

Clear Creek Independent School District

Brookside Intermediate School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: November 18, 2019

Mission Statement

The mission of Brookside Intermediate School, the innovative model of a diverse student-centered learning community, is to ensure each student maximizes his or her potential, develops personal ownership and a passion for learning, through a dynamic system distinguished by trust, personalized learning, collaboration, and community service.

Vision

- Each student is empowered to become productive, service-oriented citizens and enrich the global community in a meaningful way.
 - Each student discovers and develops his or her unique talents and objectives.
 - Each student takes ownership in the identification, design, and implementation of his or her learning goals.
 - Each student develops the confidence to pursue continuous learning and personal growth.

Value Statement

Trustworthiness - Act with honesty in all that you do.

Respect - Value yourself and others.

Responsibility - Own your choices.

Fairness - Play by the rules and consider the needs of others.

Caring - Be kind to others.

Citizenship - Work to improve your school, community, and country.

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Comprehensive Needs Assessment

Needs Assessment Overview

The Clear Creek Independent School District was founded in 1948 and, as of 2017-2018 served 39,808 students in grades PK through 12 compared to 35,378 students in 2006-07. Currently, Brookside Intermediate serves 898 students in grades 6th-8th. Total student enrollment in 2017-2018 was 767.

The student population of Brookside Intermediate is 11.6 % African American, 32% Hispanic, 45.6% White, 0.2% American Indian, 8% Asian, 0% Pacific Islander, and 3.6% of two or more races. The staff population is 5.7% African American, 8.5 % Hispanic, 85.8% White, 0.0% American Indian, 0.0% Asian, 0.0% Pacific Islander, and 0.2 % of two or more races.

The overall mobility rate for the campus is 15%. The average daily attendance rate for students is 96.4%. The average daily attendance rate for staff is 97%. By Our English Language Learner population comprises 5% of our total student population. In 2017-18, economically disadvantaged was population at 48%, Special Education at 13.6%, and Gifted and Talented at 5.6%

Special Programs

Our School Wide Title 1 funds will support more family involvement activities, remediation and intervention support personnel to assist specifically in reading, writing, math, science, and social studies. In addition, available funds will be used to support before and after school tutoring and transportation for students requiring further support.

Furthermore, funds will be used for materials to support reading intervention programs, such as Leveled Literacy Intervention (LLI) and assessment kits to support the establishment of baseline reading levels on all below level readers. In addition, instructional resources to enhance classroom libraries to promote student choice in independent text will be purchased, along with leveled text to support students' progress in instructional text. These will be used throughout the year to measure and support progress in English Language Arts. Instructional resources will be purchased to support math TARGET classes. In addition to these resources, we will hire full time instructional coaches in the areas of humanities, science, and math to support our teachers with implementation of curriculum and best practices based on consistent data. Title III funding is utilized at Brookside Intermediate School to provide students as second language learners with materials and resources to develop language proficiency skills. Our State Compensatory Program (SCE) funds will be used to support our pull out and push in literacy and math intervention staff.

The Brookside Intermediate Comprehensive Needs Assessment process is described below.

The site-based decision-making team met to evaluate the previous years' data. The committee evaluated program evaluations, survey results, and the following data: District Curriculum, Benchmarks, Curriculum Based assessments, STAAR, Attendance (students and staff), Discipline data, Student and Staff surveys, TAPR reports and demographic reports. Documentation of the process includes meeting minutes, agendas, sign-in sheets, copies of data

reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

Student Achievement

Brookside Intermediate’s strengths in this area include 6th-8th grades show significant improvement on Curriculum Based Assessments in English Language Arts than previous years, 6th grade STAAR scores in Math are significantly higher than comparable schools in the district and have significantly improved as rigor of assessment has increased, equity across genders in scores on STAAR, CBA, and Benchmark Assessments, 7th grade math STAAR scores are steadily improving as rigor of state assessment increases, and an increasing number of students who receive special education services met growth measure (scoring more questions correctly on STAAR from previous year) on their STAAR assessments in the area of mathematics. 8th grade science STAAR scores improved by 9% and align with the district average.

