

**Leander Independent School District**  
**Running Brushy Middle School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Building a Foundation on  
Relationships  
Innovation  
Success**

# Mission Statement

## 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

Our focus was primarily on ESL, Sped, and African American/Hispanic. These groups were targeted for improvement in Writing, Social Studies, and Science. We did not meet our goals, but still saw improvement in some areas. We will continue to focus on these student groups for this year, especially after the faculty is trained to understand Indices 1-4 and the Systems Safeguards.

### Demographics Strengths

- Science-ESL increased from 17% (2014) to 29%.
- Hispanic students gained 2 points in Writing: 68% to 70%.
- In Social Studies, African American students increased from 70% to 77%.

### Demographics Needs

- ESL students dropped in Writing from 21% to 14% meeting standard.
- RBMS will participate with E3 Alliance in a pilot where we will survey teachers on their knowledge and needs regarding ELLs. Results of that survey will drive professional development with the assistance of district ELL directors/coordinators. Our goal is to increase our MET & EXCEEDED PROGRESS of ELLs on the STAAR test.
- Special Education dropped from 41% to 38% in Writing.
- We will continue faculty trainings in Gretchen Bernabei's writing strategies which incorporates writing in all subjects.

## **Student Achievement**

### **Student Achievement Summary**

Overall, drops in almost every area of STAAR. Our work with struggling students has not been as effective as it should be. We have purchased several titles such as "Brain-Based Learning" (Jensen, 2008); "Teaching with the Brain in Mind" (Jensen, 2005); "Turnaround Tools for the Teenage Brain" (Jensen & Snider, 2013); and Culturally Responsive Teaching and the Brain (Hammond, 2014). We plan to do some book/chapter studies with the faculty in order to have informed discussions about our students. We will focus on ENGAGEMENT and how we set our classroom environment to improve our questioning, tasks, and discourse among students. Teachers' planning must tie the Learning Target to the classroom setup and questioning strategies for every child. We will have a reading teacher on campus who will model SGI and intervention strategies for teachers, and be able work in classrooms and PLC planning throughout the day. PLCs will engage in purposeful planning, data analysis, SMART goals and technology integration. Also, several ELA and ELL teachers will be trained in Kylee Beers' and Bob Probst's book Notice and Note: Strategies for Close Reading on September 30. Our Learning Walks will investigate how to raise the level of our questioning strategies and engagement.

### **Student Achievement Strengths**

- STAAR Writing increased from 69% to 78%.
- 7th Grade Reading increased from 79% to 80%.
- 6th Grade Reading ELL increased from 23% (2013) to 45% (2015).

### **Student Achievement Needs**

Every STAAR Test:

- Eco. Disadvantaged students were at 69% and below on all tests.
- Title 1 students scores ranged from 43% to 29% on all tests.
- Sped scores ranged from 34% to 36% on all tests.
- Sped. 8th Gr. Reading 1st admin. dropped from 73% in 2013 to 36% in 2015 on all tests.

## School Culture and Climate

### School Culture and Climate Summary

Student and parent results were similar to last year's results. These results indicated a general feeling that stakeholders liked RBMS and felt that they were safe, however, teacher results dropped from last year. This drop has created a sense of urgency for the administrators. The admin. team hosted a data-gathering day in July, and we will continue discussion on climate throughout the year. We will work with faculty on improving the culture through relationships, our campus vision, and examining our values. We have already scheduled Faculty Forums during the year; a "culture" team of teachers will work on culture initiatives, and a grassroots effort to reteach our Positive Behavior Support structures began in August. Our focus for this year is "building a foundation on relationships, innovation, and success."

### School Culture and Climate Strengths

Students:

- Dropped by one point from last year in the Safe Classroom question; from 91.2% to 90.2%.

Parents:

- Results were steady. The largest increase was in regard to community service, which was one of the lowest parent scores 2 years ago.

