

Leander Independent School District
Wiley Middle School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: College and Career Ready: Students exit our system college and career ready	16
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success	19
Goal 3: Student Learning Behaviors: Students own their learning	28
Goal 4: Whole Student: Students are healthy, safe and engaged	30
System Safeguard Strategies	34
Title I	36
Targeted Assistance Program Plan	36
Eight Targeted Assistance Components	36
Title I Personnel	38
Addendums	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus saw several strengths in the area of demographics. We saw a decrease in Eco-dis gap in Level III Writing, Science and Social Studies. We further had zero gap between ALL students and Hispanic students on the 8th grade reading STAAR. In addition, 94% of our 8th grade students met the level II expectations on the reading STAAR. Finally, the class of 2019 has improved from 78% to 94% over three years, and our Hispanic population outperformed the campus average in writing and science. However, there are several areas of needs on our campus as well. For example, the gap increased for our economically disadvantaged students across the board, and our ELL students were far below our non-ELL population. In addition, our SPED students were over 40 points lower than our non-SPED students in all subjects. To address these weaknesses, we have used the master schedule to create blocked or layered classes to offer intervention to our highest needs students. We have launched a renewed focus to revitalize our AVID program, as well as a renewed focused on SIM strategies in the classroom. Through our master schedule, we have also regrouped our Title I students based on their individual needs. Finally, we have added additional SPED staff to help accommodate the needs of our SPED students.

Demographics Strengths

- Gap
 - Hispanic
 - Advanced or Level III
 - Writing and Science Hispanic subgroup outperformed the campus average (Writing- 7.8% vs. 7.2%; Science 8.3% vs. 7.4%)
 - 8th Grade Reading
 - 94% met Level II
 - Zero gap between All students and Hispanic Students
 - Class of 2019 has improved from 73% to 94% over three years
 - Economically Disadvantaged
 - Gap decreased in Level III in Writing (12.9%-2.4%), Science (13.3%-3.3%), and Social Studies (11.1%-9.1%)

Demographics Needs

Economically Disadvantaged

- Gap increased in Level II for Reading (7.5%-17.2%), Writing (9.2%-19.7%), Science (7.6%-16.5%), and Social Studies (3.1%-18.2%)
- Science 49% met level II standard (66% non economically disadvantaged)
- Social Studies 47% met Level II standard (66% non economically disadvantaged)

ELL

- Reading at 58% met Level II standard
- 6th Grade Reading 38% met Level II standard (79% non-ELL)
- 7th Grade Reading 27% met Level II standard (73% non-ELL)

SPED

- Reading 42% met Level II standard
- Writing 26% met Level II standard (76% non-SPED)
- Science 29% met Level II standard (66% non-SPED)
- Social Studies 18% met Level II standard (67% non-SPED)

Hispanic

- Science 57% met Level II standard (62% all)
- Social Studies 58% met Level II standard (61% all)

Student Achievement

Student Achievement Summary

Math

The STAAR data showed that there are lots of areas for improving math scores. Teachers reported that this year was particularly stressful due to the roll-out of the new TEKS. Staffing adjustments have been made to address areas that have historically been low. The campus will pair selected sections of 6th math APS with on-level math sections to create a "block" for incoming 6th graders (this is not possible in 7th and 8th grade). Algebra, on the other hand, was a bright spot for the campus. The algebra teachers were able to identify previously on-level math students and provided support and intervention to prepare them for success on the Algebra EOC (100% met Level II, 67% met Advanced standard).

Science

Again, as with Math, there is a lot of room for improvement in our Science department. Science Level II and Level III scores have been declining since 2013. However, this year saw the most dramatic decrease (16% decrease for Level II and 17% for Level III). As with Math, staffing adjustments were made to address this decline. In addition, the 7th/8th grade split team was removed to allow all of the 8th grade science teachers to be off at least one period of the day for collaboration. Science teachers and administrators will be working closely with Instructional Services to revitalize working together as a Professional Learning Community.

Social Studies

As with both Math and Science, Social Studies is a continued area of focus for our campus. Like Science, Social Studies Level II and Level III scores have been declining since 2013. This year, like Science, the campus showed the most dramatic decrease (15% decrease for Level II and 12% for Level III). The 7/8 split was dissolved to allow for all 8th grade teachers to be off one period of the day for collaboration. This year the 7/8 split teachers could only be off for either 7th or 8th period. Social Studies teachers and administrators will be working closely with Instructional Services to revitalize working together as a Professional Learning Community.

Language Arts

The STAAR data shows that our greatest areas of need lie in the 6th and 7th grades for Language Arts. In 6th Grade, the gap between us and district is substantial (10% for Level II and 18% for Level III). In 7th Grade, the gap between us and the district is apparent in both reading (15% for Level II and 14% for Level III) and writing (14% for both Level II and Level III). However, in 8th grade, we saw several positives in our reading scores. 93% of our students met Level II standard and we were right in line with the district in students who met or exceeded growth. We also noted an upward trend in the 8th grade cohort from 6th to 7th to 8th grade in reading. Changes are being made with the master schedule for next year to allow students in need of intervention to have their APS class blocked with their LA teacher in 6th and 7th grade. We also removed the 7/8 split for teachers so that they can meet regularly with their

grade level department. Language Arts teachers and administrators will be working closely with Instructional Services to revitalize working together as a Professional Learning Community.

CCR

The greatest concern in regards to College and Career readiness is the growing gap between our students and the district. The gap in STAAR Level III for all grades and subjects has grown from 3% to 16%. The gap in students meeting college and career readiness on the RediStep has grown from 6.3% to 18.2%. When students achieved a score on RediStep that indicated they would be successful in an advanced classroom, we immediately created a Pre-AP Language Arts class and changed students' schedules. We are hoping that the addition of Project Lead the Way in 7th & 8th grade and Advanced US History in 8th grade will improve our College and Career Readiness. We would like to explore the idea of using a rubric system to identify students that would benefit from advanced courses.