The challenges Brookside currently faces are 7th grade Writing STAAR/Benchmark/Curriculum Based Assessment data are improving, yet still fall in the lower end of the district average, ELL and Economically Disadvantaged populations have the lowest cumulative grade averages and curriculum Based Assessment averages in the district, and 8th grade Social Studies STAAR scores dropped from 67% in 2015-2016 to 49% passing 2016-2017, and 43% passing in 2017-2018. (Results on all spring 2016 STAAR Assessments can be seen on chart below.

Intermediate STAAR Student Results: CCISD Average Compared to District Average

Grade Level	Subject	Brookside 2016	Brookside 2017	Brookside 2018	CCISD
		% Satisfactory**	% Satisfactory	% Satisfactory	2018 % Satisfactory
6	Reading	76%	74%	71%	76%
7	Reading	71%	74%	78%	82%
8	Reading	86%	87%	87%	90%
7	Writing	67%	73%	70%	77%
6	Mathematics	83%	80%	80%	83%
7	Mathematics	62%	75%	73%	82%
8	Mathematics	87%	88%	80%	87%
8	Science	82%	67%	76%	77%
8	Social Studies	65%	49%	43%	69%

Additional Targeted Support

Brookside Intermediate has been identified as an Additional Targeted Support School because of our 2018 accountability data. Specifically, the following

student groups were identified for not meeting minimum targets on the STAAR: 1) White, 2) Asian, and 3) Two or more races.

In reviewing our student performance data, we examined potential root causes behind this performance. In developing our plan to improve student achievement we have considered and planned for student academic improvement as follows:

The primary actions we will take to improve student achievement for these identified student groups: Teachers and administrators analyze student performance data. Students analyze own data and are assisted in setting goals for improvement. Students select artifacts of celebration and works in progress to load to e-portfolios. These e-portfolios will guide their student led conferences as well as further foster ownership of learning. Teachers work with students to monitor progress and provide support. Teachers establish open lines of communication with parents. Teachers provide additional, individualized support, as needed. Administrators monitor individual student performance data. Coaches work with teachers to use a variety of instructional strategies to support each student.

How will the campus know that the plan is being implemented?

Teachers, coaches, and administrators meet regularly, at least once each month, to review individual student performance data. Changes are made based on student outcomes, including but not limited to additional intervention and changes in teaching approaches. Successes are celebrated and shared with students and parents. Overall progress is reported to the CIIC in December/January and March.

School Culture and Climate/School Context and Organization

Brookside Intermediate School shows strengths in this area. These are diverse and varied offerings of student clubs, groups, and electives as well as a district carries distinctions of a recognized rating and Top Work Place in Texas making this a sought-after place for families who value education as well as highly qualified employees. According to district climate survey, parents and students report being pleased with the varied instructional approaches being offered in classrooms this year compared to previous year, as well as parents and students report feeling campus administration is open to feedback and works to make the campus accessible to families. Students and parents report enjoying the focus on character development through the Core Value Rallies and Shout Outs on announcements each morning. As a result of PBIS implementation, office referrals in total have decreased.

The challenges Brookside currently faces in this area are according to district climate survey, students and parents give their school a slightly lower grade (although higher than previous years) than do staff. Discipline referral data from 2017-2018 reveals, a decrease yet still significant number (238) of students receive in school suspension, out of school suspension, and Alternative Educational Placements as compared to surrounding schools, according to discipline referral data and a significant number of reports reference inappropriate use of technology on their school issued tablets and cellular phones. Parents report in climate survey desiring more support and training in teaching their children digital citizenship skills. Parents also report wanting more consistent communication from their child's classroom teachers.