### School Culture and Climate Needs

Teachers:

- Teacher survey dropped in all areas of satisfaction. The greatest concerns were those of Communication (External and Internal) and Climate/Feedback.

Parents:

- Parent results were steady; the largest drop was on the question that asked whether the campus has a system in place to help students track academic goals.
- The admin. team hosted a data-gathering day in July, 2015; we will continue discussion on campus climate throughout the year. We will work with faculty on improving the culture through relationships, our campus vision, and examining our values. We have scheduled Faculty Forums during the

year; a "culture" team of teachers and students will work on culture initiatives; and a grassroots effort to reteach our Positive Behavior Support structures began in August.

- Our focus for the year is "Building a foundation on relationships, innovation, and success."

Students:

- One of our counselors will pilot "Second Step" for 6th and 7th graders as a pilot campus. This program is a tried and proven method designed to enhance students' social-emotional growth.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We have hired almost 25 new teachers to RBMS, so we have the opportunity to shape RBMS culture and values. Scheduling faculty forums each 6 weeks will allow faculty and staff the opportunity to provide feedback on how the campus, administration, and teachers are doing. We will also get more frequent feedback from students and parents.

We have ordered 30 copies of Transforming School Culture (Muhammad, A., 2009) and will do a book study with volunteer teachers and some hand-picked teachers. They will share the findings in this book with the faculty.

Of the teachers who left last year, many took jobs elsewhere, others were promoted, and two left the teaching profession. The faculty "Fun Bunch" has already planned activities for the year and has provided a warm welcome to our new teachers. We all have a responsibility to help create and keep a positive outlook for our teachers.

### **Staff Quality, Recruitment, and Retention Strengths**

- RBMS has generally had a positive culture at RBMS. Teachers appreciate the climate; many have signed up to be members of Positive Behavior Support and Campus Climate teacher teams.
- We have hired new teachers who are proving to be positive members of our faculty.

### **Staff Quality, Recruitment, and Retention Needs**

- We will take the pulse of the faculty's perspective on culture more frequently during the year and make adjustments according to the feedback.
- We will provide ongoing support in order to retain our new teachers.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

With the guidance of district facilitators, our teachers are provided with curriculum planning documents and assessment data. Our admin. team and trained teachers must help the faculty incorporate more activities such as movement, technology, student choice, and collaboration in order to make instruction more relevant and engaging. We will work to help teachers plan tasks and questioning that will enhance student learning and invite discourse as part of collaboration in the classroom.

We have begun more in-depth training for PLCs so that curriculum, instruction, and assessment can be analyzed and discussed openly and honestly. Through open communication we can focus on improving student achievement.

On the fourth day of school, each child was assigned an Advisory teacher for a 20-minute opportunity to get organized to learn AVID strategies, mindset etc.

### **Curriculum, Instruction, and Assessment Strengths**

- We are excited about bringing more technology into our instruction. With the help of our Technology Curriculum Integration Specialist, who is on our campus 2 times a week, we will learn how to use tools and strategies that will enhance instructional practices.
- Every teacher was trained to use Google Classroom which can streamline assignments and assessments in order for teachers to provide more immediate feedback.
- We will analyze how year two of Advanced ELA for 6th and 7th grade and year one of Advanced 8th Social Studies will progress.
- We hope to see a correlation of enrollment in advanced classes and higher performance on benchmarks and STAAR scores.
- Teachers will learn about using Kagan strategies to increase collaboration and engagement.

### **Curriculum, Instruction, and Assessment Needs**

- Our STAAR scores, ReadiStep, and student grades indicate a need for consistent instructional planning and data analysis. The admin. team will facilitate PLC's so that the discussions and planning are intentional and on-topic, and achievement for ALL students is the primary goal.
- Our Systems Safeguards show that our Special Education students need support in all STAAR tested areas, and our ELL students are below standard in Reading. ELL students are also at a "caution" level in Writing, Science, and Social Studies, and Hispanic students are at a "caution" level in Social Studies.
- We would also like to increase our performance on Math EOC scores.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

RBMS has a strong parent volunteer program. Parents help during the school day at book fairs, selling agendas, chaperoning, etc. Our PTA works hard to support the teachers and students, even though our overall membership is not very strong. We always have 5-6 parents involved on the Site Based Planning Team. We have an athletic booster club and a dance booster club and the parents are supportive of our fine arts programs.

