

Georgetown Independent School District
Forbes Middle School
2014-2015 Campus Improvement Plan



Mission Statement

Provide all students a quality education in a safe environment to develop responsible citizens and lifelong learners for success in the modern world.

Today's preparation determines tomorrow's achievement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Forbes Middle School has a total student enrollment of approximately 741 students. Forbes Middle School is growing in population with Hispanic students representing an increasing portion of our student body. Accordingly, our ESL program has seen growth in numbers while other programs have more or less kept pace with the rise in general enrollment. Over time the enrollment of minorities, mainly ELLs and at-risk students, directly affects special programs data.

At Forbes, 12% of our students are in Special Education, 12% are in the 504 program and 8% of our students are identified as needing services as a student with Dyslexia. About 9% of our student population are considered English Language Learners (ELL). Several of these students are in multiple programs.

The mobility rate of the Forbes campus is generally in the 8-10% range with the stability rate staying consistent throughout the year.

Demographics Strengths

- White student group and GT students have historically outperformed other student groups.
- Growing enrollments from 685 in the 12-13 school year to a current enrollment of 741.

Demographics Needs

- High percentage of Special Education, 504, Dyslexia and ELL students require a large amount of accommodation
- Achievement gaps between student groups

Student Achievement

Student Achievement Summary

Forbes Middle School uses many forms of assessment to determine student achievement – mainly focusing on previous years’ state assessments, campus assessments, district assessments, and End of Year exams. When we break down data by special populations there are consistent needs with regard to African American, Hispanic, Economically Disadvantaged, ELL and Special Education students. Intervention programs are in place to serve those students in areas of need, such as advisory tutorial groups, intervention classes, STAAR camps, STAAR data talks and classroom pull-outs. These programs benefit our students’ achievement. Additional staff would positively affect special education and 504 students' academic achievement. It is our desire that all students will improve on annual state assessments, across all content areas, in all subgroups and programs.

Student Achievement Strengths

- Special Education and ELL population results have improved in Math by 15% from the previous year
- Overall scores for Reading and Math continue to be a strength

Student Achievement Needs

- Achievement gaps on state tests between various student groups
- Increase percentage of advanced performers

School Culture and Climate

School Culture and Climate Summary

To prepare students for their work environments the teachers must work to help them accept diversity. Academic success can also be related to factors unrelated to the school environment, therefore, student support groups should be offered to students-in-need, as well as parental contact regularly, aimed at strengthening academic skills. To address student achievement the school needs to continue to offer a variety of extracurricular activities to target non-participating students. Multi-cultural literature, pictures, banners and signs inside and outside the school physical plant as well as in classrooms would provide a more inviting culture and climate. Students and teachers need to work together to maintain a physically and mentally stimulating and positive environment.

School Culture and Climate Strengths

- No Place for Hate activities
- Girls Finding Kind Program
- Student Council and National Junior Honor Society
- Extracurricular activities - ASAP, athletics, UIL, MathCounts, Operation Achievement
- Advisory character education and digital citizenship lessons
- Cultural Awareness - announcements, ELL best practices training
- Fish (positive) referrals
- CHAMPS schoolwide discipline management system

School Culture and Climate Needs

- Improve peer to peer cross cultural relationships
- Increase celebrations of other cultures
- Black History announcements

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Forbes Middle School recruits and hires only highly qualified teachers and paraprofessionals through rigorous screening of applications, interviews, and reference checks. The administration considers the specialized content areas, certifications, and experience of each teacher before assigning teachers to work with the highest need students. Forbes has an excellent rate of teacher attendance and retention which is reflected in the outstanding performances of teachers on the Professional Development and Appraisal System. This tool allows for appraisers to provide frequent and prompt feedback to teachers in each of the eight domains. Teachers who are new to Forbes receive support from their grade level and department colleagues; however, new teachers may benefit from a more structured mentor program designed to meet their unique needs. Additionally, Forbes has a variety of committees designed to ensure its continuous growth and improvement, such as the Campus Improvement Team, Discipline Committee, RtI/PLC Committee, Sunshine Committee, Crisis Management Team, Literacy Committee, Technology Committee, and GT Committee. In selecting professional development for the Forbes faculty, administrators and teacher committees collaborate to identify the areas of highest need and interest, and strive to implement and monitor the information derived from such opportunities so that the benefit is optimal.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teachers
- Positive work environment
- Great staff/administration support
- Low turnover

Staff Quality, Recruitment, and Retention Needs

- Targeted professional development incorporating teacher input
- Increase staff diversity