Staff Quality, Recruitment, and Retention

Brookside Intermediate's strengths include a district that gathers a pool of qualified candidates and professional learning that is data driven through individualized goal setting meetings, data talks, and campus and feeder school learning walks. Another strength is the campus planning and training that routinely takes place in each nine weeks. Our staff is committed to helping our students experience academic success. They are willing to attend

professional development sessions on campus and in the district. They keep in contact with parents in various ways – email, phone calls, in-person conferences, home visits. The staff meets regularly to discuss students’ needs. They create specific plans to address the needs of the students.

Brookside Intermediate faces the challenge of desiring more time built into the school day for teachers to collaborate and plan quality lessons building on one another’s expertise and insight.

Curriculum, Instruction, and Assessment

In the area of curriculum, instruction, and assessment, strengths to be noted are a curriculum that is clearly aligned to the Texas Essential Knowledge and Skills and assessments provided through the curriculum and created by the district are aligned to objectives and “I can” statements. Also, a strength is that the curriculum is revised often based on campus and teacher/parent feedback. The curriculum places value of allowing student voice and choice.

The challenges Brookside faces in this area include curriculum is lacking specific supports for teachers to reach special populations and in need of more opportunities for students to apply 21st century learning skills. In addition, the curriculum could benefit from providing teachers are broader scope of assessments, most specifically pre- assessments, as well as meaningful blended learning opportunities and funding to support these software programs.

Family and Community Involvement

Strengths include support from consistent community partners through Communities in Schools, increasing community attendance at school events and more opportunities for family and community involvement, and staff presence and involvement at school events is increasing. Brookside will be holding student led conferences this year inviting parents in to hear their students share their learning celebrations and areas of continued growth.

Challenges in this area include communication with families of many different languages, many of our parents lack transportation and work many hours or shift resulting in their inability to attend school functions when offered at a variety of times, and our community desires for support in parenting tips for teenagers.

Technology

Brookside Intermediate shows some strengths in the area of technology. These include staff are continuing to develop their knowledge of the best ways to enhance learning through the use of web based applications, wireless implementation of initiatives such 1:1 and BYOD (Bring your own Device) have supported increased frequent and consistent access to enhanced learning opportunities.

Brookside Intermediate faces some challenges in the area of technology. The staff are not provided adequate time to become proficient at technology integration, maintaining campus and district funding necessary to meet technological needs, and our community desires to learn more about how technology enhances learning, as well as digital citizenship. Students are not provided consistent campus instruction to adequately acquire basic technology skills necessary for efficient use. Additionally, internet access for our community to continue learning at home with district issued tablet is a concern, as well the ability for all families to pay fees as a result of technology damage or losses.

Summary of Comprehensive Needs including Next Steps

Student Achievement:

Brookside will utilize full time instructional coaches to support teachers in using data as a guide in planning quality instruction for our students. They will also play an integral role in job embedded professional learning in which teachers will have opportunities to learn from and with each other frequently. We will analyze the effectiveness of all remediation and intervention programs, including but not limited to reading and math Target classes, RtI advisory classes, teacher tutoring, school wide tutoring, and reading and math push in and pull out teachers. We will continue to strengthen our Response to Intervention process resulting in focused and targeted interventions for each of our students who have academic, social, or emotional needs. Additionally, we will work on building a staff, student, and community of learners in which all voices are valued and respect is afforded at all times to each member. We will do this through embedding character education lessons into our daily routines, along with grade level community building through character and team building activities.

School Culture and Climate and Context and Organization

The Brookside Master schedule will include common planning times for same grade/same subject teachers to promote planning collaboratively. Professional learning communities will be established across the campus with dedicated time monthly to analyze data and share ideas as they relate to campus goals. Instructional staff will implement personalized professional learning opportunities for all teachers. We will foster a culture of open doors so all staff can learn from the strengths of their colleagues. We will work on building a staff, student, and community of learners in which all voices are valued and respect is afforded at all times to each member. We will do this through embedding character education lessons into our daily routines, along with grade level community building through character and team building activities. Digital Citizenship lessons will be embedded into character education lessons. Digital Citizenship tips will be shared with parents monthly through the Bulldog Bulletin. We will pilot and implement Positive Behavioral Interventions and Supports (PBIS) to help support teachers who struggle with excessive student behavior. Clear criteria will be established for all intervention/remediation with progress monitoring measures and supports in place. We will offer after school clubs and tutoring and will provide transportation to promote open access for all students.

