

2020-21 Campus Improvement Plan

Accountability Rating: C

School Name

Herman Furlough Jr. Middle School

Address

1351 Colquitt Rd.
Terrell, Tx 75160

School ID

129906-041

Principal

Chris Turner

District Name

Terrell Independent School District

Date of School Board Approval

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Chris Turner	Principal	
Mallory Malouf	Assistant Principal	
Sarah Petelik	Assistant Principal	
Matthew Love	Assistant Principal	
Frances Brown	Math Department Head	
Julie Tarrer	ELAR Department Head	
Jamie Edington	Science Department Head	
Sarah Hinton	Social Studies Department Head	
Robert Morrow	Special Education Department Head	
Veronica Johnson	Career and Technology Education Department Head	
Cody Morrow	Fine Arts Department Head	
Danielle Jasmin	Teacher	
Bertha Lloyd-Fuller	Teacher	
Megan Cullum	Teacher	
Heather Biggie	Teacher	
Karen Sanders	Teacher	
Chante Carter	Teacher	

Table of Contents

2020-21 Campus Site-Based Committee	2
Mission Statement	4
Vision	4
Core Beliefs	4
State Goals and Objectives	5
The State of Texas Public Education Mission and Academic Goals.....	5
The State of Texas Public Education Goals.....	5
The State of Texas Public Education Objectives.....	5
TEA Commissioner’s Strategic Priorities:	6
Comprehensive Needs Assessment Summary	7
Student Performance Data	12
Reading.....	12
Writing	19
Mathematics	20
Algebra I	27
Science	29
Social Studies.....	30
Goals and Strategies	33

Mission Statement

Furlough Middle School's mission is to create an inclusive and engaging environment that empowers all students to become lifelong learners.

Vision

"CLAW"-- Create, Learn, Achieve, and Win.

Core Beliefs

Diversity strengthens the community and enriches the fabric of our society.

Learning occurs best in a safe, structured, and nurturing environment.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- | | |
|-----------------|--|
| GOAL #1: | The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. |
| GOAL #2: | The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. |
| GOAL #3: | The students in the public education system will demonstrate exemplary performance in the understanding of science. |
| GOAL #4: | The students in the public education system will demonstrate exemplary performance in the understanding of social studies. |

The State of Texas Public Education Objectives

- | | |
|-----------------------|---|
| Objective #1: | Parents will be full partners with educators in the education of their children. |
| Objective #2: | Students will be encouraged and challenged to meet their full educational potential. |
| Objective #3: | Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. |
| Objective #4: | A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. |
| Objective #5: | Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. |
| Objective #6: | Qualified and highly effective personnel will be recruited, developed, and retained. |
| Objective #7: | The state's students will demonstrate exemplary performance in comparison to national and international standards. |
| Objective #8: | School campuses will maintain a safe and disciplined environment conducive to student learning. |
| Objective #9: | Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. |
| Objective #10: | Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. |
| Objective #11: | The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students. |

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

FMS will continue to provide staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EL students, and other underperforming student populations. Our primary goals for this school year is to increase the overall academic performances of students and close achievement gaps between specific student groups.

Demographics

Overall Summary

FMS is comprised of 1,116 students in grades six, seven and eight with the following student demographics:

African American - 22.76%,
Hispanic - 50.54%,
White - 21.33%,
American Indian - 0.18%,
Asian - 0.54%,
Two or More - 4.48%,
Hawaiian/Pacific Islander - 0.18%.

Student demographics for programs include:

Limited English Proficient - 16.85%,
Special Education - 9.59%,
Gifted and Talented - 7.08%,
CTE - 49.73%,
Dyslexia - 5.73%,
Economically Disadvantaged - 81.81%,
At Risk - 51.97%,
Homeless - 0.09%.

Our population of students will benefit from the AVID program and its embedded strategies. The campus will move towards becoming an AVID campus.

Summary of Strengths

What were the identified strengths?

