

**Leander Independent School District**  
**Four Points Middle School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25% Student Progress  
Postsecondary Readiness



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Four Points Middle School is a campus of 671 students. As such, some of the demographic groups at each grade level are quite small and we see large year-to-year and test-to-test variation due to the small cell counts in the groups. Some of our ESL groups include only 3 students, so they are not reported. Our response has been to pursue "best practices" to address the gaps we see. Overall, the campus has been very successful. We were recognized as the 20th most effective middle school in Texas for student growth for low SES students by the Children at Risk organization. In addition, we were designated as a "school to watch" in Central Texas in a study conducted by the E3 Alliance.

This year we experienced a drop in most areas because of the inclusion of Special Education test scores for the first year. Overall, we see variation in our scores, up in some areas and down in others. The absence of any steady upward trends causes us concerns. We continuously question and try to find or develop every approach we can to increase our achievement.

### Demographics Strengths

#### ELL

- 8R ELL- 83% pass rate (6 students tested)

#### SpEd

- 7R SpEd- 83% vs. 44% Dist. PR (6 students tested)
- 8M- SpEd- 86% vs. 25% Dist. PR (7 students tested)
- 8SS SpEd- 71% vs. 31% Dist. PT (7 students tested)

#### African American

- 7R- 100% PR (6 Students tested)
- 8SS- 100% PR (6 students tested)

## Hispanic

- 6M 89% PR 5% Gap
- 7R 91% PR 5% Gap
- 8M 96% PR 2% Gap
- 8R- 92% PR 3% Gap

## Low-SES

- 8M- 94% PR 4% Gap
- 8S- 95% PR 1% Gap

## **Demographics Needs**

### SpEd

- 6M SpEd- 73% vs. 21% Dist. PR (11 students tested). Even though we are above district PR averages, we need improvement.
- 6R SpEd- 55% vs. 25% Dist. PR (11 students tested). Even though we are above district PR averages, we need improvement.
- 8R SpEd- 71% vs. 36% Dist. PR (7 students tested). Even though we are above district PR averages, we need improvement.
- 8SS SpEd- 71% vs. 31% Dist. PT (7 students tested). Even though we are above district PR averages, we need improvement.

### African American

- 8S- 83% PR 12% Gap

### Hispanic

- 7W- 80% PR 11% gap
- 8SS- 80% PR 10% gap

### Low SES

- 6M- 77% PR 17% Gap
- 6R- 70% PR 23% Gap
- 7M- 71% PR 14% Gap
- 7R- 79% PR 17% Gap

- 7W- 63% PR 28% Gap
- 8R- 84% PR 11% Gap
- 8SS- 79% PR 11% Gap

## **Student Achievement**

### **Student Achievement Summary**

Four Points Middle School had another highly successful year on the STAAR assessment. We scored 90% or above in all tested areas and achieved a 100% pass rate in Algebra.

We were awarded 5 of 7 possible state distinctions:

- Reading
- Math
- Science
- Student Progress (ranked 3rd in our comparable group)
- Post-Secondary Readiness

### **Student Achievement Strengths**

We scored 90% or above on all subjects at all grade levels:

- 6R- 93%
- 6M - 94%
- 7R- 96%
- 7W- 91%
- 8R- 95%
- 8M- 98%
- 8S- 95%
- 8SS 90%

### **Student Achievement Needs**

#### SpEd

- 6R SpEd- 55% vs. 25% Dist. PR (11 students tested). Even though we are above district PR averages, we need improvement.

- 6M SpEd- 73% vs. 21% Dist. PR (11 students tested). Even though we are above district PR averages, we need improvement.
- 8R SpEd- 71% vs. 36% Dist. PR (11 students tested). Even though we are above district PR averages, we need improvement.
- 8SS SpEd- 71% vs. 31% Dist. PT (7 students tested). Even though we are above district PR averages, we need improvement.

