participate in after school tutoring.
1	1	5	ELL teachers will increase engagement, checking for understanding and content awareness through iPads and technology in the classroom.
1	2	6	Selected students, including SPED and ELL, will participate in after school tutoring.
1	2	8	All elective teachers will embed reading activities into their lesson once per week.
1	2	9	Once per grading period academic elective teachers will do guided reading with an informational text related to the specific content and utilize Socratic seminars to improve student reading, writing, listening, and speaking.
1	3	3	Selected students, including SPED and ELL, will participate in after school tutoring.
1	3	6	SPED students who are multiple grade levels below will receive resource instruction support to close the achievement gap.
1	3	7	Identified 8th grade at risk math students will work with a certified tutor one day per week to increase student math achievement.
1	4	3	Humanities teachers will take part in professional development to implement readers/writers workshop as well as Heart of Texas Writing.
1	4	4	Selected students, including SPED and ELL, will participate in after school tutoring.
1	5	1	Two out of five days students will engage in inquiry based activities.
1	6	1	8th grade Social Studies teachers will utilize SIOP strategies daily to increase student content understanding and make connections across Social Studies standards.
1	6	3	Selected students, including SPED, ELLs, and Economically Disadvantaged, will participate in after school tutoring. These students are identified as "at risk."
1	9	1	Students who are multiple grade levels below will participate in resource classes focused on improving reading fluency and comprehension skills.
1	9	2	Students who are multiple grade levels below will participate in math resource classes focused on improved math fluency and problem solving skills.
2	1	6	Teachers will utilize Language Objectives to engage students in reading, writing, speaking, and listening in all content areas.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	7	Identified 8th grade at risk math students will work with a certified tutor one day per week to increase student math achievement.

State Compensatory

Personnel for Decker Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Javier Calderon	Tutor	8th Grade Math Tutoring	\$2940

Plan Notes

October 8, 2015

CAT discussed bringing evidence to document progress for each critical success factor.

Campus Funding Summary

Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	FTE funding of additional personnel	ELL District Department	\$60,000.00
Sub-Total					\$60,000.00
Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Materials, food		\$500.00
2	3	1			\$1,000.00
3	1	4			\$1,000.00
Sub-Total					\$2,500.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher for two hours per week after school for 25 weeks		\$1,500.00
1	2	6	Teacher for two hours per week after school for 20 weeks		\$1,500.00
1	3	3	Teacher for two hours per week after school for 20 weeks		\$1,500.00
1	3	7	Tutor to support 8th grade math students one day per week for 30 weeks		\$3,000.00
1	4	4	Teacher for two hours per week after school for 5 weeks		\$1,500.00
1	5	3	Teacher for two hours per week after school for 20 weeks		\$1,500.00
1	6	3	Teacher for two hours per week after school for 20 weeks		\$1,500.00
Sub-Total					\$12,000.00
Grand Total					\$74,500.00