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Scope and Sequence for each discipline should include English Language Proficiency Standards, College and Career Readiness Standards, links for suggested activities and/or exemplar lessons, and should be refined annually. Common unit tests, checkpoints and/or benchmarks, and regular on-target assessments, given in each discipline, should be TEKS-based and aligned with the Scope and Sequence; a new version should be given each year. After formative assessments, students will use strategies to document their progress. Student work, in addition to assessments, should be used to determine student mastery of TEKS. Teaching staff will be made aware of all Tier II and Tier III interventions/programs in an attempt to assist students receiving additional support beyond the primary classroom environment. Accelerated classes, such as Creative Problem Solving and Algebra 1, are offered to identified GT students. In addition Pre-AP courses are offered for each content area and each grade level.

Curriculum, Instruction, and Assessment Strengths

- Common grade level content planning time
- Regular grade level & content meetings
- Data driven instruction and assessment
- Creative problem solving class for GT students

Curriculum, Instruction, and Assessment Needs

- Additional planning time
- Better career and tech ed software options

Family and Community Involvement

Family and Community Involvement Summary

The trends and patterns of parent involvement at Forbes Middle School suggest low involvement by the majority of parents outside of athletics, choir and band events. The only other notable involvement is through parent/teacher conferences on an as needed basis, usually in relation to academics or discipline. Community involvement has been through the Georgetown Partners in Education Foundation which has active involvement providing teacher and school grants. Many services and partnerships are available for Forbes students and families through the Georgetown Partners in Education Foundation and the After School Action Program. Families and community members are involved in Forbes Middle School decisions through participation on the Site-Based Decision Making Committee, and through participation in the PTA. To improve parent involvement, correspondence should be sent home in English and Spanish. Parent involvement nights are offered each semester which include activities such as: Author's Reception, "Hauntcerts," and a campus book fair.

Family and Community Involvement Strengths

- Strong PTA
- Positive phone call system
- Forbes Flash newsletter
- Parent Self-Serve
- School Messenger
- Teacher and school websites
- Technology tools usage to increase parent involvement, eg. social media

Family and Community Involvement Needs

- WatchDOGS (father involvement)
- Increase utilization of parent volunteers
- increase mentor volunteers

School Context and Organization

School Context and Organization Summary

The district/school supports the organization/school environment by providing a positive and safe learning environment. Faculty and students adopt a school philosophy that promotes respect, responsibility, kindness and effort. In order to promote this philosophy, we have incorporated CHAMPS, Fish Philosophy and No Place for Hate. School communication continues to improve as does the ability of the school to assess and target individual student needs as well as the staff at large. Needs are addressed through professional development, ESL training, Learning Power classes, as well as “push-in” classes for ESL, and Gifted and Talented classes. Parents, teachers, staff, and community members are involved in several campus-wide committees to recognize, target, and provide solutions to identified problems. Professional Learning Communities (PLCs) have been implemented to help meet teacher and student needs. Perceptions of the school are formed by the students, school correspondence, school/teacher websites, School Messenger broadcasts, local publications, results of state testing and school accountability ratings. Input from parents, teachers, committees, audits and other communications will be used to guide Forbes in its mission to improve student success.

School Context and Organization Strengths

- Professional Learning Communities
- Data-driven planning (lead4ward)
- Common content planning period
- Instructional coaches
- Communication
- Response to Intervention (RTI) Coordinator
- CHAMPS / Capturing Kids Hearts
- No Place for Hate campus

School Context and Organization Needs

- Additional planning time
- Staff education on how best to utilize PLC's and IC's

Technology

Technology Summary

Forbes Middle School currently has access to a variety of equipment, software and online resources. On-campus technology assistance is available to staff one day per week. According to the STaR Chart survey taken last year, the staff rated at Proficient and Advanced Tech level in several areas with needs including additional opportunities to integrate technology and professional development to support technology integration. The campus is at an Advanced Tech level for infrastructure and support. Seventy-four percent of our students met the proficiency standard for the 8th grade Technology Literacy Assessment. The lowest scores were in the use of spreadsheets and multimedia presentations. Needs include increased access to computer labs, lab size, more computers in the classroom, training, newer technology, planning time, and access to online resources and software. District level training is available for new technology that has been introduced, including iPads, but the impact is difficult to measure. The STaR chart teacher and administrative results along with the 8th grade Technology Literacy Assessment are used to determine weaknesses and develop strategies for improvement. It is our goal that technology be fully integrated to enhance the curriculum, instruction and assessment in line with the newly adopted Technology TEKS in order to make our students globally competitive.