Student Achievement Strengths

- **Math**
 - Algebra-100% of students met Level II standard with additional 17 students taking the EOC (100% in 2013-2014)
 - Algebra- 67% of students met Advanced standard (48% in 2013-2014)
 - Algebra- 92% of students met the Recommended standard (93% in 2013-2014)
 - 8th on level math- Avg. Raw score was 33.5 questions correct
 - 7th Pace math- Avg. Raw score was 39 questions correct
 - 6th Pace math- Avg. Raw score was 37 questions correct
- **Science**
 - Reporting categories 2 and 4 were better than expected. Indicates that the students retained some information from their 6th and 7th grade years.
 - 95% of those identified as Gifted and Talented met Level II
- **Social Studies**
 - 84% of those identified as Gifted and Talented met Level II standard
- **Language Arts**
 - 8th Grade Reading- 93% of students met the Level II standard
 - 8th Grade Reading- 62% met growth and 23% exceeded growth which was in line with the district
- **CCR**
 - Based on the data from the RediStep assessment we added 30 8th grade students to Pre-AP Language Arts classes

Student Achievement Needs

- **Math**
 - 6th, 7th, 8th on-level math were below the district average for number of question correct

- 7th on-level math averaged 25 correct
- 6th on-level math averaged 22 correct
- **Science**
 - 62% met Level II standard (78% in 2013-2014); lowest % in the district
 - 7% met Level III standard (24% in 2013-2014); lowest % in the district
 - All 4 reporting categories were below 65% correct
- **Social Studies**
 - 61% met Level II standard (76% in 2013-2014); 19% below district average
 - 7% met Level III standard (19% in 2013-2014)
 - All 4 reporting categories were below 60% correct
- **Language Arts**
 - 6th Grade Reading- 77% met Level II standard (10% below district average)
 - 6th Grade Reading- 14% met Level III standard (18% below district average)
 - 7th Grade Reading- 72% met Level II standard (15% below district average)
 - 7th Grade Reading- 18% met Level III standard (14% below district average)
 - 7th Grade Writing- 69% met Level II standard (14% below district average)
 - 7th Grade Writing- 7% met Level III standard (14% below district average)
- **CCR**
 - For the past four years our Level III (all grades, all subjects) scores have decreased (22.6%, 19.4%, 17.2%, 15.4%) compared to the district where Level III scores have increased for the past four years (26.%, 27.5%, 29.4%, 31.8%)
 - For the past three years the gap between our students meeting college readiness benchmarks on Readiness and the district has increased from 6.3% to 11.5% to 18.2% in 2014-2015.

School Culture and Climate

School Culture and Climate Summary

According to the SEE survey, parent and student surveys, moral and a positive school culture showed significant gains, which directly impacts the whole child. However, the campus needs to work on strengthening parent and community involvement and participation. The campus needs to be more deliberate in promoting opportunities for involvement on the campus. While a high percentage of students reported feeling safe in and out of the classroom, the campus will work with students to identify the areas that need improvement. The administrative team will continue to work with faculty to improve PBS and discipline management on the campus.

School Culture and Climate Strengths

- 95% of parents believe that the campus provides a safe and supportive learning environment for their student (Question #1 Parent Survey).
- 91.3% of our students feel safe in the classroom (Question #8 Student Survey).
- 89% of our students believe that they have an adult they can go to on campus (Question #10 Student Survey).
- Active partnership with Rouse for the PALs program.
- According to the SEE survey, the campus made gains in all of the reported constructs. Overall, our total score went from 373-401.
- The campus earned No Place for Hate designation.
- Anonymous Alerts system was in place.
- Campus newsletter was issued weekly and monthly faculty meetings took place.
- During the fall, AVID provided parent seminars on current topics, such as cyber safety and ReadStep.
- Campus served as a site host for a St. Baldrick's event.

School Culture and Climate Needs

- The campus had a significant reduction in faculty membership and parent participation in PTA.
- Only one dad volunteered time for Watch Dogs.
- One parent participated in our Site-Based Decision Making Committee.
- 89% of our students reported feeling safe outside of the classroom (Question #9 Student Survey)
- 76% of parents reported that the campus provided opportunities for student community service (Question 12 Parent Survey)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus focused on connecting Learning Targets (SLB #1) with Evidence of Learning (SLB #7). Throughout the year, staff development was provided for creating 3-4 part targets. In addition, campus learning walks focused on Learning Targets and Evidence of Learning. Although the data and our School Improvement Visits showed progress was made in this area, this will be continue to be a focus for the campus. However, they will not be our primary focus. Data shows that our primary focus should be on Goal Setting and Tracking Progress (SLB #6). Planning for intervention and challenge, since it is directly related to Goal Setting and Tracking Progress, will be our secondary focus.

Curriculum, Instruction, and Assessment Strengths

- Campus problem statement was developed in conjunction with teachers to ensure that the evidence produced in the classroom matched the learning target.
 - Our School Improvement Visits provided feedback that progress was made throughout the year.
- 94% of students responded that they "Strongly Agree" or "Agree" that they understood the Learning Target (Question #1 Student Survey).
- 85% of teachers responded that they "Strongly Agree" or "Agree" that their students understood the Learning Target (Question #7 Staff Survey add'l items).
- 82% of teachers responded that they "Strongly Agree" or "Agree" that their students are demonstrating evidence of achievement of their learning targets (Question #15 Staff Survey add'l items).