### **Family and Community Involvement Strengths**

- 92% of our parents feel that the campus provides a safe, supportive learning environment.
- 85% feel that the campus encourages parent/community involvement.
- We have set our Title 1 parent night for Monday, October 26th, and we are planning to host a college funding information event on Saturday, October 21st with LMS and WMS, sponsored by SSFCU.
- We use the Parent Insider frequently, all office staff members are trained to keep the campus website updated, and we encourage office staff members to disseminate information via Twitter.
- We have scheduled our Family Fitness event for Thursday, Feb. 18, 2016

### **Family and Community Involvement Needs**

- We will gather more frequent survey data from our parents.
- We have already begun this process with cougar camp, open house, and the first days of school for all parents.
- We will continue to increase our communication to parents with the goal of improving parent involvement and school-to-home communication.

# Technology

## Technology Summary

We are excited to work with our Technology Curriculum Integration Specialist this year as we roll out Lenovo laptops to our 6th graders in December. Teachers are committed to implementing technology into their instruction, learning about new strategies, and teaching students the best ways to learn through technology. All teachers were trained in August to build Google Classrooms and Google Communities. Our faculty continually teach each other about the newest tools and strategies. Teachers are committed to the mLISD roll-out.

## Technology Strengths

- Our campus has several laptop carts, computer labs, and ipads.
- We have many teachers who are proficient in technology and who have attended several years' of Educate Academy. The teachers are a strong support for our campus. We depend on them to model and share what works.
- On the Texas campus STaR Chart Summary, the majority of our Key Areas are scored at Developing and Advanced.

## Technology Needs

- 71% of our 8th graders were Proficient or Advanced on the 2015 8th grade technology test.
- Our students need to be more proficient with the use of technology, especially with the 6th grade roll-out of Lenovos in December.
- We will encourage teachers to model ideas at our staff developments.
- We will take advantage of our Technology Curriculum Integration Specialist. She will meet with teams & PLCs twice a week to help with technology implementation for all grade levels.

# 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

## Accountability 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
- AYP longitudinal data
- NCLB Report Card data
- Community and student engagement rating data

## Student Data: Assessments

- 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
- Progress of prior year STAAR failers
- Progress of prior year TAKS failers
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- 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
- Economically Disadvantaged / Non-economically disadvantaged 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
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- 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
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

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

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


- Communications data
- Study of best practices

# Goals

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

**Performance Objective 1:** 43% of our 8th grade students will be deemed College and Career Ready based on results from the PSAT 8-9 test (formerly ReadStep).


**Summative Evaluation:** Results of PSAT 8-9 will arrive in November or December, 2015.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) All students will participate in the use of AVID strategies during Advisory class. Teachers will encourage the use of AVID strategies in the classroom.		Administrators, AVID teacher, all faculty and staff	Advisory planning schedule, teacher feedback, and administrative observations.			
Funding Sources: 199 - General Funds						
<b>System Safeguard Strategies</b> 2) Kylene Beers training for 8 faculty members who will train teachers on strategies across the curriculum. Small group Instruction (ELA), Readers' Workshop (ELA).	1, 3, 4, 6, 8	Admin., PLC's, Special Education Dpt., and ESL teachers	Discussion points in PLCs, PLC agendas & minutes, improvement on benchmarks, grades, and other assessments, SMART Goals, and observation of strategies used in classrooms.			
						