#### African American

- 8R- 86% PR 9% gap
- 8S- 83% PR 12% gap

#### Hispanic

- 7W- 80% PR 11% Gap
- 8SS- 80% PR 10% Gap

#### Low SES

- 6R- 70% PR 23% Gap
- 6M- 77% PR 17% Gap
- 7R- 79% PR 17% Gap
- 7M- 71% PR 14% Gap
- 7W- 63% PR 28% Gap
- 8R- 84% PR 11% Gap
- 8SS- 79% PR 11% Gap



## School Culture and Climate

### School Culture and Climate Summary

FPMS has a positive climate that is recognized by our students, parents and staff. The UT Engagement Survey was highly positive. Eleven of the 14 constructs were rated as "recognized organizational strengths;" two were still organizationally healthy and in only one area, "Pay," were we below the 3.5 mark. The community is highly supportive and engaged in the life of the campus. We have very strong parental participation in our extracurriculars and PTA.

### School Culture and Climate Strengths

#### Parent Perceptions

- 98% Agreed (A) or Strongly Agreed (SA) with the statement "The campus provides a safe and supportive learning environment for my child."
- 95% A or SA "The campus encourages community involvement."
- 90% A or SA "The campus provides me with adequate and timely communications."

#### Student Perceptions

- 94% A or SA "I feel safe in my classroom."
- 91% A or SA "I feel safe on my campus outside my classroom."

Teacher Perceptions-The five highest rated attributes of our organization according to the UT Engagement Survey are (any number higher than a 3.75 is a recognized organizational strength):

- I have a clear understanding about my work responsibilities. 4.43
- I have access to information about job opportunities, conferences, workshops and training. 4.24
- The people I work with care about my personal well being. 4.23
- I feel a sense of pride when I tell people where I work. 4.23
- My workgroup uses the latest technology to communicate and interact. 4.23

## School Culture and Climate Needs

### Parent Perceptions

- 67% A or SA "The campus provides opportunities to participate in community service."
- 77% A or SA "My child gets the support needed when he/she is struggling academically."
- 78% A or SA "My child gets support for enrichment when appropriate."

### Teacher Perceptions (Based on the UT Survey):

- My pay keeps up with the cost of living. 2.48
- Salaries are competitive with similar jobs in the community or with comparable organizations. 3.09
- I feel I am paid fairly for the work I do. 2.55
- The amount of work I am asked to do is reasonable. 3.46
- The above are not under campus control so we selected from those that are controlled or influenced by the campus setting.
- The right information gets to the right people at the right time. 3.57

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

FPMS has a lot of strengths in this category and some areas of concern. Both teachers and students report that they do not adequately track daily progress or longer term goals. We have been working on implementing tracking matrices in all 4 core subject areas and I expected better reporting than the data we received. This is an area we will have to inquire into to determine how to improve. Both parents and teachers agreed that the students were not seeking out or receiving challenge when appropriate, but students completely disagreed. Teachers and students reported very strong results about getting help when struggling, but parents evaluated this as a weakness.

### Curriculum, Instruction, and Assessment Strengths

#### Students

- 91% Responded Strongly Agree or Agree on the following: "I understand what I am learning in class and why it's important to me."
- 83% Responded SA or A on the following: "I am excited and actively participate in class learning activities."
- 87% Responded SA or A on the following: "I interact with other students to help me learn more."
- 85% Responded SA or A on the following: "I feel challenged to learn as much as I can in this class."
- 86% Responded SA or A on the following: "I get the help I need when I'm struggling to learn in this class."

#### Teachers

- 92% Responded SA or A on the following: "My students understand the daily learning targets."
- 89% Responded SA or A on the following: "My students see opportunities to collaborate with other students to enhance their learning."

### Curriculum, Instruction, and Assessment Needs

#### Students

- 73% Responded SA or A on the following: "I know my learning goals and track my progress throughout the year."
- 78% Responded SA or A on the following: "I regularly assess if I am learning the daily learning target."

## Teachers

- 56% Responded SA or A on the following: "My students seek deeper learning when they need to be challenged further in their learning."
- 61% Responded SA or A on the following: "My students set learning goals and track their progress toward those goals."

## Parents

- 22% Responded SD or D on the following: "My child gets the support needed when he/she is struggling academically."
- 21% Responded SD or D on the following: "My child gets the support needed for enrichment when appropriate."