Curriculum, Instruction, and Assessment Needs

- 70.5% of students responded that they "Strongly Agree" or "Agree" that they knew their learning goals and tracked progress (Question #6 Student Survey).
- 82% of parents responded that they "Strongly Agree" or "Agree" that the campus has a system to set goals and track progress (Question #3 Parent Survey).
- 59% of teachers responded that they "Strongly Agree" or "Agree" that students set goals and track progress (Question #14 Teacher Survey).
- 78.5% of parents responded that they "Strongly Agree" or "Agree" that their students seek challenge (Question #5 Parent Survey).
- 45% of teachers responded that they "Strongly Agree" or "Agree" that students seek challenge (Question #11 Teacher Survey).
- 69% of parents responded that they "Strongly Agree" or "Agree" that their students receive support when struggling (Question #4 Parent Survey).

- 63% of teachers responded that they "Strongly Agree" or "Agree" that students seek intervention (Question #10 Teacher Survey).
- As a campus, we scored less than a "1" for intervention and challenge on the SLB data summary.

Family and Community Involvement

Family and Community Involvement Summary

According to the parent survey, while they felt welcomed and encouraged to participate, there was still a low number of volunteers and participation in our campus PTA. The campus will work to promote and communicate volunteer opportunities and events on campus. The campus will publish a weekly newsletter that will highlight campus happenings and encourage parent involvement. The expectations for updating and maintaining teacher websites need to be improved. The campus will continue to provide weekend seminars on topics important to students and parents. In addition, the campus will continue to host community events such as a community pep rally, literacy night and a STEM night.

Family and Community Involvement Strengths

- A campus-wide literacy night was held to kick off Summer Reading for All.
- A variety of parent seminars were held in the fall on topics such as cyber safety and ReadStep.
- The campus hosted a St. Baldrick's event to raise money for childhood cancer research.
- The counseling staff maintained an active mentor programs.
- Campus main website was updated frequently to keep parents informed of campus events.
- 91% of parents indicated that the campus encouraged parent and community involvement (Question #6 Parent Survey)
- 91% of parents indicated that they felt informed and welcome to participate in parent and teacher groups. (Question #10 Parent Survey)
- 87% of parents indicated that they felt the campus provided an environment that was inviting. (Question #11 Parent Survey)

Family and Community Involvement Needs

- Significant reduction in the number of parents participating in our PTA.
- Low number of parent volunteers, including only one parent in our Watch Dogs program.
- Parent survey data indicated that teacher websites were not consistently updated (Comments from Parent Survey).
- Parent survey data indicated that a weekly school bulletin, through the campus Insider, would be beneficial (Comments from Parent Survey).

Technology

Technology Summary

Overall, technology is a positive for our campus. STaR chart data and TCEA post test data indicate that the campus will need continue it's partnership with Instructional Services to continue to train teachers and provide resources to improve instruction and student collaboration. Some additional technology pieces ("docking" stations and keypads) are needed to help teachers. The classrooms are well-equipped to meet the changing needs of the 21st century classroom. The campus is anticipating the mLISD roll out to 6th graders next year, as well as the addition of Project Lead the Way in 7th and 8th grades.

Technology Strengths

- 73% of our students were identified as Proficient or Advanced according to TCEA post test
- 17 of the 24 areas measured on the STaR chart were classified as Advanced or Target
- Teachers completed Educate 1 and Educate 2 training
- Classrooms are well-equipped to meet the technology needs of the campus
 - New projectors and screen have been a big strength
- Roll out of the Lenovo teacher devices went smooth

Technology Needs

- The overall score of 320, per the TCEA post test, was below the district average (337)
- Campus scored below the district average in all 6 reporting categories on the TCEA post test
 - The biggest discrepancy for the campus was "Communication and Collaboration," which was 31 points below the district average
- According to the STaR chart summary, Technology Applications (our computer Applications course) and Student Mastery of Technology Applications are still in the "developing stage"
- Both Instructional Support and Technical Support were both identified as "developing," according to the STaR chart
- Campus needs "docking" stations and key pads to make the Lenovos more user friendly in the classroom
- Math materials were difficult for parents to access

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership 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

- Study of best practices

Goals

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

Performance Objective 1: Increase the percentage of students meeting the recommended standard on STAAR in all subjects by 5 percentage points (2014-2015 6th Reading 39%; 7th Reading 40%; 8th Reading 48%; Writing 35%; 6th Math 32%, 7th Grade Math 23%, 8th Grade Math 48%; Science 23%; Social Studies 20%; Algebra 92%)

Summative Evaluation: 2015-2016 STAAR Test Data

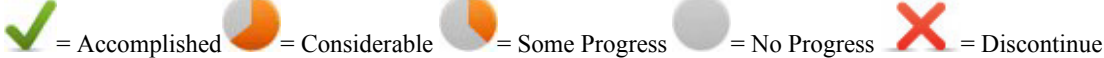
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning.		Campus Administrators, Instructional Services Staff, Teachers.	PLC Agendas, Lesson Plans			
	Funding Sources: 199 - General Funds					
2) Teachers will receive staff development on rigor in the classroom		Campus Administrators	Staff Development agenda			
	Funding Sources: 199 - General Funds					
3) Teachers will receive staff development from AVID teacher on the use of AVID strategies in instruction. Campus will continue to incorporate AVID strategies.		AVID Teachers, Campus Administrators	Staff Development Agendas, Learning Walks that show evidence of AVID strategies.			
	Funding Sources: 199 - General Funds					
4) Continue both student and parent CCR awareness through College Week activities, AVID college Fair, PSAT Coyote Conversations and SSFCU College Fund Camp.	7	Campus Administrators, AVID teacher	Agendas from the various activities			
	Funding Sources: 199 - General Funds					
5) Use of PSAT 8/9 data to identify students who could potentially be placed in Pre-AP English/Language Arts or Pre-AP Social Studies.		Counselors	Increase in numbers of students taking Advanced Courses.			
	Funding Sources: 199 - General Funds					
6) Develop mLISD campus committee that will develop and articulate the campus's vision for mLISD		Teachers, Administrators, District and Campus technologists	Meeting agendas			
	Funding Sources: 199 - General Funds					