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

**Performance Objective 2:** Our Postsecondary Readiness (Index 4-state accountability) will increase from 35 to 43.


**Summative Evaluation:** Accountability results arrive in mid-summer, 2016.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will encourage the use of AVID strategies in their classrooms.		Faculty	Students are able to independently use AVID strategies such as Cornell Notes in their classes.			
Funding Sources: 199 - General Funds						
2) All students are assigned to an Advisory teacher for 20 minutes per day. Teachers train students in AVID strategies as well as organizational skills, and academic support.						
						

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

**Performance Objective 3:** All core 6th grade teachers will incorporate technology into their instruction at least once per week by the end of the 2nd semester.

**Summative Evaluation:** Lesson plans, observations, PLC discussions and Learning Walks.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) During the fall semester, teachers will be gearing up for the mLISD rollout. Teachers will receive training at the October 1/2 day staff development, during PLC time, and at faculty meetings. 3 parent training nights have been scheduled. The rollout is December 9th.		Technology facilitator, principal, Instructional Tech. facilitator	Every 6th grader has a laptop, teachers are utilizing strategies that are enhanced with technology, there are minimal problems with parent payments.			
						



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

**Performance Objective 4:** Our Postsecondary Readiness in Reading will increase from 39% to 44% on our Postsecondary Readiness Data Table.


**Summative Evaluation:** STAAR Reading Scores and Index 4 of our Performance Report.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Eight teachers will be trained in Kylene Beers' reading strategies training on September 30, 2015. These strategies will be featured at future staff development and Leadership PLCs.</p>		Administration, ELA PLC, and campus Reading Teacher.	Minutes/observations from staff development and teacher feedback. Also, evidence of these strategies being utilized in classrooms.			
Funding Sources: 80-199 State Compensatory Education - \$900.00						
<p><b>System Safeguard Strategies</b></p> <p>2) ESL teachers are working with all grade level departments with a concentrated focus on reading. The Math ESL teacher is graphing timed readings to share with students and teachers, and is supporting Math and Social Studies teachers with one-on-one help. The ELA teachers are utilizing Access Code, the software program that addresses students' reading fluency, and they are supporting Science teachers by helping students read their abstracts.</p>		ESL ELA and Math teachers; Dpt. Heads.	Observations of these interventions with students, improved reading scores on benchmarks and STAAR.			
<p>3) Our teachers will understand which groups (ethnicity, Eco. Dis.) belong to. Teachers will look at longitudinal data and will make appropriate interventions to improve student performance.</p>		Admin., PLC's, Special Education Dpt., and ESL teachers	Discussion points in PLCs, PLC agendas & minutes, improvement on benchmarks, grades, and other assessments, and SMART Goals.			
<p>  = 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:** Increase performance by 5 percentage points on all STAAR tests for ELL, Special Education, Hispanic, African American and Economically Disadvantaged students. Additionally, more of our students will meet PROGRESS on all STAAR tests.






**Summative Evaluation:** Formative assessments, benchmarks, QRI, SRI, STAAR data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Interventions for struggling students will be purposeful and specific. Our teachers will understand which groups (ethnicity, Eco. Dis.) students belong to. Teachers will look at longitudinal data and will make appropriate interventions and develop SMART goals for improved student performance.		Admin., PLC's, Special Education Dpt., and ESL teachers	Discussion points in PLCs, PLC agendas & minutes, improvement on benchmarks, grades, and other assessments, and SMART Goals.			
	Funding Sources: 80-199 State Compensatory Education - \$4431.00					
2) Teacher and campus communication with parents will be proactive in order to build a partnership with parents.		Faculty	Formative survey in September asking parents what type of communication they want from teachers.			
	Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> 3) Members of our faculty will participate in a "Closing the Achievement Gap" committee and book study: "Culturally Responsive Teaching and the Brain" (Z. Hammond). We will share this information with the faculty.	1, 4	Principal	Faculty meeting Agendas and Minutes, teacher surveys, Exit tickets.			
<b>System Safeguard Strategies</b> 4) Title 1 Reading classes will use Scholastic Scope, Action, and Storyworks magazines. These are high-interest articles and stories for use in intervention groups to address reading comprehension.	1, 3	Title 1 Reading teacher, Title 1 Administrator	Students engaged in reading, increased SRI scores, benchmark scores, and STAAR Reading scores.			
	Funding Sources: 211 - Title I - \$709.00, 211 - Title I - \$133072.00					
5) Provide tutorials for students most at risk of not passing state assessments	1, 3, 5	Principal	Students meeting standard on state assessments			
	Funding Sources: 211 - Title I - \$13229.00					
						