# Family and Community Involvement

## Family and Community Involvement Summary

FPMS is truly blessed with a tremendously supportive community. We have an active PTA and numerous volunteers for our events. The Athletic Booster Club is very engaged in supporting the athletic programs and the band, theater and dance programs receive an amazing level of support. It is critical that we continue the welcoming environment that has led to so many from our community to offer their unique talents to the school.

## Family and Community Involvement Strengths

### Parent/Community Involvement

- Active athletic booster club.
- Active parental involvement in Theater, Dance and Band. Parents in Band and Dance are heavily involved in raising the money for those two programs to attend prestigious fine arts showcases (Midwest Showcase/Macy's Day Parade).
- Active PTA that is completely aligned with the campus initiatives and has raised money and contributed for AVID professional development, library books, an expansion of the outdoor seating area, cultural events, teacher appreciation, opening the library during the summer and supporting C2 and culture building activities.
- Parents are very active in supporting school events (games/concerts/fundraisers etc.).
- Active parent volunteers who are on campus every day of the year assisting office staff and teachers.
- FPMS parents have access to resources that they have been willing to share to bring exciting experiences to our children. Last year we had a 3M Hands on Science van visit for two days. In addition, we were able to bring virtual surgery experiences to all of our 7th grade science students because of the generous donation of time and money by a local medical device company. Technology companies invited our Robotics students to take special "behind the scenes" tours of their facilities.

### Parent Survey Data

- 95% Responded SA or A to the following: "The campus provides opportunities to enrich my knowledge as a parent to best assist my student."
- 96% Responded SA or A to the following: "The campus makes me feel informed, included and welcome to participate in campus-based, parent-teacher groups such as PTA, PTSA, PTO etc."
- 96% Responded SA or A to the following: "The campus encourages parent/community involvement."
- 90% Responded SA or A to the following: "The campus provides me with adequate and timely communications."

## **Family and Community Involvement Needs**

While the PTA is very active in terms of carrying through with events and fundraising, attendance at our meetings is very low (typically 30-40 parents). We administered a survey last year to try to gather information to increase attendance and we will implement the ideas that the PTA board came up with in response to the data we gathered.

# Technology

## Technology Summary

We have a lot of strengths in this area. The board's adoption of one-to-one and infusion of lap tops last year while we are awaiting final transition gave us adequate access now with exceptional access on the near horizon.

We have a relatively young staff with many digital natives and have been hiring with technological proficiency as a category since we opened, so the FPMS staff is quick to adopt new programs, Apps and platforms. We have many early adopters among the staff. In concert with our district professional development we have been talking about how to integrate technology in such a way that it leverages increased academic rigor and student collaboration.

## Technology Strengths

- Our STAR Report showed that we were advanced in every category.
- Last year we received an infusion of additional Lenovo laptop sets. This gave us enhanced access than in prior years. We will move to one-to-one with our sixth graders just after the new year and with the rest of our students in the Fall of 2016.
- It is a district strength that the pilot campuses are helping us with the transition. The district developed a well-thought-through implementation plan that is making this huge transition almost easy. The district technology department deserves enormous credit and gratitude.
- We have pre-made presentations to use with our community and training modules for teachers and students.

## Technology Needs

- Our campus tech support is overworked. They support too many devices on a daily basis. They work hard and have technical skills but need more support to accomplish their work.

# 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data
- Community and student engagement rating 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education 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
- Response to Intervention (RTI) student achievement data



### **Student Data: Behavior and Other Indicators**

- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase CCR Levels as follows:

6R- From 71 to 76%

7R- From 72 to 77%

7M- From 43 to 75% (Dramatic increase due to the state changing how the tests are aligned. In 2015, PACE students were not included in any 7M results. PACE students will be returned to the data set in 2016. Therefore, the dramatic CCR increase is a rational goal.)

7W- From 73 to 78%

8R- From 73 to 78%

8M- From 82 to 87%

8S- From 78 to 83%






8SS- From 48 to 53%

Noted Reduction in Goal:

6M- From 78 to 50% (Dramatic decrease in CCR goal is due to the state changing how the tests are aligned. In 2015, PACE students whose results had been included in 7M scores were included in 6M. In 2016, PACE 6M scores will return to 7M. This will leave 6th grade scores without the results of any PACE students. 6th grade is the only level that will be without the scores of advanced students.)