The student body is diverse
Equitable teachers/student ratios
College & career awareness opportunities
Community in Schools partnership
Counselor & Assistant Principal per grade level
High School credit opportunities
ESL certified teachers
Pre-AP classes
Pre-AP teachers required to be GT certified

Summary of Needs

What were the identified needs?

Streamlined method to communicate with all parents
Intentional grouping of students
Culturally responsive lessons that is relevant to all student groups
Data-driven instruction that identifies specific student group strengths and weaknesses
Student clubs
Student volunteer opportunities
Focused efforts to improve student attendance from 95% to 98%

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Professional development to address culturally relevant strategies for student groups
Promote growth in all core areas

Student Achievement

Overall Summary

Student data disaggregation is critical to the academic success of FMS. Student and campus data is consistently monitored on a weekly basis in Professional Learning Communities to identify areas needing improvement. Administrators, coordinators, and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Teachers plan instruction accordingly. Teachers plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students (specifically African American, Hispanic, and White student groups as our data shows academic gaps between those groups.) Leadership teams meet regularly to identify campus goals and make changes as necessary. We are implementing strategies to ensure that more diverse students are enrolled in courses of rigor. Additionally, we are providing opportunities for remediation through processes such as double blocked classes and Reading software programs. We also will begin incorporating AVID strategies as we move towards becoming an AVID campus.

Summary of Strengths

What were the identified strengths?

MAP testing to identify academic strengths
Rosetta Stone for EL student
TELPAS practice sessions for EL students
TTAGS Rubric teacher evaluation tool utilized to drive classroom instruction
Coaching sessions for teachers based on evaluation and walk through data to ensure high quality instruction
T-PEGS for principals and assistant principals
High School credit opportunities for students

Summary of Needs

What were the identified needs?

Support for ELL Learners

Increase academic growth between specific student groups (African American, Hispanic, White)
Improve writing performance
Ensure teachers receive ESL Supplementary Certifications

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Reading, writing & Vocabulary programs to support ELL students
Headphones/microphones for Flipgrid

District Processes & Programs

Overall Summary

At FMS there is a high standard for best instructional practices as well as building social character. We are committed to keeping students at the center of all decisions. When students do not learn, we make adjustments within the instruction, school context, and organization. We strive to protect instructional time and promote communication between all stakeholders involved without student success. FMS creates an environment where personal growth is expected, recognized, and rewarded. We focus on improving student academic achievement by utilizing data to determine needs. FMS adheres to the District's system and frameworks that address consistent support for behavioral expectations and character development to maximize instructional time. Opportunities will be afforded for staff, students, parents, and the community to provide input for improving FMS. These committees include but are not limited to Site-Based Decision-Making Committee (SBDMC), Campus Leadership Teams, Parent-Teacher Organizations (PTO), campus mentors, and Student Leadership Teams. Master schedules are developed to support accelerated instruction, allow students to be involved in multiple activities, and earn high school credits.

Summary of Strengths

What were the identified strengths?

Committees to provide input and collaboration
Student organizations
Beginning Teacher Mentor Program
Assistant Principal per Grade Level
Counselor per grade level
Teacher developed discipline intervention plans

Summary of Needs

What were the identified needs?

Programs to strengthen student writing skills
Data walls with goal charts
Consistency in department lesson plans for student articulation
Programs that encourage rigorous instruction and college-readiness

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

AVID resources
Materials for PLC room

Perceptions

Overall Summary

FMS provides an engaging learning environment with differentiated instruction to meet the diverse learning needs of our students. Our motto is "CLAW"-- Create, Learn, Achieve, and Win. Specifically during this pandemic year, our staff will be creative, learn how to adapt and modify, achieve at the highest level, and win over the hearts and minds of our students. Quality work is expected for all stakeholders. Decisions are data driven with a focus on student learning outcomes. FMS ensures that students are provided a safe and civil environment that is conducive to student learning. This includes ensuring that we have locked classroom doors, utilization of security cameras, and monitoring of activity in restrooms/hallways and throughout the campus. Compliance and safety training will be completed by all staff members. Attendance (and its impact on student achievement) is emphasized daily. Discipline intervention plans will be implemented to decrease the number of students out of placement, keeping students in the classroom and building restorative practices in our staff. Failure intervention plans will be required for teachers with high student failure rates each six weeks.