Staff Quality, Recruitment, and Retention

Staff attendance will BE encouraged and promoted through acknowledging staff with perfect attendance through monthly recognition and reward. Instructional coaches will collaborate with the Lead Mentor to ensure regular and consistent support for all new teachers with one to two year experience.

Curriculum, Instruction, and Assessment

Teachers will be provided common planning times to promote additional planning and discussion required to reach our struggling learners. Best Instructional Practices/"Look Fors" for all content areas will be utilized in planning and reinforced in professional learning, as well as in data talks and observation follow up conversations. Professional learning in universal design for learning and personalization will be embedded throughout learning walks, staff meetings, and campus planning to promote 21st century skills, as well as encourage choice in student products and/or assessments. We will continue to support the staff by providing campus professional development opportunities. We will have an in-depth focus on the work we are expecting for every student and planning authentic lessons. With the diverse needs on our campus, teachers need day to day support from administrators, instructional coaches and other staff members.

Family and Community Involvement

Weekly communication through the Bulldog Bulletin will be sent in both Spanish and English (two most prominent languages spoken at Brookside). We will also continue to use Facebook and Twitter as a means for communication and a way to showcase school happenings. The new/revised Brookside mission places great emphasis on increased service learning opportunities which will positively impact our local and greater community. Service opportunities will be provided through learning options in core content classes, as well as electives, resulting in our students and staff making more of an impact on our surrounding community. Community will be invited to campus learning walks and committee meetings. Options for supporting students in need of help in affording extracurricular fees will be explored. Brookside will be offering student led conferences for parents to attend this year. In these conferences, the student will lead the conference sharing artifacts of celebration and works in progress from their e-portfolios.

Technology

Job embedded professional learning and allowing teachers planning time to hone their skills at technology integration to enhance learning will be provided. We will work alongside our district in using the internet at home survey to provide resources for our families needing internet access at home. We will open up our school after school for students to stay to complete homework that requires the use of the internet. Transportation home will be provided. Digital citizenship tips will be incorporated into morning meetings at least twice monthly.

Priority Problem Statements

Problem Statement 1: Brookside Intermediate School received a "D" in the Closing the Gaps Domain, earning 68 out of 100 points for the 2018-19 school year.

Root Cause 1: The Closing the Gaps domain score is determined through a combination of grade level performance (14 of 22 targets met), academic growth (0 of 22 targets met), English language proficiency (0 of 1 target met), and student achievement (8 of 12 targets met) measures.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Academic Growth for all students in the area of Math with the goal of moving our Academic Growth domain score from 58% to 65%.

Performance Objective 1: Campus staff to intentionally, strategically, and specifically use STAAR performance data, and TEKS specific data to inform teacher instructional practices and individual student needs. Creating Learning Maps to ensure taught curriculum alignment to assessed curriculum. Teachers across the math content utilizing mastery based teaching that allows for student to continually re-assess as they continually strive for growth towards the student learning targets.