7) Utilize PLCs to collaborate on how to incorporate technology for higher level student learning.	Academic and Department Level PLCs, Principals, Facilitators	PLC agendas			
	Funding Sources: 199 - General Funds				
8) mLISD roll-out to be completed for the 6th grade.	mLISD campus committee, Campus technologist, Principal	Successful roll-out of mLISD to 6th graders.			
	Funding Sources: 199 - General Funds				
9) Students use technology to solve real-world problems.	Principal, Facilitators, Campus technologist.	Learning Walk data			
	Funding Sources: 199 - General Funds				
10) Identify and promote with staff the LISD curricular technology embedded lessons.	Principal, Facilitators, Campus Technologist	Lesson Plans, PLC agendas			
	Funding Sources: 199 - General Funds				

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

Performance Objective 2: Increase opportunities for parental involvement on campus

Summative Evaluation: PTA membership numbers

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Encourage Parental Involvement through reestablishment of campus PTA, Watch D.O.G.S program and volunteer programs.		Principal, Assistant Principals	Creation of new PTA Executive board, increase in number of Watch D.O.G.S, increase in number of volunteers			
	Funding Sources: 199 - General Funds					
2) Weekly newsletter from the principal that will be available in both English and Spanish. Newsletter will share good news, encourage parents to get involved and list dates of upcoming events.		Principal	Weekly newsletters			
	Funding Sources: 199 - General Funds					
3) Saturday Coyote Conversations. Topics will include Digital Safety, TX Connect and SSFCU College Fund Camp	7	Campus Administrators	Agendas from various activities			
	Funding Sources: 199 - General Funds					
4) Title I Parent Night; Literacy and Math Nights	7	Principal, Assistant Principals	Literacy and Math nights			
						

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

Performance Objective 1: For Index 1, decrease the performance gap between "all students" and Economically Disadvantaged, Hispanic and African American to less than 10% for each STAAR tested subject. For those subjects with a less than 10% gap, reduce the performance gap to 5% or lower. (2014-2015 - Reading: African American 8%, Hispanic 3%, Economically Disadvantaged 12%; Math: No standard set; Writing: African American 20%, Hispanic 7%, Eco-Dis 13%; Science: African American 24%, Hispanic 6%, Economically Disadvantaged 14%; Social Studies: African American 22%, Hispanic 3%, Economically Disadvantaged 14%)

Summative Evaluation: 2015-2016 STAAR Test Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement.</p>	8	Campus Administrators, Instructional Services Staff, Teachers, RTI interventionist	PLC Agendas, Lesson Plans, Common Assessment Data			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>2) Block classes for 6th grade ELA, 7th grade ELA and 7th grade Math. Quintile data will be used to identify the students placed in these classes. Inclusion support will be added to these sections. Students not selected for the "block" ELA or Math classes will be placed in Title I Intervention Classes. Students that are not placed into block classes or Title I classes will be placed into either Math or Reading Adventures, that will focus on the student's highest area of need (based on previous STAAR and SRI results)</p>	1, 2, 3, 4, 5, 8	Counselors, Campus Administrators, Teachers	STAAR scores for those students in those classes.			
Funding Sources: 199 - General Funds, 224 - IDEA Special Education Funds, 211 - Title I - \$73056.00, 211 - Title I - \$1000.00, 80-199 State Compensatory Education - \$2018.00						
<p>System Safeguard Strategies</p> <p>3) Develop a schoolwide tutorial schedule with a minimum of 2 tutoring times a week per grade level department</p>		Grade Level Department Leads, Campus Administrators	Tutorial Schedule			
Funding Sources: 199 - General Funds						
<p>4) Teachers will develop portfolio based on their individual problem statement that they will develop during collaborative times. Teachers will use STAAR assessment data, Eduphoria data to determine what problem they want to address.</p>		Teachers	Portfolios			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>5) Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.</p>	1, 2, 3, 4, 5, 6, 7	Campus Administrators	STAAR Data, Common Assessment Data, Spring Parent Survey Data			
Funding Sources: 211 - Title I - \$6443.00, 80-199 State Compensatory Education - \$2000.00						


6) Develop mLISD campus committee that will develop and articulate the campus's vision for mLISD	Teachers, Administrators, District and Campus technologists	Meeting agendas			
	Funding Sources: 199 - General Funds				
7) Utilize PLCs to collaborate on how to incorporate technology for higher level student learning.	Academic and Department Level PLCs, Principals, Facilitators	PLC agendas			
	Funding Sources: 199 - General Funds				
8) mLISD roll-out to be completed for the 6th grade.	mLISD campus committee, Campus technologist, Principal	Successful roll-out of mLISD to 6th graders.			
	Funding Sources: 199 - General Funds				
9) Students use technology to solve real-world problems.	Principal, Facilitators, Campus technologist.	Learning Walk data			
	Funding Sources: 199 - General Funds				
10) Identify and promote with staff the LISD curricular technology embedded lessons.	Principal, Facilitators, Campus Technologist	Lesson Plans, PLC agendas			
	Funding Sources: 199 - General Funds				

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

Performance Objective 2: At least 60% of Special Education. students and ELL meet standard on STAAR in all subjects. (ELL, Special Education for 2014-15: Reading 46%, 42%; Writing 33%, 26%; Science 40%, 29%; Social Studies 20%,18%; Math standards not set for previous year)