Summary of Strengths

What were the identified strengths?

Positive working relationships among teachers and administrators
Community in Schools program and staff added to FMS campus
Daily Professional Learning Communities for tested areas
TISD Excellence Foundation Grant Opportunities
Leadership Team members bring concerns to the monthly meeting
CPI Training for appropriate staff members
Weekly recognition of Teacher and Support staff

Summary of Needs

What were the identified needs?

Consistent discipline practices
Engaging and relevant curriculum
Professional development focused on campus goals
Program offerings for parents and community members

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Professional development
Technology programs
PBIS

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	299	1588	129	43	170	57	68	23	34	11
	8	275									

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	339	1557	134	40	205	60	98	29	41	12
	7	289	1611	110	38	179	62	95	33	58	20
	8	319	1625	125	39	194	61	87	27	43	13

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	375	1538	169	45	206	55	102	27	41	11
	7	357	1627	114	32	243	68	140	39	71	20
	8	288	1661	79	27	209	73	124	43	52	18

2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											
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Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	140	1577	68	49	72	51	29	21	11	8
	8	140									
2017-18 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	175	1546	75	43	100	57	45	26	16	9
	7	147	1604	53	36	94	64	45	31	26	18
	8	148	1613	62	42	86	58	31	21	14	9
2018-19 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	185	1539	84	45	101	55	51	28	21	11
	7	182	1616	62	34	120	66	59	32	31	17
	8	147	1664	37	25	110	75	64	44	23	16
American Indian or Alaska Native	7	3									
	8	1									
American Indian or Alaska Native	6	0									
	7	1									
	8	3									
American Indian or Alaska Native	6	0									

	7	0									
	8	1									
Asian	7	0									
2016-17 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	73	1558	37	51	36	49	6	8	4	5
	8	59									
2017-18 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	66	1532	28	42	38	58	15	23	6	9
	7	67	1558	37	55	30	45	15	22	8	12
	8	76	1599	38	50	38	50	16	21	6	8
2018-19 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	88	1489	53	60	35	40	15	17	5	6
	7	68	1613	21	31	47	69	26	38	8	12
	8	61	1609	28	46	33	54	14	23	6	10
Native Hawaiian or Other Pacific Islander	7	0									

2016-17 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	79	1634	23	29	56	71	31	39	17	22
	8	67									

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	79	1583	28	35	51	65	28	35	16	20
	7	56	1681	14	25	42	75	27	48	20	36
	8	88	1661	24	27	64	73	37	42	21	24

2018-19 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	85	1579	29	34	56	66	29	34	14	16
	7	85	1645	27	32	58	68	40	47	24	28
	8	62	1694	10	16	52	84	36	58	18	29
Two or More Races	7	4									
	8	4									

2017-18 Reading STAAR Results

Student Group											
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Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	15	1649	1	7	14	93	9	60	3	20
	7	14	1629	4	29	10	71	6	43	2	14
	8	4									
2018-19 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	14	1550	3	21	11	79	4	29	0	0
	7	19	1678	4	21	15	79	12	63	6	32
	8	12	1700	2	17	10	83	7	58	3	25
2016-17 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	230	1571	111	48	119	52	43	19	15	7
	8	192									
2017-18 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	248	1546	106	43	142	57	61	25	22	9
	7	236	1604	93	39	143	61	75	32	43	18
	8	234	1613	104	44	130	56	51	22	23	10

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	286	1530	135	47	151	53	72	25	25	9
	7	261	1615	91	35	170	65	96	37	39	15
	8	216	1651	64	30	152	70	84	39	31	14