Evaluation Data Source(s) 1: Math Benchmarks

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Training, and creation and implementation of Learning Maps across all content areas to ensure written, taught and assessed curriculum alignment.	Admin, Instructional Coaches, All teachers	Training Oct. 14 sign-in, presentation material, Learning Map Creation in Common Planning with Instructional Coaches, Learning Maps provided to administration, Learning Maps part of each common planning and PLC agenda				
2) Use of teacher specific growth matrix data and STAAR data to co-construct teacher personal growth with instructional coaches based on disaggregation and reflection on the data.	Admin, Instructional Coaches, All teachers	Data printed for each math and ELA teacher. Instructional coaches used in PLC and common planning days, Agendas, copies of data				
3) Data Driven Dialogue protocol used with all teachers individually during back to school PL and teacher commitment map goals co-constructed with Instructional Coaches	Admin, Instructional Coaches, All teachers	training agenda, commitment map completion and submission by all teachers, new to BIS goal setting meetings				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Identification of Target Classes for Math & Reading based on student specific STAAR data for each grade level in Math and Reading	Admin, Instructional Coaches, Counselors, Target teachers	Target classes created with use of STAAR data, Target Rosters				
5) Math Interventionist - Push-in Model where classes were identified based on student STAAR assesment data and utilized for small group instruction during class	Admin., Instructional coaches, all teachers	Student three year STAAR data, color coded with level reached, growth amount indicated. Teacher specific data based on rosters				
6) 3 year STAAR Growth Data for Math and Reading for every individual student on campus with growth change indicated provided for each student based on teacher rosters across every department	Admin., Instructional coaches, all teachers	Student three year STAAR data, color coded with level reached, growth amount indicated. Teacher specific data based on rosters				
7) "Benchmark test for Math and ELA with data to be used for determining current growth to ultimately be used for small group and target interventions "	Instructional Coaches, ELA and Math teachers	Benchmark scores and comparison to student STAAR scores from previous year				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Academic Growth for all students in the area of Math with the goal of moving our Academic Growth domain score from 58% to 65%.

Performance Objective 2: Teachers to plan intentionally, strategically, and specifically based on individual student data on formative and summative assessments to drive first time instruction, small groups, future spiraled assessments, and modify instruction based on student learning target progressions.

Evaluation Data Source(s) 2: District Math Interim Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilization of Get More Math (GMM) and Prodigy software programs to increase aligned math skills that are identified by the teacher and adapted as the student progresses	Math Instructional Coach & Math Teachers	GMM & Prodigy Reports				
2) Increase intentionality in Math for growth in learning as evident in learning checks and multiple pass testing to show student growth and enable students continual journey to mastery during each unit objectives	Math teachers, Math Instructional Coach	Learning check creation and student data, Summative assessment data and comparison to unit learning check data/reassessment data, Aware first pass summative assessment data				
3) CBA summative assessment for Math and ELA in all grade levels to use data to drive spiraling, interventions, and targeted interventions	Instructional Coaches, ELA and Reading teachers	testing data, common planning/PLC agendas for data disaggregation, intervention schedule, spiral TEKS selection, test copies				
4) Campus PL team collaboration Days - specifically to review interim assessment data	Admin, Instructional Coaches, ELA and Reading teachers	testing data, common planning/PLC agendas for data disaggregation, intervention schedule, spiral TEKS selection, test copies				
5) Weekly coaching observations with feedback in math & reading classrooms to inform current teaching practices and plan for future needs based on content specific look-fors and commitments	Admin, Instructional Coaches, ELA and Reading teachers	calendar, feedback given, look for documentation per content area				
6) Math Interventionist - Push-in Model where classes were identified based on student STAAR assessment data and utilized for small group instruction during class	Math Coach, Math classroom teacher & Math Interventionist	learning check scores, learning check re-assessments, unit exams				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Create and implement in class STAAR Review, small group intervention/remediation based on in class summative assessments, Benchmarks , and CBAs that is based on individual student needs	Instructional Coaches, math and reading teachers	student yearly assessment data, Blitz plan and content, student tracking form, small group instuction and student rosters				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Academic Growth for all students in the area of Math with the goal of moving our Academic Growth domain score from 58% to 65%.

Performance Objective 3: Continued use of data, curriculum resources, learning maps and observation feedback to drive first time instruction, plan for in class real time intervention, and to create student data specific STAAR Review Blitz.