Technology Strengths

- Infrastructure support (tech person on campus one day a week)
- Help desk availability
- Parent self-serve
- Bring Your Own Device

Technology Needs

- Additional iPads and computers in classroom
- Additional student training on digital citizenship
- Additional staff training on technology integration and how to best utilize B.Y.O.D.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

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

Support Systems and Other Data










- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 1: 90% of students will meet or exceed passing standards on STAAR in all academic subjects at all grade levels in all student groups.








Summative Evaluation: STAAR data


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
System Safeguard Strategies 1) Provide time before school and during advisory for students to obtain academic assistance.	Teachers, Administrators	Benchmark results, STAAR test data, student progress on tracking charts, classroom grades,				
System Safeguard Strategies 2) Teacher will include STAAR warm-up activities and formative assessments to actively monitor student progress.	Teachers, Administrators	Benchmark results, STAAR test data, student progress on tracking charts, classroom grades				
System Safeguard Strategies 3) Teachers will teach all students to self-monitor their academic progress.	Teachers	Benchmark results, STAAR test data, student progress on tracking charts, classroom grades				
System Safeguard Strategies 4) After each campus and district common assessment, grade level subject area teachers will meet during PLC planning time and content meetings to discuss results and adjust instruction.	Teachers, Administrators	Campus/District common assessment data, Eduphoria reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 2: The STAAR performance gap will be reduced by 10% in all subject areas between special education, LEP, and economically disadvantaged and all students on state assessments.

Summative Evaluation: Benchmark and STAAR data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
System Safeguard Strategies 1) Provide objective-specific STAAR and TEK focused tutorials.	Teachers, Instructional Coaches, Administrators	Grades, Assessment Data, Eduphoria reports				
System Safeguard Strategies 2) Use of learning power, ESL, and applied classes to provide additional scaffolding support in math and reading.	Teachers Administrators Counselors	Assessment results Eduphoria data				
System Safeguard Strategies 3) Use of progress monitoring strategies such as AIMSWEB and student tracking.	Teachers Administrators	Assessments Results Eduphoria data				
System Safeguard Strategies 4) Use of computer programs to differentiate instruction in Learning Power, ESL and applied classes.	Teachers Administrators	Assessment results Eduphoria Data				
System Safeguard Strategies 5) After each campus and district common assessment, grade level subject area teachers will meet during PLC planning time and content meetings to discuss results and adjust instruction	Teachers Administrators	Campus/District common assessment data, Eduphoria reports				
System Safeguard Strategies 6) Distribute English Language Learner and Special Education IEPs to all teachers and conduct STAAR data talks to set goals with all ELL, SPED, and 8th grade Economically Disadvantaged students.	Administrators, Instructional Coaches	assessment data, data talk goal sheets				
System Safeguard Strategies 7) Utilize District ESL Coordinator to train and model effective use of sheltered instruction strategies such as "Seven Steps" and "Writing Across the Curriculum."	Administrators	walkthrough data, assessment data				









<p>System Safeguard Strategies</p> <p>8) Use of the Instructional Coach model in the four content areas which includes: conferencing with teachers, modeling of strategies, analyzing assessment data, and reporting weekly to campus administrators.</p>	<p>Instructional Coaches, Administrators</p>	<p>assessment data</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 3: 100% of students designated as gifted and talented will score Advanced Academic Performance. Overall, the number of students scoring Advanced Academic Performance will increase by 5% for the general education population and 10% for special education, LEP, economically disadvantaged, Hispanic, and African American populations.










Summative Evaluation: Benchmark and STAAR data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Offer enrichment to students to explore creative and rigorous activities, such as Creative Problem Solving class, Math Counts, UIL academic competition, and class projects.	Teachers Administrators	Participation numbers Benchmark Results STAAR data				
2) Teachers will teach all students to self-monitor their academic progress.	Teachers	Benchmark results, STAAR test data, student progress on tracking charts, classroom grades				
3) After each campus and district common assessment, grade level subject area teachers will meet during PLC planning time and content meetings to discuss results and adjust instruction	Teachers Administrators	Campus/District common assessment data, Eduphoria reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: All students will utilize a variety of media, information, and technology tools to foster collaboration and make contributions as effective citizens who are able to exhibit a range of 21st Century functional and critical thinking skills.

Performance Objective 1: The level of technology integration will be increased to ensure the best possible teaching and learning for all students.