Summative Evaluation: 2015-2016 STAAR Test Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement. Representatives from SPED and ELL department will attend meetings at least once a week.</p>	8	Campus Administrators, Instructional Services Staff, Teachers, RTI interventionist, ELL teacher, SPED Teachers	PLC Agendas, Lesson Plans, Common Assessment Data			
Funding Sources: 199 - General Funds, 224 - IDEA Special Education Funds						
<p>System Safeguard Strategies</p> <p>2) Special Education students, who are not receiving Special Program support (i.e. ICAP or SCSS) will be placed into on level academic classes with Resource APS support.</p>		Inclusion Teachers, General Education Teachers, Resource APS teachers, Campus administrators, Special Education Team Lead	2015-2016 STAAR test data			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>3) Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.</p>	1, 2, 3, 4, 5, 6, 7	Campus Administrators	STAAR Data, Common Assessment Data, Spring Parent Survey Data			
<p>4) Increase communications with ELL parents through Saturday Coyote conversations and ensuring that ELL parents have access to campus resources in native language.</p>		ELL teacher, Campus Administrators	Coyote conversation agendas and weekly newsletters translated.			
Funding Sources: 199 - General Funds						
<p>5) Develop mLISD campus committee that will develop and articulate the campus's vision for mLISD</p>		Teachers, Administrators, District and Campus technologists	Meeting agendas			
Funding Sources: 199 - General Funds						

6) Utilize PLCs to collaborate on how to incorporate technology for higher level student learning.	Academic and Department Level PLCs, Principals, Facilitators	PLC agendas			
	Funding Sources: 199 - General Funds				
7) mLISD roll-out to be completed for the 6th grade.	mLISD campus committee, Campus technologist, Principal	Successful roll-out of mLISD to 6th graders.			
	Funding Sources: 199 - General Funds				
8) Students use technology to solve real-world problems.	Principal, Facilitators, Campus technologist.	Learning Walk data			
	Funding Sources: 199 - General Funds				
9) Identify and promote with staff the LISD curricular technology embedded lessons.	Principal, Facilitators, Campus Technologist	Lesson Plans, PLC agendas			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 3: For Index 3, increase the % of African American, Hispanic and Economically Disadvantaged students meeting advanced by at least 5 percentage points. (2014-2015 Reading: African American 7%, Hispanic 16%, Economically Disadvantaged 11%; Math- No data; Writing: Hispanic 8%, Economically Disadvantaged 6%; Science: Hispanic 9%, Economically Disadvantaged 5%; Social Studies: Hispanic 4%, Economically Disadvantaged 0%; Algebra: Hispanic 58%, Economically Disadvantaged 88%)

Summative Evaluation: 2015-2016 STAAR Test Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement. Representatives from SPED and ELL department will attend meetings at least once a week.</p>	8	Campus Administrators, Instructional Services Staff, Teachers, RTI interventionist, ELL teacher, SPED Teachers	PLC Agendas, Lesson Plans, Common Assessment Data			
Funding Sources: 199 - General Funds, 224 - IDEA Special Education Funds						
<p>System Safeguard Strategies</p> <p>2) Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.</p>	1, 2, 3, 4, 5, 6, 7	Campus Administrators	STAAR Data, Common Assessment Data, Spring Parent Survey Data			
<p>3) Teachers will receive staff development on rigor in the classroom</p>		Campus Administrators	Staff Development agenda			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>4) Develop a schoolwide tutorial schedule with a minimum of 2 tutoring times a week per grade level department</p>		Grade Level Department Leads, Campus Administrators	Tutorial Schedule			
Funding Sources: 199 - General Funds						
<p>5) Teachers will develop portfolio based on their individual problem statement that they will develop during collaborative times. Teachers will use STAAR assessment data, Eduphoria data to determine what problem they want to address.</p>		Teachers	Portfolios			
Funding Sources: 199 - General Funds						

6) Develop mLISD campus committee that will develop and articulate the campus's vision for mLISD	Teachers, Administrators, District and Campus technologists	Meeting agendas			
	Funding Sources: 199 - General Funds				
7) Utilize PLCs to collaborate on how to incorporate technology for higher level student learning.	Academic and Department Level PLCs, Principals, Facilitators	PLC agendas			
	Funding Sources: 199 - General Funds				
8) mLISD roll-out to be completed for the 6th grade.	mLISD campus committee, Campus technologist, Principal	Successful roll-out of mLISD to 6th graders.			
	Funding Sources: 199 - General Funds				
9) Students use technology to solve real-world problems.	Principal, Facilitators, Campus technologist.	Learning Walk data			
	Funding Sources: 199 - General Funds				
10) Identify and promote with staff the LISD curricular technology embedded lessons.	Principal, Facilitators, Campus Technologist	Lesson Plans, PLC agendas			
	Funding Sources: 199 - General Funds				

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

Performance Objective 4: For Index 2, increase the % of all students "Meeting or exceeding progress," by at least 5 percentage points. (2014-2015 Reading 56%, Writing 48%)

Summative Evaluation: 2015-2016 STAAR Test Data


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement. Representatives from SPED and ELL department will attend meetings at least once a week.</p>	8	Campus Administrators, Instructional Services Staff, Teachers, RTI interventionist, ELL teacher, SPED Teachers	PLC Agendas, Lesson Plans, Common Assessment Data			
Funding Sources: 199 - General Funds, 224 - IDEA Special Education Funds						
<p>System Safeguard Strategies</p> <p>2) Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.</p>	1, 2, 3, 4, 5, 6, 7	Campus Administrators	STAAR Data, Common Assessment Data, Spring Parent Survey Data			
<p>3) Teachers will receive staff development on rigor in the classroom</p>		Campus Administrators	Staff Development agenda			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>4) Develop a schoolwide tutorial schedule with a minimum of 2 tutoring times a week per grade level department</p>		Grade Level Department Leads, Campus Administrators	Tutorial Schedule			
Funding Sources: 199 - General Funds						
<p>5) Teachers will develop portfolio based on their individual problem statement that they will develop during collaborative times. Teachers will use STAAR assessment data, Eduphoria data to determine what problem they want to address.</p>		Teachers	Portfolios			
Funding Sources: 199 - General Funds						
<p>6) Develop mLISD campus committee that will develop and articulate the campus's vision for mLISD</p>		Teachers, Administrators, District and Campus technologists	Meeting agendas			
Funding Sources: 199 - General Funds						