2016-17 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	65	1522	47	72	18	28	4	6	0	0
	8	40									

2017-18 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	0									
	7	53	1535	30	57	23	43	4	8	1	2
	8	61	1551	40	66	21	34	3	5	0	0

2018-19 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	6	67	1454	52	78	15	22	5	7	1	1
	7	53	1530	30	57	23	43	3	6	0	0
	8	47	1575	25	53	22	47	7	15	1	2

2016-17 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	24	1465	23	96	1	4	0	0	0	0
	8	20									

2017-18 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1385	25	96	1	4	1	4	1	4
	7	26	1440	22	85	4	15	2	8	2	8
	8	24	1484	23	96	1	4	0	0	0	0

2018-19 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	30	1416	24	80	6	20	1	3	0	0
	7	23	1473	20	87	3	13	0	0	0	0
	8	22	1465	19	86	3	14	1	5	0	0

2016-17 Reading STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	152	1525	102	67	50	33	10	7	3	2

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	300	3589	140	47	160	53	75	25	16	5
	7	140	3544	72	51	68	49	29	21	7	5
	7	2									
	7	0									
	7	73	3517	38	52	35	48	15	21	4	5
	7	0									
	7	81	3725	29	36	52	64	30	37	5	6
	7	4									
	7	232	3536	116	50	116	50	50	22	8	3
	7	65	3312	47	72	18	28	4	6	0	0
	7	24	3015	23	96	1	4	1	4	0	0
	7	153	3320	112	73	41	27	12	8	3	2

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	290	3731	112	39	178	61	91	31	34	12

	7	147	3691	59	40	88	60	47	32	13	9
	7	1									
	7	66	3481	37	56	29	44	11	17	2	3
	7	58	4002	13	22	45	78	25	43	12	21
	7	14	4071	2	14	12	86	5	36	5	36
	7	237	3667	99	42	138	58	68	29	22	9
	7	53	3353	35	66	18	34	6	11	0	0
	7	26	3034	22	85	4	15	1	4	1	4

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	356	3792	140	39	216	61	121	34	51	14
	7	182	3725	75	41	107	59	50	27	23	13
	7	0									
	7	67	3685	30	45	37	55	20	30	7	10
	7	85	3935	32	38	53	62	39	46	16	19
	7	19	4050	3	16	16	84	10	53	3	16
	7	261	3745	104	40	157	60	79	30	28	11
	7	53	3326	35	66	18	34	3	6	0	0
	7	23	3092	19	83	4	17	0	0	0	0

Mathematics

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	299	1601	137	46	162	54	60	20	14	5

	8	236									
2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	339	1661	55	16	284	84	180	53	65	19
	7	285	1614	113	40	172	60	72	25	26	9
	8	265	1628	98	37	167	63	57	22	8	3
2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	375	1637	81	22	294	78	147	39	67	18
	7	356	1627	125	35	231	65	107	30	32	9
	8	215	1664	50	23	165	77	86	40	9	4
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	140	1602	62	44	78	56	29	21	7	5
	8	122									
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	6	175	1673	23	13	152	87	101	58	41	23
	7	145	1617	56	39	89	61	41	28	12	8
	8	124	1629	46	37	78	63	25	20	4	3

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	185	1644	40	22	145	78	78	42	40	22
	7	182	1632	61	34	121	66	57	31	18	10
	8	106	1660	25	24	81	76	40	38	6	6
American Indian or Alaska Native	7	3									
	8	1									
American Indian or Alaska Native	6	0									
	7	1									
	8	2									
American Indian or Alaska Native	6	0									
	7	0									
	8	1									
Asian	7	0									

2016-17 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	73	1571	44	60	29	40	8	11	1	1
	8	49									

2017-18 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	66	1624	15	23	51	77	23	35	7	11
	7	66	1568	38	58	28	42	6	9	3	5
	8	69	1626	27	39	42	61	16	23	1	1