Evaluation Data Source(s) 3: State Math Interim Assessments

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus PL team collaboration Days - specifically to plan for creation and implementation of data driven and student specific STAAR Review Blitz	Admin, Instructional Coaches, ELA and Reading teachers	testing data, common planning/PLC agendas for data disaggregation, Blitz schedule, Student data for yearly summative exams, Blitz schedule and resources				
2) Utilization of Get More Math (GMM) and Prodigy software programs to increase aligned math skills that are identified by the teacher and adapted as the student progresses	Math Instructional Coach & Math Teachers	GMM & Prodigy Reports				
3) Weekly coaching observations with feedback in math & reading classrooms to inform current teaching practices and plan for future needs based on content specific look-fors and commitments	Admin, Instructional Coaches, ELA and Reading teachers	calendar				
4) Interim STAAR assessment for Math and ELA in all grade levels	Admin, Instructional Coaches, ELA and Reading teachers	testing rosters, test scores				
5) Math Interventionist - Push-in Model where classes were identified based on student STAAR assesment data and utilized for small group instruction during class	LLI teacher, ELA Instructional Coach	Rosters of LLI students, BAS scores, BAS score progressions, LLI class points/progressions, LLI lessons				
6) Continued creation and implementation of Learning Maps across all content areas to ensure written, taught and assessed curriculum alignment. Additionally, use learning maps for student self-assessment and data tracking	Admin, Instructional Coaches, All teachers	Learning map copies, PLC/Common planning agendas reflecting learning map creation				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
						

Goal 1: Academic Growth for all students in the area of Math with the goal of moving our Academic Growth domain score from 58% to 65%.

Performance Objective 4: Campus staff to intentionally, strategically, and specifically use STAAR performance data, and TEKS specific data to inform teacher instructional practices and individual student needs. Creating Learning Maps to ensure taught curriculum alignment to assessed curriculum. Teachers across the math content utilizing mastery based teaching that allows for student to continually re-assess as they continually strive for growth towards the student learning targets.

Evaluation Data Source(s) 4: Math STAAR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) STAAR Growth Data by teacher and rising students to inform planning, learning map modifications, drive teacher goals and instructional needs	Admin., Instructional Coaches, classroom teachers	STAAR data copies, Data Commitment Maps per teacher, learning maps				
2) Analyzing and creating Master Schedule: looking at placement of sheltered, inclusion, and SLL students; lunch period strategic placement of classes based on length of period, etc.; teacher prep placement based on STAAR data	Administration	Master schedule with course placement, teacher preps				
3) Strategic Advisories built on student needs indicated from STAAR assessment data	Administration, counselors	STAAR student data, Advisory rosters, advisory creation criteria				
4) Hire qualified English and Math teachers for next school year for vacancies	Administration, department leads, instructional coaches	Resumes, interview scoring rubrics				
5) Data analysis of STAAR results to target and invite STAAR Academy students, Jumpstart, and Grit Camp students	Admin., Instructional Coaches, classroom teachers	STAAR scores, camp rosters, activities & lesson plans				
6) Data analysis of STAAR results to determine strengths, areas to target for growth, and make an instructional plan for the next school year.	Administration, department leads, instructional coaches	STAAR scores, leader camp agenda and products				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Goal 2: Academic Growth for all students in the area of Reading with the goal of moving our Academic Growth domain score from 62% to 66%.

Performance Objective 1: Campus staff to intentionally, strategically, and specifically use STAAR performance data, and TEK specific data to inform teacher instructional practices and individual student needs. Creating Learning Maps in the form of micro progressions to ensure taught curriculum alignment to assessed curriculum. Additionally, using the micro progressions for student self-assessment and for teachers to compare student work samples during common planning and PLC days.