7) Utilize PLCs to collaborate on how to incorporate technology for higher level student learning.	Academic and Department Level PLCs, Principals, Facilitators	PLC agendas			
	Funding Sources: 199 - General Funds				
8) mLISD roll-out to be completed for the 6th grade.	mLISD campus committee, Campus technologist, Principal	Successful roll-out of mLISD to 6th graders.			
	Funding Sources: 199 - General Funds				
9) Students use technology to solve real-world problems.	Principal, Facilitators, Campus technologist.	Learning Walk data			
	Funding Sources: 199 - General Funds				
10) Identify and promote with staff the LISD curricular technology embedded lessons.	Principal, Facilitators, Campus Technologist	Lesson Plans, PLC agendas			
	Funding Sources: 199 - General Funds				

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

Performance Objective 5: Increase opportunities for parental involvement on campus


Summative Evaluation: PTA membership numbers

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Encourage Parental Involvement through reestablishment of campus PTA, Watch D.O.G.S program and volunteer programs.		Principal, Assistant Principals	Creation of new PTA Executive board, increase in number of Watch D.O.G.S, increase in number of volunteers			
	Funding Sources: 199 - General Funds					
2) Weekly newsletter from the principal that will be available in both English and Spanish. Newsletter will share good news, encourage parents to get involved and list dates of upcoming events.		Principal	Weekly newsletters			
	Funding Sources: 199 - General Funds					
3) Title I Parent Night; Literacy and Math Nights	7	Principal, Assistant Principals	Literacy and Math nights			
	Funding Sources: 211 - Title I - \$1016.00					
4) Saturday Coyote Conversations. Topics will include Digital Safety, TX Connect and SSFCU College Fund Camp	7	Campus Administrators	Agendas from various activities			
	Funding Sources: 199 - General Funds					
5) Title I students will receive 1 academic planner	1	Title I teachers	Number of Planners			
	Funding Sources: 211 - Title I - \$360.00					
						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: At least 96% of WMS students respond "strongly agree" or "agree" on the student survey to the question, "I understand what I am learning in class and why it's important to me." (2014-15: 93.9%)


Summative Evaluation: 2015-2016 Student Survey Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) New-to-district faculty will participate in activity that introduces the 4-part Learning Target. New-to-district faculty will have the opportunity to create a learning target for a lesson.		Campus Administrators	Learning Walks			
	Funding Sources: 199 - General Funds					
2) Learning walks will be focused on our Campus Needs Statement which will focus on Data Analysis and Goal Setting. Administrators, teachers and students will conduct learning walks. The learning walk data will be used to drive future professional development opportunities.		Campus Administrators	Learning walk data, 2015-2016 Student Survey Data.			
	Funding Sources: 199 - General Funds					
						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: At least 75% of WMS students respond "strongly agree" or "agree" on the student survey to the question, "I know my learning goals and track my progress throughout the year." (2014-15: 70.5%)

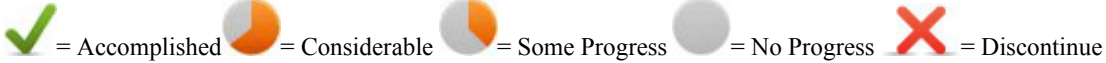
Summative Evaluation: 2015-2016 Student Survey Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Learning walks will be focused on our Campus Needs Statement which will focus on Data Analysis and Goal Setting. Administrators, teachers and students will conduct learning walks. The learning walk data will be used to drive future professional development opportunities.		Campus Administrators	Learning walk data, 2015-2016 Student Survey Data.			
	Funding Sources: 199 - General Funds					
2) Teachers will assist in professional development on strategies, used in the classroom, for data analysis and goal setting.		Campus Administrators, Teachers	Learning Walk Data, 2015-2016 Student and Parent Survey Data			
	Funding Sources: 199 - General Funds					
						

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

Performance Objective 1: Meet the criteria for the No Place for Hate Designation.

Summative Evaluation: Successful completion of the No Place for Hate requirements.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to increase enrollment in No Place for Hate and C-squared clubs. Meetings will occur once a week to promote culture of kindness. Students will lead activities that promote a culture of kindness.		Club Sponsors and Administrators	Meeting agendas, student enrollment in clubs			
	Funding Sources: 199 - General Funds					
2) Complete No Place for Hate paperwork		NPFH sponsors and Principal	Completions of No Place for Hate paperwork			
	Funding Sources: 199 - General Funds					
						

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

Performance Objective 2: At least 95% of students answer "strongly agree" or "agree" on the following survey questions: I feel safe in my classroom and safe on my campus and I feel safe on my campus outside of my classroom. (2014-15: Classroom 91%, Campus 91%)