2018-19 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	88	1583	31	35	57	65	23	26	3	3
	7	68	1594	32	47	36	53	16	24	3	4
	8	56	1647	15	27	41	73	16	29	1	2
Native Hawaiian or Other Pacific Islander	7	0									

2016-17 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	79	1624	28	35	51	65	20	25	4	5
	8	56									

2017-18 Mathematics STAAR Results

Student Group											
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White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	79	1660	14	18	65	82	43	54	14	18
	7	56	1655	12	21	44	79	21	38	7	13
	8	67	1628	24	36	43	64	14	21	3	4
2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	85	1678	7	8	78	92	41	48	21	25
	7	85	1643	24	28	61	72	28	33	10	12
	8	40	1688	8	20	32	80	24	60	2	5
Two or More Races	7	4									
	8	4									
2017-18 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	15	1695	2	13	13	87	10	67	2	13
	7	13	1611	5	38	8	62	2	15	2	15
	8	3									
2018-19 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	6	14	1591	3	21	11	79	2	14	1	7
	7	18	1608	7	39	11	61	5	28	0	0
	8	11	1682	2	18	9	82	5	45	0	0
2016-17 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	230	1591	112	49	118	51	38	17	8	3
	8	172									
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	248	1654	44	18	204	82	123	50	42	17
	7	232	1611	94	41	138	59	55	24	20	9
	8	205	1623	83	40	122	60	42	20	5	2
2018-19 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	286	1628	65	23	221	77	106	37	47	16
	7	261	1617	99	38	162	62	73	28	20	8
	8	164	1656	43	26	121	74	61	37	6	4
2016-17 Mathematics STAAR Results											
Student Group											

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	65	1562	38	58	27	42	3	5	0	0
	8	40									
2017-18 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	0									
	7	52	1576	30	58	22	42	6	12	1	2
	8	60	1607	28	47	32	53	7	12	1	2
2018-19 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	67	1567	25	37	42	63	12	18	3	4
	7	53	1578	24	45	29	55	8	15	2	4
	8	44	1620	16	36	28	64	12	27	1	2
2016-17 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	24	1504	23	96	1	4	0	0	0	0
	8	21									
2017-18 Mathematics STAAR Results											

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1556	14	54	12	46	4	15	1	4
	7	26	1534	20	77	6	23	1	4	0	0
	8	24	1540	19	79	5	21	0	0	0	0

2018-19 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	30	1550	16	53	14	47	6	20	2	7
	7	23	1502	19	83	4	17	1	4	0	0
	8	22	1525	14	64	8	36	1	5	0	0

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	152	1547	104	68	48	32	7	5	0	0

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	38	4569	0	0	38	100	36	95	27	71
Hispanic/	18	4677	0	0	18	100	17	94	14	78

Latino										
Black or African American	10	4359	0	0	10	100	9	90	5	50
White	10	4586	0	0	10	100	10	100	8	80
Economically Disadvantaged	21	4561	0	0	21	100	19	90	16	76

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4271	2	4	51	96	39	74	23	43
Hispanic/Latino	24	4348	2	8	22	92	19	79	12	50
Black or African American	7	4134	0	0	7	100	5	71	2	29
White	19	4183	0	0	19	100	12	63	7	37
Economically Disadvantaged	29	4345	1	3	28	97	25	86	14	48

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	75	4529	0	0	75	100	68	91	49	65
Hispanic/Latino	41	4488	0	0	41	100	37	90	26	63
Black or African American	6	4215	0	0	6	100	5	83	1	17
White	23	4596	0	0	23	100	21	91	18	78
Economically Disadvantaged	53	4472	0	0	53	100	47	89	31	58

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	277									
	8	141									
	8	1									
	8	60									
	8	69									
	8	3									
	8	202									
	8	42									