**Summative Evaluation:** Spring 2016 scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Improve Curriculum Implementation by: A) Having Learning Targets written and posted in the WWS format. B) Having students track their progress on matrices. C) Implementing the use of the AVID "WICOR" model to increase the alignment between curriculum, instruction and assessment.	Principal/Assistant Principals/CLT/Department Heads. Team Leads/Teachers	A) Learning Targets on the board in all core content and academic electives 85% of the time. B) Students using the matrices to track their progress in all core content classes-can show matrix and evidence of tracking 85% of the time when asked. C) Teachers can show their use of WICOR on unit and lesson plans.			
Funding Sources: 199 - General Funds					






<p>2) Improve instruction designed to increase student engagement by:</p> <p>A) Implementing "AVIDization" of the Core. "AVIDization" Consists of following strategies expected in all core content and academic electives (AVID/QUEST/Gateway to Technology/ Spanish/APS).</p> <ol style="list-style-type: none"> <li>1. Increasing academic rigor (to match level of the TEKS).</li> <li>2. Implementing common strategies (INB/Cornell Notes/Socratic Seminars/Philosophical Chairs/Collaborative Groups/HYS-in addition to strictly AVID strategies).</li> <li>3. Using WICOR as the organizing framework for lesson planning.</li> <li>4. Having at least 1 core content teacher per course per grade level trained at AVID summer institute by Fall of 2016.</li> <li>5. Conducting BoY PD in core strategies and following up at Early Release/Data Day/February Conference sessions and in on-going PLC meetings throughout the year.</li> </ol>	<p>Principal/Assistant Principals/CLT/Department Heads. Team Leads/Teachers</p>	<p>A) Discussions in Grade Level Department PLC meetings with principal. Learning Walks.</p> <ol style="list-style-type: none"> <li>1. Level of TEKS documented on Learning Walks.</li> <li>2. Specific strategies documented on Learning Walks.</li> <li>3. Discussions in GLDPLC's.</li> <li>4. List of staff trained.</li> <li>5. PD agendas.</li> </ol>				
<p>3) Improving the functioning of PLC's by:</p> <p>A) Working in on-going PDSA process with Instructional Services to align PLC expectations.</p> <p>B) Continuing to meet with PLC's and Instructional Services every time IS is on campus working with PLC's.</p> <p>C) Working with the CLT to develop a specific list of the expectations for high functioning PLC's.</p>		<p>Principal/AP's/IS Coordinators/Team Leads/Department Chairs/Teachers</p>	<p>A) PDSA Cycle documentation. B) GLDPLC Agendas. C) High Functioning PLC Expectations/ Resources Needed/Monitoring and Feedback Chart.</p>			
<p>4) Successfully roll out one-to-one technology in 6th grade.</p> <p>A) Plan cooperatively with Technology Services to successfully roll out one-to-one.</p> <p>B) Keep parents informed with campus Insiders.</p> <p>C) Host 2 introductory meetings for the community.</p> <p>D) Develop and implement student training on management and responsible use of technology.</p>		<p>Principal/AP's/Campus Technologist/ District Liaison/Sixth Grade Lead/Sixth Grade Teachers.</p>	<p>A) On-going plans and GANTT Chart for deployment. B) Insiders. C) Agendas from meetings. D) Agendas and Power Points from training.</p>			
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** Increase PSAT College and Career Readiness Benchmark by 5% from 64 to 69%