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

**Performance Objective 2:** Increase 6th grade math STAAR scores from 44% to 50% for Numerical Representations and Relationships (category 1) for LEP students. Increase STAAR scores from 40.7% to 47% for Numerical Representations and Relationships (category 1) for SPED students.

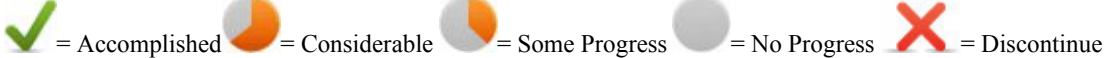
**Summative Evaluation:** Formative assessments, benchmarks/district assessments, unit tests, STAAR data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) All Math PLCs will analyze STAAR data and develop SMART goals specific to a Reporting Category for our ELL and Special Ed. students.</p>		Math administrator, department heads, Special Ed. dept. head, and ELL math teacher.	Benchmark data, other formative assessments, STARR data.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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

**Performance Objective 1:** 100% of teachers will post daily Learning Targets which will enable students to articulate what they are learning.

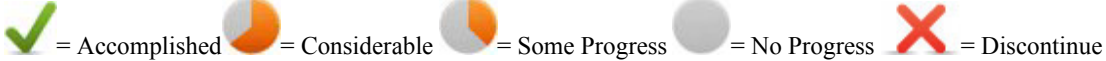
**Summative Evaluation:** Learning Walk data reviewed with faculty every 6 weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The learning target is a component of our Learning Walk form. Students are asked to explain the learning target in their own words. This data will be evaluated and shared with the teachers so we can determine whether learning targets are written so that students understand and can articulate their learning.		Faculty and Administration	Learning Walk data will be reviewed every 6 weeks.			
	Funding Sources: 199 - General Funds					
2) Nine faculty members will attend David Langford Quality workshop in October and November. Attendees will learn tools that will help engage students. Attendees will share strategies and model learning with the faculty.	1, 3	Administration and Langford attendees.	Strategies are modeled at faculty meetings, use of strategies and tools in classrooms.			
						

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

**Performance Objective 1:** 85% of RBMS students will respond on the district survey that they feel safe in the classroom and on campus.


**Summative Evaluation:** Student surveys as a formative measure 5 times during the year. Summative evaluation will be the district engagement survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Positive Behavior Support has been implemented schoolwide.		Administration and all faculty and staff	Observations of procedures in common areas and in classrooms. Discipline data will be examined each 6 weeks.			
	Funding Sources: 199 - General Funds					
2) Advisory classes are designed for students to feel connected to an adult who is not their teacher.		Administration and all faculty and staff.	Surveys for students will include questions about the benefits of Advisory.			
	Funding Sources: 199 - General Funds					
3) Students will be surveyed via Netstart or other system in late September, October, and December and two more times during the 2nd semester as a formative measure.		Administration	At least 85% of responses affirm that students feel safe in the classroom and on campus.			
	Funding Sources: 199 - General Funds					
						

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

**Performance Objective 2:** RBMS will received a "No Place for Hate" distinction for the 9th year. C2 club will be active on campus and in the community.


**Summative Evaluation:** NPFH banner and C2 campus activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All students are assigned to an Advisory teacher for 20 minutes per day. Teachers train students in AVID strategies as well as organizational skills, and academic support. This also gives the students an adult point of contact where no grades are assigned.		Faculty and Administration	Students' planners are completed each day, they can use Cornell Notes in other classes, and they are more aware of and prepared for testing and project due dates.			
	Funding Sources: 199 - General Funds					
						

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

**Performance Objective 3:** 83% of our parents will agree or strongly agree that RBMS provides parents with adequate and timely communication (77.55% in 2015).