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	318	3699	122	38	196	62	90	28	36	11
	8	148	3645	63	43	85	57	36	24	14	9
	8	3									
	8	76	3605	32	42	44	58	16	21	3	4
	8	85	3826	25	29	60	71	33	39	16	19
	8	4									
	8	238	3625	104	44	134	56	51	21	21	9
	8	4									
	8	26	3200	22	85	4	15	2	8	1	4

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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			Scale Score								
				#	%	#	%	#	%	#	%
	8	288	3837	88	31	200	69	108	38	53	18
	8	148	3775	50	34	98	66	49	33	23	16
	8	1									
	8	59	3670	22	37	37	63	13	22	5	8
	8	62	4114	11	18	51	82	37	60	22	35
	8	12	3869	4	33	8	67	5	42	2	17
	8	214	3776	74	35	140	65	73	34	36	17
	8	48	3453	32	67	16	33	5	10	3	6
	8	20	3273	15	75	5	25	2	10	1	5

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	276									
Hispanic/Latino	8	141									
American Indian or Alaska Native	8	1									
Black or African American	8	59									
White	8	69									
Two or More Races	8	3									
Economically Disadvantaged	8	201									
Limited English Proficient	8	42									
Special Education	8	22									

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	320	3620	147	46	173	54	78	24	40	13
Hispanic/Latino	8	148	3578	76	51	72	49	28	19	14	9
American Indian or Alaska Native	8	3									
Black or African American	8	77	3539	37	48	40	52	16	21	6	8
White	8	86	3722	32	37	54	63	30	35	16	19
Two or More Races	8	4									
Economically Disadvantaged	8	239	3550	125	52	114	48	46	19	20	8
Limited English Proficient	8	4									
Special Education	8	27	3222	21	78	6	22	2	7	1	4

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	289	3639	127	44	162	56	67	23	42	15
Hispanic/Latino	8	148	3621	67	45	81	55	34	23	21	14
American Indian or Alaska Native	8	1									
Black or African American	8	59	3468	36	61	23	39	5	8	3	5
White	8	63	3836	16	25	47	75	22	35	16	25
Two or More Races	8	12	3619	6	50	6	50	3	25	1	8
Economically	8	214	3587	102	48	112	52	41	19	25	12

Disadvantaged											
Limited English Proficient	8	48	3301	37	77	11	23	4	8	2	4
Special Education	8	20	3324	16	80	4	20	2	10	1	5

Goals and Strategies

Goal 1: Expect students to engage in rigorous learning for high achievement

High achievement for all students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning.

Evaluation Data Source(s):

Unit assessments, MAP, Reading Plus, STAAR, TELPAS

Summative Evaluation:

TIP Areas will meet targets; Student growth will increase

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Targeted Support Strategy

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal; Assistant Principals

Strategy's Expected Result/Impact

Improved academic student performance

Reviews

Formative
Summative

Resources

Amount	18400
Source	270 Title V
Description	Reading Plus 18400
Amount	50000
Source	424 IMA
Budget Reference	425
Description	Calculators
Amount	4000
Source	199 General Fund
Budget Reference	199
Description	Discovery Education

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance

CSF 2 - Increase the User of Quality Data to Drive Instruction

Targeted Support Strategy

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals, department heads

Strategy's Expected Result/Impact

Growth between individual student groups and increased academic achievement for the campus

Reviews

Formative
Summative

Resources

Amount	10641.50
Source	424 IMA
Description	MAP

Strategy/Activity 3

Create specific instructional programs for student groups that did not meet academic targets on standardized assessments and provide interventions to improve the academic performance of students based on school and state data reports.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 4 - Increased Learning Time

Timeline

September 2020 - June 20201

Person(s) Responsible/Monitor

Principal, assistant principals, FLT

Strategy's Expected Result/Impact

Close academic gaps between student groups

Reviews

Formative
Summative

Resources

Amount	13000
Source	State Comp Ed
Description	Tutoring and interventions for targeted students based on data results

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality
Targeted Support Strategy

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals, teachers

Strategy's Expected Result/Impact

Improve quality of classroom teachers

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Amount

22000

Source

State Comp Ed

Description

Technology devices and programs

Strategy/Activity 7

Ensure language acquisition instructional strategies and implementation of ELPS to support to EL students.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****Timeline**

August 2021 - May 2020

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

TELPAS scores increase; students exit EL Programs

Reviews**Formative**
Summative**Resources****Strategy/Activity 8**

Implement a district level, well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Chris Turner, Principal

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews**Formative**
Summative**Resources**

Source

199 General Fund

Description

PBIS Support

Objective 2:

Increase the enrollment of students in College and Career courses and honors courses.