**Summative Evaluation:** PSAT 2016

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>1) Improve instruction designed to increase student engagement by:</p> <p>A) Implementing "AVIDization" of the Core. "AVIDization" Consists of following strategies expected in all core content and academic electives (AVID/QUEST/Gateway to Technology/ Spanish/APS).</p> <ol style="list-style-type: none"> <li>1. Increasing academic rigor (to match level of the TEKS).</li> <li>2. Implementing common strategies (INB/Cornell Notes/Socratic Seminars/Philosophical Chairs/Collaborative Groups/HYS-in addition to strictly AVID strategies).</li> <li>3. Using WICOR as the organizing framework for lesson planning.</li> <li>4. Having at least 1 core content teacher per course per grade level trained at AVID summer institute by Fall of 2016.</li> <li>5. Conducting BoY PD in core strategies and following up at Early Release/Data Day/February Conference sessions and in on-going PLC meetings throughout the year.</li> </ol>	<p>Principal/Assistant Principals/CLT/Department Heads. Team Leads/Teachers</p>	<p>A) Discussions in Grade Level Department PLC meetings with principal. Learning Walks.</p> <ol style="list-style-type: none"> <li>1. Level of TEKS documented on Learning Walks.</li> <li>2. Specific strategies documented on Learning Walks.</li> <li>3. Discussions in GLDPLC's.</li> <li>4. List of staff trained.</li> <li>5. PD agendas.</li> </ol>			
<p>Funding Sources: 199 - General Funds</p>					
<p>2) Improve Curriculum Implementation by:</p> <ol style="list-style-type: none"> <li>A) Having Learning Targets written and posted in the WWS format.</li> <li>B) Having students track their progress on matrices.</li> <li>C) Implementing the use of the AVID "WICOR" model to increase the alignment between curriculum, instruction and assessment.</li> </ol>	<p>Principal/Assistant Principals/CLT /Department Heads. Team Leads/ Teachers</p>	<p>A) Learning Targets on the board in all core content and academic electives 85% of the time.</p> <p>B) Students using the matrices to track their progress in all core content classes-can show matrix and evidence of tracking 85% of the time when asked.</p> <p>C) Teachers can show their use of WICOR on unit and lesson plans.</p>			
<p>Funding Sources: 199 - General Funds</p>					

<p>3) Improving the functioning of PLC's by:</p> <p>A) Working in on-going PDSA process with Instructional Services to align PLC expectations.</p> <p>B) Continuing to meet with PLC's and Instructional Services every time IS is on campus working with PLC's.</p> <p>C) Working with the CLT to develop a specific list of the expectations for high functioning PLC's.</p> <p>D) Use PSAT data to analyze effectiveness of curricular and instructional strategies.</p>	<p>Principal/Assistant Principals/CLT/Department Heads. Team Leads/Teachers</p>	<p>A) PDSA Cycle documentation.  B) GLDPLC Agendas.  C) High Functioning PLC Expectations/ Resources Needed/Monitoring and Feedback Chart.  D) PSAT data analysis record.</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Reduce the sub-group gaps by increasing the pass rates as follows:

**SpEd**  
 6M SpEd- From 73% to 78% (11 students tested). Even though we are above district PR averages, we need improvement.  
 6R SpEd- From 55% to 60% (11 students tested). Even though we are above district PR averages, we need improvement.  
 8R SpEd- From 71% to 76% (7 students tested). Even though we are above district PR averages, we need improvement.  
 8SS SpEd- 71% to 76% (7 students tested). Even though we are above district PR averages, we need improvement.






**AA**  
 8S- 83% to 88%

**Hispanic**  
 7W- 80% to 85%  
 8SS- 80% to 85%

**Low SES**  
 6M- 77% to 83%  
 6R- 70% to 75%  
 7M- 71% to 76%  
 7R- 79% to 84%  
 7W- 63% to 68%  
 8R- 84% to 89%  
 8SS- 79% to 84%