**Summative Evaluation:** Parent feedback from various surveys, exit tickets, and conversations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Annual Title 1 Parent meeting is set for Monday, October 26th. We have planned an event that will include the whole family, with door prizes, free books, light snacks, and writing/journaling activities between parent and student. We also plan to have an ESL parent event.	1, 3, 4, 7	Principal, Title 1 teachers	Sign-in sheet, feedback from survey, and exit ticket comments/questions.			
	Funding Sources: 211 - Title I - \$1016.00					
2) Academic teams host at least one family meeting during the year. Also, teams will hold parent meetings as necessary, and at times convenient for parents.		Team teachers	Survey			
						

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

**Performance Objective 4:** 70% of faculty and staff will agree or strongly agree that there is a basic trust among employees and supervisors (59.1% on UT employee engagement survey).


**Summative Evaluation:** Agendas, minutes from meetings, faculty meetings, formative faculty survey results, forums, discussions.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Four voluntary faculty/staff committees have been established to improve campus culture, student learning, student behavior, and interventions with struggling students through book studies, discourse, data analysis, and the use of improvement tools.</p> <p>These committees are: Culture committee, Advisory committee, PBS committee committee, and Closing the Achievement Gap committee.</p>		Administrators	Faculty meeting agendas, Action plan minutes, teacher surveys, exit tickets.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						



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


**Performance Objective 5:** 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	TITLE I	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 6:** Student attendance will improve from 96.2% to 96.5%.

**Summative Evaluation:** L3D data examined every six weeks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will use School Messenger once per 6 weeks to remind parents about the importance of consistent attendance. We will also put this information on our website, and we will remind students on announcements during the school year.		Administration	L3D and state accountability data will show growth in our student attendance rate.			
						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will participate in the use of AVID strategies during Advisory class. Teachers will encourage the use of AVID strategies in the classroom.
1	1	2	Kylene Beers training for 8 faculty members who will train teachers on strategies across the curriculum. Small group Instruction (ELA), Readers' Workshop (ELA).
1	4	1	Eight teachers will be trained in Kylene Beers' reading strategies training on September 30, 2015. These strategies will be featured at future staff development and Leadership PLCs.
1	4	2	ESL teachers are working with all grade level departments with a concentrated focus on reading. The Math ESL teacher is graphing timed readings to share with students and teachers, and is supporting Math and Social Studies teachers with one-on-one help. The ELA teachers are utilizing Access Code, the software program that addresses students' reading fluency, and they are supporting Science teachers by helping students read their abstracts.
2	1	1	Interventions for struggling students will be purposeful and specific. Our teachers will understand which groups (ethnicity, Eco. Dis.) students belong to. Teachers will look at longitudinal data and will make appropriate interventions and develop SMART goals for improved student performance.
2	1	3	Members of our faculty will participate in a "Closing the Achievement Gap" committee and book study: "Culturally Responsive Teaching and the Brain" (Z. Hammond). We will share this information with the faculty.
2	1	4	Title 1 Reading classes will use Scholastic Scope, Action, and Storyworks magazines. These are high-interest articles and stories for use in intervention groups to address reading comprehension.
2	2	1	All Math PLCs will analyze STAAR data and develop SMART goals specific to a Reporting Category for our ELL and Special Ed. students.
4	3	1	Annual Title 1 Parent meeting is set for Monday, October 26th. We have planned an event that will include the whole family, with door prizes, free books, light snacks, and writing/journaling activities between parent and student. We also plan to have an ESL parent event.
4	4	1	Four voluntary faculty/staff committees have been established to improve campus culture, student learning, student behavior, and interventions with struggling students through book studies, discourse, data analysis, and the use of improvement tools. These committees are: Culture committee, Advisory committee, PBS committee committee, and Closing the Achievement Gap committee.