Evaluation Data Source(s):

Master schedule

Summative Evaluation:

Increase in enrollment percentage from previous year

Strategy/Activity 1

Promote the CCR courses on campus and increase interest through teacher recommendations, program showcases, and implementation of the AVID Program.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, Elective teachers, counselors

Strategy's Expected Result/Impact

Higher participation in CCR and honors courses

Reviews

Formative
Summative

Resources

Amount

20000

Source

289 Title IV

Description

AVID Program

Strategy/Activity 2

Provide early introduction to CTE/STEM/STEAM instruction, enhance existing programs, and provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Chris Turner, Principal

Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

Formative
Summative

Resources

Objective 3:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative

Summative

Resources

Strategy/Activity 2

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative

Summative

Resources**Amount**

25000

Source

State Comp Ed

Description

Summer school, enrichment programs

Strategy/Activity 3

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews**Formative
Summative****Resources****Strategy/Activity 4**

Analyze data and implement enhanced dropout prevention efforts to decrease the student drop out rate. [TEC11.255]

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal and Assistant Principals

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Goal 2: Maintain a safe learning environment
Expect a high quality learning environment, both physical and social-emotional for high student achievement

Performance Objective 1:
Maintain a safe and civil campus that is conducive for student learning.

Evaluation Data Source(s):
PEIMS Discipline Reports; TxEIS Discipline Reports

Summative Evaluation:
Discipline reports

Strategy/Activity 1
Implement the district's discipline management plan effectively and equitably to ensure all students can learn without disruption.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline
September 2020 - June 2021

Person(s) Responsible/Monitor
Principal, assistant principals

Strategy's Expected Result/Impact
Reduction in discipline referrals, more instructional time for students in the classroom

Reviews

Formative
Summative

Resources

Strategy/Activity 2
Implement the ROAR program to address prohibited conduct including bullying, harassment, and abuse.

Critical Success Factor(s) CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

September 2020 - June 2021

Person(s) Responsible/Monitor

Principal, assistant principals

Strategy's Expected Result/Impact

Maintain student health and safety on campus

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff.

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Implement measures to address social-emotional needs of students and staff.

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

Ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036] and provide programs such as drug education prevention, crisis management, trauma sessions, and mental health support for staff and students.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Counselors, district support personnel

Strategy's Expected Result/Impact

Improve teacher/staff capacity to assist with student needs and reduce prohibitive behavior among students.

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Guidance lessons will be provided by school counselors to help students cope with social and emotional needs, abuse, and drop-out procedures.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

October 2020 - June 2021

Person(s) Responsible/Monitor

Assistant principals, counselors

Strategy's Expected Result/Impact

Increased social and emotional health of students.

Reviews

Formative
Summative

Resources**Strategy/Activity 3**

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources**Strategy/Activity 4**

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s)**CSF 1 - Improve Academic Performance****CSF 6 - Improve School Climate****Timeline**

August 2020 - May 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews**Formative**
Summative**Resources****Strategy/Activity 5**

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)**CSF 6 - Improve School Climate****Timeline**

August 2020-July 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s) CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Chris Turner

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Goal 3: Financial Stability

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Recruit, retain and train certified and highly effective teachers.

Evaluation Data Source(s):

District Staffing Report, TAPR Report

Summative Evaluation:

Responsible use of monetary and human resources

Strategy/Activity 1

Recruit and retain a diverse, highly qualified staff.