### Summative Evaluation: STAAR 2016

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar

<p>1) Improve Curriculum Implementation by:</p> <p>A) Having Learning Targets written and posted in the WWS format.  B) Having students track their progress on matrices.  C) Implementing the use of the AVID "WICOR" model to increase the alignment between curriculum, instruction and assessment.</p>	<p>Principal/Assistant Principals/CLT/Department Heads. Team Leads/Teachers</p>	<p>A) Learning Targets on the board in all core content and academic electives 85% of the time.  B) Students using the matrices to track their progress in all core content classes-can show matrix and evidence of tracking 85% of the time when asked.  C) Teachers can show their use of WICOR on unit and lesson plans.</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p>2) Improve instruction designed to increase student engagement by:</p> <p>A) Implementing "AVIDization" of the Core. "AVIDization" Consists of following strategies expected in all core content and academic electives (AVID/QUEST/Gateway to Technology/ Spanish/APS).  1. Increasing academic rigor (to match level of the TEKS).  2. Implementing common strategies (INB/Cornell Notes/Socratic Seminars/Philosophical Chairs/Collaborative Groups/HYS-in addition to strictly AVID strategies).  3. Using WICOR as the organizing framework for lesson planning.  4. Having at least 1 core content teacher per course per grade level trained at AVID summer institute by Fall of 2016.  5. Conducting BoY PD in core strategies and following up at Early Release/Data Day/February Conference sessions and in on-going PLC meetings throughout the year.</p>	<p>Principal/Assistant Principals/CLT/Department Heads. Team Leads/Teachers</p>	<p>A) Discussions in Grade Level Department PLC meetings with principal. Learning Walks.  1. Level of TEKS documented on Learning Walks.  2. Specific strategies documented on Learning Walks.  3. Discussions in GLDPLC's.  4. List of staff trained.  5. PD agendas.</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p>3) Improve the RTI Tracking System to Insure that we act early and urgently by:</p> <p>A) Tracking each student on a spreadsheet with attention given to student connection to campus.  B) Utilize the RTI Interventionist to assure teachers are learning, implementing and documenting specific strategies for each struggling student.  C) Making RTI the focus of the SBDMC.</p>	<p>Principal/AP's/RTI Interventionist/Team Leads/Teachers</p>	<p>A) Tracking chart.  B) Surveys/Plus Deltas.  C) SBDMC agendas.</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p>4) Successfully roll out one-to-one technology in 6th grade. A) Plan cooperatively with Technology Services to successfully roll out one-to-one. B) Keep parents informed with campus Insiders. C) Host 2 introductory meetings for the community. D) Develop and implement student training on management and responsible use of technology.</p>	<p>Principal/AP's/Campus Technologist/ District Liaison/Sixth Grade Lead/Sixth Grade Teachers.</p>	<p>A) On-going plans and GANTT Chart for deployment.  B) Insiders. C) Agendas from meetings. D) Agendas and Power Points from training.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

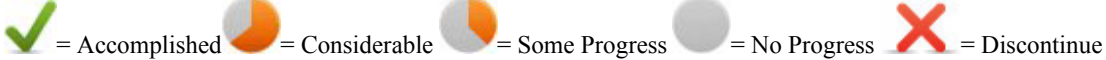
### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** Increase the % of students responding either Agree or Strongly Agree on the following measures:

"I know my learning goals and track my progress throughout the year." From 73% to 80%

"I regularly assess if I am learning the daily learning target." From 78% to 83%

**Summative Evaluation:** Spring 2016 LISD Student SLB Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Increase student ownership of learning by: A) Posting Learning Targets in the WWS model. B) Tracking student awareness of the LT. C) Increasing implementation of matrices in core content classes. D) Tracking student use of matrices.	Principal/AP's/Team Leads/Department Chairs/ Teachers	A) Learning Walks documenting use of WWS model 85% of the time in core content areas. B) Learning Walks documenting student awareness of the LT 85% of the time in core content classes. C & D) Learning walks documenting student use of matrices 85% of the time in core content classes.			
Funding Sources: 199 - General Funds					
					




**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** Increase the % of teachers responding either Agree or Strongly Agree on the following measure:

My students set learning goals and track their progress- From 61% to 66%


**Summative Evaluation:** Spring 2016 LISD Teacher SLB Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Increase student ownership of learning by: A) Posting Learning Targets in the WWS model. B) Tracking student awareness of the LT. C) Increasing implementation of matrices in core content classes. D) Tracking student use of matrices.	Principal/AP's/Team Leads/Department Chairs/ Teachers	A) Learning Walks documenting use of WWS model 85% of the time in core content areas. B) Learning Walks documenting student awareness of the LT 85% of the time in core content classes. C & D) Learning Walks documenting student use of matrices 85% of the time in core classes.			
					

## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** Earn a "No Place for Hate" designation.