# Title I

## Targeted Assistance Program Plan

- We have created a team of administrators, counselors, and Title 1 teachers who have examined performance data to ensure that our students are appropriately placed in Title 1 classes. When possible, our "bubble" students who do not qualify for Title 1 classes will be placed in a non-Title 1 intervention APS class.

## Eight Targeted Assistance Components

### 1: Use of Resources to Help Students Meet Standards

- Our Title 1 funding plan will include staff development opportunities for our Title 1 teachers, as well as relevant research-based materials, including Access Code, for reading improvement, Scholastic Magazines, and Math intervention resources such as Compass Learning.

### 2: Incorporate Title Planning into Existing School Planning

- Campus wide school planning includes training on writing across the curriculum, Kylene Beers' *Note and Notice* reading strategies training, AVID strategies, and ESL and Dyslexia professional development.

### 3: Use of Effective Methods and Instructional Strategies

- Title 1 teachers will continue to use small group instruction, guided reading, and specific individualized skill interventions. They will also incorporate writing across the curriculum. Our Title 1 Math teacher will establish small groups based on quintile data and Compass Learning information.

### 4: Coordinate with and Support Regular Educational Program

- Title 1 teachers will attend subject-area vertical meetings and collaborate with grade-level PLC's.
- Regular meetings with administration and campus reading teacher.

### 5: Instruction by Highly Qualified Teachers

- Every teacher at RBMS is highly-qualified.

## **6: Professional Development**

- Title 1 teachers will attend Kylene Beers' training on reading strategies on September 30, 2015. They will share this learning with the campus during staff development.

## **7: Strategies to Increase Parental Involvement**

- Our parent meeting is scheduled for Monday, October 26th, 2015. We plan to incorporate more breakout sessions as well as providing resources to help parents support their children academically. We have also reserved a date in the spring for a second meeting to touch base with parents on how we can better serve them.

## **8: Coordination with Other Programs**

- Title 1 teachers will collaborate with Special Education, ESL, Dyslexia, RTI Coordinator, the campus reading teacher, and the 504 coordinator.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gina Whitsitt	LA Intervention	Title I	1
Margaret Barrick	Math Intervention	Title I	1

# Addendums

**043 RUNNING BRUSHY MIDDLE SCHOOL**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: KARIN JOHNSON

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
88	11.4	13	9	5

Grade	Total	%
06	410	32.1%
07	453	35.4%
08	415	32.5%
<b>Campus Total</b>	1,278	

Economically Disadvantaged		
N	845	66.1%
Y	433	33.9%

Students with Disabilities		
N	1,113	87.1%
Y	165	12.9%

At Risk Students		
N	563	44.1%
Y	715	55.9%

Ethnicity		
ASIAN	34	2.7%
BLACK	67	5.2%
HISPANIC/LATINO	386	30.2%
AMERICAN INDIAN	5	0.4%
TWO OR MORE RACES (MULTI)	58	4.5%
HAWAIIAN OR PACIFIC ISLANDER	3	0.2%
WHITE	725	56.7%