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal, District HR department

Strategy's Expected Result/Impact

Higher teacher retention, improved school culture and student achievement

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide high quality staff development for all teachers and administrators to build capacity, including T-TAGS, instructional best practices, technology applications, and PLC process.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal, assistant principals, district support staff

Strategy's Expected Result/Impact

Effective classroom instruction, higher academic achievement,

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Utilize district's automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal; Campus PEIMS Clerk

Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Decrease teacher turnover rate.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal; Assistant Principals

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Ensure beginning teachers are supported through through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Goal 4: Parent and community engagement
Expect engagement with families and the community for high student achievement.

Performance Objective 1:
Parents will be full partners in the education of their children.

Evaluation Data Source(s):
Parent surveys, school event attendance

Summative Evaluation:
Event and program participation

Strategy/Activity 1
The campus will provide opportunities for parent involvement activities including virtual parent conference days, parent education sessions, PTO events, and student recognition programs.

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**

Timeline
September 2020 - June 2021

Person(s) Responsible/Monitor
Principal, PTA coordinator, Furlough Leadership Team

Strategy's Expected Result/Impact
Increased parent and community involvement

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Solicit more parental and community involvement for campus events and activities by utilizing different social media and communication outlets (Remind, Facebook, Twitter, campus website) to keep parents and the community informed.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Principal, assistant principals, librarian, District Communication Director

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of campus activities.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Principal; Counselors

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative
Summative

Resources

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	All students and staff will be able to recite the school's mission statement and adhere to its policy for a safe and civil, high achieving campus.	Increase in school achievement based on curriculum assessment data; growth in teacher capacity as evidenced by walkthrough tracking data and coaching opportunities.	A seamless, consistent, and structured PLC process for each content area that uses student data to drive instruction and achieve campus goals.
Desired 90-day Outcome	At least 50% of the student population and 100% of the staff can recite the campus mission statement, keeping in mind that staff has to develop a mindset that all students can achieve at high levels and promote a college-going culture. Our mission statement will be our guiding principle to ensure that we stay grounded in these beliefs.	All teacher lesson plan templates will match the Fundamental 5 framework and include the descriptive instructional strategies that will be used in the classroom. Lesson plans should include multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups.	A common PLC language and process will be in place for all content areas and visible student data progress measures will be available in teacher classrooms. Teachers will follow an SRI Protocol that guides them in the process to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Barriers to Address During this Cycle	<ul style="list-style-type: none"> - Inconsistency around campus policies for high expectations - Lack of knowledge around vision, mission and goals for FMS - Teaching practices are not necessarily up-to-date - School culture needs to be addressed first 	<ul style="list-style-type: none"> - Consistent framework - Time - Lack of training - Overwhelming amount of tasks - Lack of clear expectations of what differentiated instruction is for those specific groups 	<ul style="list-style-type: none"> - Some teachers are new to data - Need to understand how to correctly analyze the data - Need to understand how to identify trends in misconceptions - Lack of training on how to analyze (i.e. MAP testing) and implement (focus)
District Actions for this Cycle			
District Commitment Theory of Action	If...then,	If...then,	If...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the data evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
We will implement monthly staff PD sessions that is inclusive of topics such as school culture, policies and procedures, and expectations	3.1	September 20 - December 20	PD materials	Principals				
We will begin implementation of AVID strategies in preparation of Summer Institute attendance for 2020.	3.1	November 20 - May 21	AVID Curriculum Resources	Principal/AVID Teacher				

We will create a universal lesson plan template and provide staff development on how it will be incorporated.	5.1	October 20 - May 20	Google Docs/Eduphoria	Principal				
We will establish a consistent protocol to use in Professional Learning Communities to discuss and analyze data and use to drive teacher instruction and student results.	5.3	October 20 - May 20	PLC Time, SRI Protocols	Principals, Instructional Coaches, Team Leads				
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		