Evaluation Data Source(s) 1: Reading Benchmarks

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Training, and creation and implementation of Learning Maps across all content areas to ensure written, taught and assessed curriculum alignment.	Admin, Instructional Coaches, All teachers	Training Oct. 14 sign-in, presentation material, Learning Map Creation in Common Planning with Instructional Coaches, Learning Maps provided to administration, Learning Maps part of each common planning and PLC agenda				
2) Use of teacher specific growth matrix data and STAAR data to co-construct teacher personal growth with instructional coaches based on disaggregation and reflection on the data.	Admin, Instructional Coaches, All teachers	Data printed for each math and ELA teacher. Instructional coaches used in PLC and common planning days, Agendas, copies of data				
3) Data Driven Dialogue protocol used with all teachers individually during back to school PL and teacher commitment map goals co-constructed with Instructional Coaches	Admin, Instructional Coaches, All teachers	training agenda, commitment map completion and submission by all teachers, new to BIS goal setting meetings				
4) Identification of Target Classes for Math & Reading based on student specific STAAR data for each grade level in Math and Reading	Admin, Instructional Coaches, Counselors, Target teachers	Target classes created with use of STAAR data, Target Rosters				
5) BAS testing in all 6th and 7th ELA classes and sharing BAS scores across all contents to inform teachers as they identify leveled text in class.	ELA teachers, Instructional Coach, Department Leads	BAS scores, shared with all students' teachers across contents				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) LLI (Leveled Literacy Intervention) grouped based on reading level and students identified based on the deficit in reading below grade level.	LLI teacher, ELA Instructional Coach	Rosters of LLI students, BAS scores, BAS score progressions, LLI class points/progressions, LLI lessons				
7) Strategic Reading Writing Workshop Implementation with focus on scaffolded supports for student with anchor charts and beginning creation of micoprogressions	Admin, ELA Instructional Coach and Teachers	"Reader's & Writer's NB eportfolio, conferencing logs, anchor charts, common assessments, micro progressions"				
8) 3 year STAAR Growth Data for Math and Reading for every individual student on campus with growth change indicated provided for each student based on teacher rosters across every department	Admin., Instructional coaches, all teachers	Student three year STAAR data, color coded with level reached, growth amount indicated. Teacher specific data based on rosters				
9) "Benchmark test for Math and ELA with data to be used for determining current growth to ultimately be used for small group and target interventions"	Instructional Coaches, ELA and Math teachers	Benchmark scores and comparison to student STAAR scores from previous year				
						

Goal 2: Academic Growth for all students in the area of Reading with the goal of moving our Academic Growth domain score from 62% to 66%.

Performance Objective 2: Teachers to plan intentionally, strategically, and specifically based on individual student data on formative and summative assessments to drive first time instruction, small groups, future spiraled assessments, and modify instruction based on student learning target progression. Additionally, increase reading and inferencing in all content areas to support deficit skills in reading.

Evaluation Data Source(s) 2: District Reading Interim Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Inferencing practice in non-ELA classes in form of warm-up, exit tickets, or integrated into the daily lessons	Admin, Instructional Coaches, classroom teachers	inferencing questions and corresponding articles, dates of lessons				
2) Increasing volume of reading with Reading & Writing grading category being used only for specific reading text used for assignment across all content areas	Admin, Instructional Coaches, classroom teachers	Reading & Writing assignment artifacts, Lesson Plans for Non-ELA teachers, Reading & Writing gradebook category scores				
3) CBA summative assessment for Math and ELA in all grade levels to use data to drive spiraling, interventions, and targeted interventions	Instructional Coaches, ELA and Reading teachers	testing data, common planning/PLC agendas for data disaggregation, intervention schedule, spiral TEKS selection, test copies				
4) Campus PL team collaboration Days - specifically to review interim assessment data	Admin, Instructional Coaches, ELA and Reading teachers	testing data, common planning/PLC agendas for data disaggregation, intervention schedule, spiral TEKS selection, test copies				
5) Weekly coaching observations with feedback in math & reading classrooms to inform current teaching practices and plan for future needs based on content specific look-fors and commitments	Admin, Instructional Coaches, ELA and Reading teachers	calendar, feedback given, look for documentation per content area				
6) Strategic Reading Writing Workshop Implementation with focus on scaffolded supports for student with anchor charts and micoprogressions	Admin, ELA Instructional Coach and Teachers	"Reader's & Writer's NB eportfolio, conferencing, common assessments, CBAs "				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Create and implement in class STAAR Review, small group intervention/remediation based on in class summative assessments, Benchmarks , and CBAs that is based on individual student needs	Instructional Coaches, math and reading teachers	student yearly assessment data, Blitz plan and content, student tracking form, small group instuction and student rosters				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Academic Growth for all students in the area of Reading with the goal of moving our Academic Growth domain score from 62% to 66%.