**Summative Evaluation:** 2016 No Place for Hate designation announcements.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Form C2 Group and Conduct Activities: A) Select C2 members from each program and organization. B) Open C2 up for volunteers who apply. C) Set-up 1 meeting each 6 weeks during FLEX time and use VHS PALS to encourage positive school culture. D) Participate in "Week of Kindness" activities.	Principal/AP's/NPFH-C2 Sponsor	A) NPFH-C2 membership rosters. B) NPFH-C2 membership rosters. C) C2 meeting agendas. D) Week of Kindness activities list.			
Funding Sources: 199 - General Funds					
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged


**Performance Objective 2:** Increase the % of students responding either Agree or Strongly Agree on the following measure: I feel safe in the classroom and I feel safe on my campus- From 94 to 95% in the classroom and from 91 to 95% on the campus.

**Summative Evaluation:** Spring 2016 LISD Campus Student Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Improve School Culture By: A) Building a strong C2-NPFH organization. B) Having all Grade Level PLC's focus SMART Goals on Capturing the Heart and Kindling the Spirit. C) Utilizing Watch Dogs to emphasize community engagement. D) Encouraging students to report bullying-harassment issues and promptly following district protocols to address each circumstance reported.	Principal/AP's/Team Leads/Teachers	A) C2-NPFH rosters and events. B) SMART Goals. C) Watch Dog attendance lists. D) Referrals and follow-up.			
	Funding Sources: 199 - General Funds				
2) Increase parent participation by: A) Implementing Watch Dogs. B) Encouraging PTA participation. C) Encouraging booster club participation. D) Increasing mentor volunteerism. E) Keeping parents informed of events with weekly Insiders. F) Keeping parents connected by posting events, interviews, pictures etc. on the FPMS PTA Facebook Site. G) Inviting and encouraging community attendance at pep rallies and events.	Principal/AP's/Coaches/Program Directors	A) Watch Dog participation lists. B) PTA enrollment. C) Booster club participation. D) Mentor participation. E) Insiders. F) Facebook Site. G) Pep rally and event attendance.			
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged


**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class.	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council).	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student-to-adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 4:** Increase our average daily attendance from to 96.7 to 97%

**Summative Evaluation:** ADA

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Increase ADA by using A2A to quickly identify and intervene with attendance concerns: A) Making parent and student contact following letter 1. B) Scheduling a formal conference with parent and student after letter 2. C) Running an "Attendance At-Risk" report each week and making contact with students and parents. D) Working closely with ADPS through the pre-court process. E) Stressing the value and importance of attendance in campus Insiders and at public meetings.	Principal/AP's/Counselors	A. B & C) Notes in A2A. D) Pre-Court forms. Documentation of meetings. E) Campus Insiders.			
Funding Sources: 199 - General Funds					
					

# Addendums

**047 FOUR POINTS MIDDLE SCHOOL**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
**Principal: JOSEPH CICCARELLI**

<b>Teaching Staff</b>				
<b>Total</b>	<b>Average Years Experience</b>	<b>New to District</b>	<b>New to Profession</b>	<b>New to Campus</b>
49	8.7	12	4	3

<b>Grade</b>	<b>Total</b>	<b>%</b>
06	255	34.5%
07	241	32.6%
08	243	32.9%
<b>Campus Total</b>	<b>739</b>	

<b>Economically Disadvantaged</b>		
N	635	85.9%
Y	104	14.1%

<b>Students with Disabilities</b>		
N	688	93.1%
Y	51	6.9%

<b>At Risk Students</b>		
N	508	68.7%
Y	231	31.3%

<b>Ethnicity</b>		
ASIAN	43	5.8%
BLACK	30	4.1%
HISPANIC/LATINO	123	16.6%
AMERICAN INDIAN	4	0.5%
TWO OR MORE RACES (MULTI)	39	5.3%
HAWAIIAN OR PACIFIC ISLANDER	2	0.3%
WHITE	498	67.4%