Summative Evaluation: 2015-2016 Student Survey Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish actions a student should take to obtain assistance and intervention in response to bullying and sexual harassment.		Student Support Services, Campus administrators, counselors	Number of outcries of bullying; student training dates.			
	Funding Sources: 199 - General Funds					
2) Establish procedures for reporting and investigating an allegation of bullying and sexual harassment.		Student Support Services, Campus administrators, counselors	Procedures outlined in bullying manuals and during Assistant Principal training; student training dates			
	Funding Sources: 199 - General Funds					
3) Establish procedures to support a victim of bullying or sexual harassment.		Student Support Services, Counselors, Campus Administrators	Student Training dates			
	Funding Sources: 199 - General Funds					
4) Campus Emergency Plan and regular emergency drills		Principal	Copy of Plan; schedule of completed drills			
	Funding Sources: 199 - General Funds					
5) Campus Discipline Committee to continue to work on campus discipline management system and support PBS efforts (Pride Cards, School wide)		Assistant Principals, Campus discipline committee.	Campus discipline data, Campus Discipline Plan and PBS structures			
	Funding Sources: 199 - General Funds					
6) Additional cameras will be installed in areas of concern		Risk Management, Principal	Additional cameras			
	Funding Sources: 199 - General Funds					
7) Tobacco, alcohol and other drug education (including Red Ribbon Week)		CAPP coordinator, RADD sponsor	Lesson plans of tobacco, alcohol and drug education and schedule of Red Ribbon Week activities.			
	Funding Sources: 199 - General Funds					
8) Student support for drug and alcohol abuse including, but not limited to: individual and group counseling services, voluntary drug testing, substance abuse assessments		CAPP coordinator	Testing Results, Parent and student feedback, follow-up information from abuse assessments			
	Funding Sources: 199 - General Funds					

9) Random searches by drug dogs	Assistant Principals	Dates of searches			
	Funding Sources: 199 - General Funds				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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	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					
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement.
2	1	2	Block classes for 6th grade ELA, 7th grade ELA and 7th grade Math. Quintile data will be used to identify the students placed in these classes. Inclusion support will be added to these sections. Students not selected for the "block" ELA or Math classes will be placed in Title I Intervention Classes. Students that are not placed into block classes or Title I classes will be placed into either Math or Reading Adventures, that will focus on the student's highest area of need (based on previous STAAR and SRI results)
2	1	3	Develop a schoolwide tutorial schedule with a minimum of 2 tutoring times a week per grade level department
2	1	5	Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.
2	2	1	Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement. Representatives from SPED and ELL department will attend meetings at least once a week.
2	2	2	Special Education students, who are not receiving Special Program support (i.e. ICAP or SCSS) will be placed into on level academic classes with Resource APS support.
2	2	3	Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.
2	3	1	Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement. Representatives from SPED and ELL department will attend meetings at least once a week.
2	3	2	Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.
2	3	4	Develop a schoolwide tutorial schedule with a minimum of 2 tutoring times a week per grade level department

Goal	Objective	Strategy	Description
2	4	1	Establish highly functioning PLCs, both internally and externally, through staff development and additional administrator and Instructional Services support. Teachers will develop a minimum of 1 common assessment per unit, beyond the district's common assessments. This data, along with STAAR data and district common assessment data, will be used to drive future planning. PLC grade-level department meetings will occur 3 times a week (academic teams 2 times a week) with a focus on improving student achievement. Representatives from SPED and ELL department will attend meetings at least once a week.
2	4	2	Teachers will be provided the opportunity to attend a variety of trainings to enhance literacy, motivating At-Risk Learners, Kagan strategies and enhancing parental communication.
2	4	4	Develop a schoolwide tutorial schedule with a minimum of 2 tutoring times a week per grade level department

Title I

Targeted Assistance Program Plan

In conjunction with requirements, the campus will implement all eight components of the Target Assistance Title I program. Students will receive tiered intervention based upon quintile data. Those that require Title I assistance will be placed into Title I APS classes. The plan will be implemented by a team of administrators, teachers and district facilitators.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Quintile data, for STAAR Reading, Writing and Math, used to place students into Title I APS classes. These students will receive support in smaller APS classes. In addition, a variety of teachers, serving Title I students will attend a variety of trainings and the learning will be brought back, through staff development, to assist in reaching our Title I students.

2: Incorporate Title Planning into Existing School Planning

Campus wide planning will occur regularly through our PLC and RTI efforts on campus. Teachers, who teach Title I students, will attend a variety of training and will bring that training back to the campus during faculty meetings and other professional development opportunities.

3: Use of Effective Methods and Instructional Strategies

A variety of strategies will be used to close the gap with our Title I students. The first will be to reduce the student/teacher ratio in our APS sections that serve our Title I students. In addition, we will use targeted trainings campus wide, such as Kagan strategies, to train teachers on best practices for our Title I students. With the use of SIM strategies and SRI/QRI data the campus will continue to look for and address reading and writing gaps.

4: Coordinate with and Support Regular Educational Program

District facilitators for ELA and math will continue to work with Title I teachers to support and implement a variety of strategies that will support and enhance the learning opportunities for our Title I students. Along with campus personnel, Title I student data, will be tracked by district facilitators. Tiered intervention will be provided to those students who show need, based on their learning data.

5: Instruction by Highly Qualified Teachers

Verification of teacher certification is conducted by LISD's Human Resources office. Annually, campus administrators verify, in the form of an attestation

letter, that all staff are highly qualified. Additionally, parents are informed that they have the right to request information regarding teacher qualifications.

6: Professional Development

Teachers, who serve Title I students, will be provided a variety of training opportunities. All teachers will be exposed to those learning opportunities through faculty meetings, PLC meetings and campus wide professional development.

7: Strategies to Increase Parental Involvement

A variety of strategies will be used to increase parental involvement. They include: a weekly newsletter from Principal, monthly Coyote Conversations, Math and Literacy nights, reforming of active PTA and Site-Based Decision Making committee meetings. In addition, the annual Title I parent meeting will be held in October. Strategies from the Title I conference in Houston will be shared with the faculty and used to increase parental involvement.