Performance Objective 3: Continued use of data, curriculum resources, learning maps and observation feedback to drive first time instruction, plan for in class real time intervention, and to create student data specific STAAR Review Blitz.

Evaluation Data Source(s) 3: State Reading Interim Assessments

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus PL team collaboration Days - specifically to plan for creation and implementation of data driven and student specific STAAR Review Blitz	Admin, Instructional Coaches, ELA and Reading teachers	testing data, common planning/PLC agendas for data disaggregation, Blitz schedule, Student data for yearly summative exams, Blitz schedule and resources				
2) Strategic Reading Writing Workshop Implementation with focus on scaffolded supports for student with anchor charts and micoprogressions	Admin, ELA Instructional Coach and Teachers	"Reader's & Writer's NB eportfolio, conferencing logs, anchor charts, common assessments, micro progressions"				
3) Weekly coaching observations with feedback in math & reading classrooms to inform current teaching practices and plan for future needs based on content specific look-fors and commitments	Admin, Instructional Coaches, ELA and Reading teachers	calendar				
4) Interim STAAR assessment for Math and ELA in all grade levels	Admin, Instructional Coaches, ELA and Reading teachers	testing rosters, test scores				
5) LLI (Leveled Literacy Intervention) grouped based on reading level and students identified based on the deficit in reading below grade level.	Math Coach, Math classroom teacher & Math Interventionist	learning check scores, learning check re-assessments, unit exams				
6) Continued creation and implementation of Learning Maps across all content areas to ensure written, taught and assessed curriculum alignment. Additionally, use learning maps for student self-assessment and data tracking	Admin, Instructional Coaches, All teachers	Learning map copies, PLC/Common planning agendas reflecting learning map creation				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Inferencing practice in non-ELA classes in form of warm-up, exit tickets, or integrated into the daily lesson	Admin, Instructional Coaches, classroom teachers	inferencing questions and corresponding articles, dates of lessons				
8) Increasing volume of reading with Reading & Writing grading category being used only for specific reading text used for assignment across all content areas	Admin, Instructional Coaches, classroom teachers	Reading & Writing assignment artifacts, Lesson Plans for Non-ELA teachers, Reading & Writing gradebook category scores				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Academic Growth for all students in the area of Reading with the goal of moving our Academic Growth domain score from 62% to 66%.

Performance Objective 4: Campus staff to intentionally, strategically, and specifically use STAAR performance data, and TEK specific data to inform teacher instructional practices and individual student needs. Creating Learning Maps in the form of micro progressions to ensure taught curriculum alignment to assessed curriculum. Additionally, using the micro progressions for student self-assessment and for teachers to compare student work samples during common planning and PLC days.

Evaluation Data Source(s) 4: Reading STAAR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) STAAR Growth Data by teacher and rising students to inform planning, learning map modifications, drive teacher goals and instructional needs	Admin., Instructional Coaches, classroom teachers	STAAR data copies, Data Commitment Maps per teacher, learning maps				
2) Analyzing and creating Master Schedule: looking at placement of sheltered, inclusion, and SLL students; lunch period strategic placement of classes based on length of period, etc.; teacher prep placement based on STAAR data	Administration	Master schedule with course placement, teacher preps				
3) Strategic Advisories built on student needs indicated from STAAR assessment data	Administration, counselors	STAAR student data, Advisory rosters, advisory creation criteria				
4) Hire qualified English and Math teachers for next school year for vacancies	Administration, department leads, instructional coaches	Resumes, interview scoring rubrics				
5) Data analysis of STAAR results to target and invite STAAR Academy students, Jumpstart, and Grit Camp students	Admin., Instructional Coaches, classroom teachers	STAAR scores, camp rosters, activities & lesson plans				
6) Data analysis of STAAR results to determine strengths, areas to target for growth, and make an instructional plan for the next school year.	Administration, department leads, instructional coaches	STAAR scores, leader camp agenda and products				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June