Gender		
FEMALE	641	50.2%
MALE	637	49.8%

Gifted and Talented		
N	1,008	78.9%
Y	270	21.1%

English Language Learners		
N	1,205	94.3%
Y	73	5.7%

Students in Bilingual Program		
N	1,278	100.0%

Students in ESL program		
N	1,204	94.2%
Y	74	5.8%



RBMS (043)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Lesson design  Student ownership of learning	85% of students will respond agree or strongly agree that they are actively involved in their learning on the district student survey. (2014= 80%).	<b>ALMOST MET</b> . 82.8% agreed/strongly	We will focus on improving questioning strategies to increase engagement. More dept. Learning Walks and reflection. Several teachers were trained in Kagan structures this summer. These engagement strategies will be modeled for all faculty to incorporate in their classrooms.
	High yield strategies  Learner engagement	Increase the level of student engagement in the classroom using teacher-created rubric to measure student engagement during Learning Walks.(establishing baseline)	<b>PARTIALLY MET:</b> Teachers gave input on Learning Walk forms, but rubric changed twice. Depts. did Learning Walks together & reflected on the process. Baseline: On <b>Engagement:</b> Reduce N/A's on our LW form (17.3%), decrease 1's (44%)and increase 2's (34.7%). For <b>Learning Targets</b> , reduce the 0's (11.6%).	We have developed a consistent Learning Walk form and process. Continue department Learning Walks and discussions to increase effectiveness of PLC's. Administrators will continue to give feedback to teachers after observations/LWs. We will encourage more Tweets and Pictures of engaging instruction published.

RBMS (043)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Eliminating the Achievement Gap	Plan for intervention / challenge	STAAR: Students will increase MET STANDARD PERFORMANCE in Writing ESL from 21% to 31%, and Science from 17% to 31%; Special Education students will increase MET STANDARD in Writing from 41% to 45%; Hispanic students will increase MET STANDARD in Writing from 68% to 74%, and African American students will increase their MET STANDARD performance in Social Studies from 70% to 78%.	<b>NOT MET</b> in ESL: Writing-14%; Science 29%; Writing Sped-38%, We <b>INCREASED (BUT NOT MET)</b> in: Writing Hisp.-70%, Social Studies Af.Amer.-77%.	We are participating in an ESL pilot with the district and E3 Alliance. We will share ESL instructional strategies and continue to increase writing across the curriculum.
	Data analysis and goal setting	100% of teachers will plan and implement specific intervention for our Economically Disadvantaged, Special Education and ESL students. This will be measured by teachers' lesson plans, common assessment data, and observations from campus administrators.	<b>NOT MET.</b> Baseline: PLCs will set norms and will examine student performance on a bi-weekly basis.	Our staff development will include an increased focus on questioning strategies and discourse for all students. PLCs will design lessons that specifically engage ESL, Eco. Dis, and Sped. students.
	Lesson design			

RBMS (043)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Supportive learning environment	Increase Index 4 results by 4% ( 2014=44%). 8th grade Readiness results College and Career Readiness will increase from 41% to 50% as measured by Readiness data.	NOT MET: On Index 4, our campus earned 35, although we met the state target (13). We did <b>NOT MEET</b> goal for Readiness-dropped to 31%.	Our staff develop will include elements of differentiation and rigor. We will also include Duke Talent Search on next year's CIP.
	Plan for intervention / challenge	7th Grade Writing scores for All students will increase from 69% meeting standard to 78%, as measured by STAAR scores.	<b>MET</b> . Our students increased from 69% to 78%	We will continue sharing Bernabei writing strategies with the faculty.
	Data analysis and goal setting	8th grade Social Studies passing standard will increase to 80% (from 75%) for all students as measured by STAAR data.	<b>NOT MET</b> . We dropped to 78%.	Continued interdisciplinary planning between ELA and SS. Also, engagement will continue to be a focus in Social Studies. PLCs will specifically plan for these components. We will target Hispanic, Sped., Eco. Dis., and ELLs to ensure that they are engaged and mastering the content.

RBMS (043)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Supportive learning environment	At least 92% of students will respond "strongly agree" or "agree" to district survey questions: " I feel safe in my classroom and on my campus". (2013-14 Classroom 91%, Campus 87%) as measured by the spring 2014 district student survey.	We increased, but <b>DID NOT MEET</b> : 90%-classroom/88%-campus	We will increase our Positive Behavior Support training with teachers. Teachers will participate in the planning and training. A team of teachers will assist with improving the campus culture. We will also seek feedback from students and parents more regularly (at least 3 times per semester).
	Student ownership of learning	RBMS will receive a No Place for Hate designation by meeting specific criteria. This will be measured by the distinction we receive from the Anti-Defamation League.	<b>MET</b> . We have met this for 8 years in a row.	We'll continue our C2 club and its work to involve all students in activities.