8: Coordination with Other Programs

Title I teachers will collaborate with Special Education, ESL, RTI, district facilitators and department and academic PLC times to coordinate implementation of the Title I plan.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Whitelaw	LA Intervention	Title I	1
Niki Herberling	Math Intervention	Title I	

Addendums

**046 WILEY MIDDLE SCHOOL
Campus Demographic Summary
2015 - 2016 School Year
Principal: CHRISTOPHER SIMPSON**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
72	12.0	7	3	3

Grade	Total	%
06	330	34.5%
07	305	31.9%
08	321	33.6%
Campus Total	956	

Economically Disadvantaged		
N	678	70.9%
Y	278	29.1%

Students with Disabilities		
N	805	84.2%
Y	151	15.8%

At Risk Students		
N	380	39.7%
Y	576	60.3%

Ethnicity		
ASIAN	17	1.8%
BLACK	47	4.9%
HISPANIC/LATINO	277	29.0%
AMERICAN INDIAN	4	0.4%
TWO OR MORE RACES (MULTI)	40	4.2%
HAWAIIAN OR PACIFIC ISLANDER	2	0.2%
WHITE	569	59.5%

Gender		
FEMALE	475	49.7%
MALE	481	50.3%

Gifted and Talented		
N	799	83.6%
Y	157	16.4%

English Language Learners		
N	924	96.7%
Y	32	3.3%

Students in Bilingual Program		
N	956	100.0%

Students in ESL program		
N	924	96.7%
Y	32	3.3%

WMS (046)		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	At least 96% of students will indicate that they "Strongly Agree" and "Agree" that they understand what they are learning and why it is important for the Spring of 2015 survey (2014- 94%)	No - According to the student SLB survey, we were at 94%.	Continue to have the four point learning target as a campus focus.
	Essential learning aligned to TEKS	At least 75% of teachers will indicate that they "Strongly Agree" or "Agree" that students set learning goals and track progress towards those goals for the Spring of 2015 survey (2014-68%)	No - According to the teacher SLB survey, we were at 59%.	Based on the feedback from the teacher and student survey, we will continue to focus on learning targets on our campus as well as goal setting and progress monitoring.
Eliminating the Achievement Gap	Assessment of / for learning	Increase the % of Eco-Dis and Hispanic students meeting advanced (Index 3) by at least 5 percentage points. (2014- 6th Math (1%, 2%), 7th Math (6%, 1%), 8th Math (9%, 9%), Algebra (44%, 28%), 6th Reading (9%, 17%), 7th Reading (10%, 23%), 8th Reading (28%, 26%), Writing (0%, 9%), 8th Science (14%, 16%), 8th Social Studies (11%, 12%))	No- Did not increase by 5% for any subject in either group except for 7th Grade Writing Eco-Dis went from 0% to 5%	Significant changes to master schedule and movement of personnel. Addition of 6 sections of advanced 8th grade social studies. Renewed emphasis on PLCs.
	Data analysis and goal setting			
	Lesson design	Decrease the performance gap between all students and Special Education students by at least 5 percentage points for "all students" (Index 1) in Reading, Math, Writing, Social Studies(2014- Reading (18%), Math (13%), Writing (24%), Social Studies (14%)) For Science decrease by 2 percentage points (2014- 5%)	No- with the elimination of the modified test, we saw an increase in the gap in all subjects. (2015- Reading- 39%, Writing- 44%, Social Studies- 43%, Science- 34%)	Adding additional SPED staff and eliminated resource classes to push students into more inclusive environments.
	Essential learning aligned to TEKS	Increase the % of all students "Meeting or exceeding progress" (index 2) by at least 5 percentage points (2014- Reading (60%), Math (63%))	No- decrease in students meeting or exceeding progress in reading (2015- 56%). For math, we only have numbers for Algebra, where 90% met or exceeded progress.	Based on student performance we have built in layers of intervention into our master schedule. Renewed emphasis on PLCs on the campus.

WMS (046)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Essential learning aligned to TEKS	Increase the Level III STAAR percentages by at least 5 percentage points for the 2015 Spring Administration for all tests. (2014- 6th Math (2%), 7th Math (6%), 8th Math (12%), Algebra (48%), 6th Reading (16%), 7th Reading (22%), 8th Reading (33%), Writing (9%), 8th Science (24%), 8th Social Studies (19%))	No - all grade levels of reading (6th- 14%, 7th- 18%, 8th- 26%) math (7th- 1%, 8th- 7%), writing- 7%), science (7%) and social studies (7%). Yes - Algebra I (67%), 6th Grade Math (10%)	Work to regain previous advanced levels while continuing to increase the percentage of students achieving level III by increasing classroom rigor and providing staff development as it relates to rigor.
	High yield strategies	Increase the STAAR Postsecondary readiness scores (Index 4) for all students by at least 5 percentage points (2014- 40%)	No- the scores decreased in 2015 (2015- 28%)	Increased focus on PLCs and rigorous instruction. Revitalizing the AVID program and use of AVID strategies throughout the campus.
	Supportive learning environment	Increase the Readiness "On Track to be College and Career Ready" by at least 5 percentage points (2014- 41%)	No - the students who were college and career ready according to Readiness scores dropped to 30%.	Continue to work on increasing the number of students who are college and career ready according to the new PSAT8 standard by increasing the rigor in classroom
Focus on Whole Student	Assessment of / for learning	Meet the criteria for the No Place for Hate designation	Yes - we met the criteria and received the No Place for Hate designation.	We will continue to work toward the No Place for Hate designation.
	Supportive learning environment	At least 95% of all students will indicate, "Strongly agree" or "Agree," that they feel safe outside of the classroom for the Spring of 2015 survey. (2014-90%)	No - the student survey indicated 89.3% of our students felt safe outside their classrooms.	Ask students to identify where they do not feel safe outside their classrooms and increase staff presence in these areas and rearrange staff duties to cover these areas.