<b>Gender</b>		
FEMALE	352	47.6%
MALE	387	52.4%

<b>Gifted and Talented</b>		
N	491	66.4%
Y	248	33.6%

<b>English Language Learners</b>		
N	731	98.9%
Y	8	1.1%

<b>Students in Bilingual Program</b>		
N	739	100.0%

<b>Students in ESL program</b>		
N	730	98.8%
Y	9	1.2%

FPMS (047)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Learning objective	Increase the implementation of the W/W/S model so that 90% of the time core content teachers are posting their learning targets in that format (New goal-no baseline)	Yes. Learning Walks	Continue to emphasize to make sure it continues
	Essential learning aligned to TEKS	Increase the implementation of the "What/Why/Success" model so that 80% of students in the core content areas and the "academic electives" (Q/AVID/Sp) who are asked WWS questions can answer correctly (their answers match the course WWS learning targets). (Baseline 2013-14 70%).	Yes. Learning Walks	Same as above
	Assessment of / for learning Student ownership of learning	Increase the use of matrices for progress tracking so that (90% in S/90% in M/85% in ELA/80% in SS) students in core content courses can demonstrate that they are using their course matrices . (New goal-no baseline)	Yes, Learning Walks	Same as above
Eliminating the Achievement Gap	Learner engagement High yield strategies	Improve the RTI system for identifying struggling students and intervening early and urgently so that at least 80% of students on the RTI system pass the STAAR test. Improve data and intervention tracking on Eduphoria so that 100% of RTI students are being tracked and the success of interventions is being recorded and shared.	No (-9)/71% Passed STAAR	Improve RTI processes. Add RTI support position to assist in tracking, working with teachers to implement, monitor and adjust practices for students on RTI.
	Bloom's taxonomy Collaboration (Student) Plan for intervention / challenge	Increase the pass rates for EcoDis/Hispanic subgroups on all STAAR. (All data is depicted in 2014 Actual/2015 Goal format) (2014-2015 Eco Disadv. Pass Rate Goals 6M-74/80% 6R-77/85% 7M-85/85% 7R-83/85% 7W-67/75% 8M-92/95% 8R-96/96% 8S-85/85% 8SS-54/65% Hispanic Pass Rate Goals- 6M-77/85% 6R-86/86% 7M-89/90% 7R-88/90% 7-W-79/85% 8M-91/95% 8R-96/96% 8S-85/85% 8SS-71/75%)	Eco Dis Gaps/Hispanic 6M: Not scored 6R:No (-15) / Yes (+3) 7M: Not scored 7R: No (-6) / Yes (+1) 7W: No (-12) / No (-5) 8M: Not scored 8R:No (-12) / No (-4) 8S:Yes (+10) / Yes (+5) 8SS:Yes (+14) / Yes (+5)	Addressed in 2015-2016 CIP. Campus focus is to increase engagement by "AVIDizing the Core." Our model for increased engagement is to increase academic rigor, collaboration and technology integration.



FPMS (047)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>College and Career Readiness</b>	Learner engagement	Increase CCR (Level 3) by at least 5% for each STAAR test. (2014-15 Level 3 Goals:6M-25% 6R-50% 7M-35% 7R-35% 8M-35% 8R-60% 8S-55% 8SS-35%)	6M: Not scored 6R: No (-4) 7M: Not scored 7R: Yes (+15) 8M: Not scored 8R: No (-11) 8S: No (-7) 8SS: No (-9)	Same as above
	High yield strategies	100% of core academic teachers (and the "academic" electives) focus part of their Student Goals and portfolios on <del>increasing academic rigor</del>	Yes. SMART Goals and Portfolio Plans	Same process as last year
	Bloom's taxonomy	90% of all objectives on board in core content areas are TEKS focused and reflect the proper level of rigor.	Yes. Learning Walks	Continue to emphasize to make sure it continues
	Collaboration (Student)	Increase CCR (Level 3) by at least 5% for each STAAR test. (All data depicted in 2014 actual/2015 goal format). (2014-15 Level 3 Goals:6M-18/25% 6R-42/50% 7M-27/35% 7R-47/50% 7W-27/35% 8M-26/35% 8R-54/60% 8S-50/55% 8SS-26/35%)	6M: Not scored 6R: No (-4) 7M: Not scored 7R: Yes (0) 7W: No (-6) 8M: Not scored 8R: No (-11) 8S: No (-7) 8SS: No (-9)	Addressed in 2015-2016 CIP. Campus focus is to increase engagement by "AVIDizing the Core." Our model for increased engagement is to increase academic rigor, collaboration and technology integration.
<b>Focus on Whole Student</b>	Supportive learning environment	At least 95% of students agree or strongly agree with the district survey measuring that FPMS is a safe and caring environment.	No (-1)	Improve C2 processes. Add Falcon Advisory Group for peer leadership.