Summative Evaluation: Staff Development sessions held, Destination Imagination and Technology Applications courses

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Develop class projects, assignments, and/or research opportunities that integrate technology TEKS (ie. Learning.com)	Teachers Instructional Technology Staff	Results of Technology Literacy Assessment Learning.com reports				
2) Provide on-going technology staff development opportunities to help integrate technology in the classroom	Teachers Administrators Instructional Technology Staff	STaR Chart Summary Results Results of Technology Literacy Assessment Professional Development attendance				
3) Implementation of BYOD in the classroom, accessing teacher and classroom IPADs and other devices to integrate technology TEKS	District Technology Department Teachers Administrators	Lesson plans, Permission to use BYOD				
4) Increase technology integration opportunities by purchasing additional technology tools as well as continuing to promote technology-based electives	Teachers Instructional Technology Staff Administrators	Participation numbers Results of Technology Literacy Assessment # of devices available				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Quality Staff All positions will be filled by highly qualified candidates/professionals.

Performance Objective 1: Instructional staff will be 100% NCLB highly qualified.











Summative Evaluation: 100% highly qualified designation, staff roster

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Seek applicants that meet Texas and Federal guidelines as highly qualified for open positions	Administrators Central Office Staff Teachers	100% of all staff meeting highly qualified standards				
2) To retain highly qualified staff, on-going staff development and leadership opportunities will be provided	Administrators Central Office Staff	Staff Development attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.

Performance Objective 1: All students will be educated in learning environments that are safe, drug free, and conducive to learning.








Summative Evaluation: Number of referrals, staff development by Campus Nurse, monthly Raptor reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Incorporated an improved system of tracking and addressing minor behavioral needs through intervention forms.	Administration, teachers	number of discipline referrals,				
2) Provide suicide prevention awareness, child abuse and maltreatment awareness, allergy awareness, Epi-pen, Glucagon, and AED training to staff.	School nurse, administrators	faculty meeting notes and rosters				
3) Continue monitoring student progress through Behavioral and Academic RTI committees.	RTI coordinator/committee, administration	RTI meeting notes, RTI documentation				
4) Raptor sign-in system will be utilized for screening all visitors criminal history background.	office staff, administrators	sign-in logs, visitor/volunteer badges				
5) Crisis Prevention and Intervention training for administration and special education staff.	District Behavioral Specialist, Administrators	CPI certification rosters				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.

Performance Objective 2: Processes/systems will be developed to increase student attendance and wellness.









Summative Evaluation: Phone call logs, 9 weeks Academic awards assemblies, 9 weeks Discipline Rewards days

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Promote a positive behavior through the use of Reward Days, Positive Referrals (FISH), students of the week, academic awards assemblies and positive phone calls home. Establish positive student behavior expectations through Time to Teach.	administrators, teachers	phone call logs, Reward day documentation, lesson plans				
2) Give grade level awards every nine weeks to promote and reward high attendance, good behavior, and high passing rates.	administrators, office staff	Banners for each award displayed in hallways, data used to determine awards				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.

Performance Objective 3: A safe, nurturing and orderly environment will be fostered through the practice of the Standard Response Protocol drills, digital citizenship training, and No Place For Hate.









Summative Evaluation: No Place for Hate designation, lessons conducted, handouts, drill records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Conduct regular lockdown, lockout, evacuation, and shelter drills in accordance with the Standard Response Protocol. Invite local emergency personnel to review and critique procedures.	Administration, School Resource Officers, Crisis Management Team	after action reports				
2) Conduct student and staff development on Digital Citizenship throughout the year.	administrators, teachers	digital citizenship lesson artifacts, sign-in sheets				
3) Hold "No Place for Hate" activities and lessons and apply to be a "No Place for Hate" campus.	administrator, NPFH sponsor and students	earn the distinction of being a "No Place for Hate" school for 2014-2015.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Positive Perceptions, Relationships, and Collaboration GISD will enhance and build positive perceptions, relationships, and collaboration among community and staff.

Performance Objective 1: All parents will be actively involved in their child's education.











Summative Evaluation: Raptor reports, 100% of teachers have websites, information sent home

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) All teachers will create and maintain a teacher websites for use by parents and students.	teachers, administrators	websites				
2) School personnel will communicate important information and news to parents through the use of School Messenger, a weekly newsletter (Forbes Flash), school website, and phone calls home.	teachers, administrators	phone call logs, copies of Forbes Flash, data from School Messenger, school website				
3) Invite parents to attend open houses, parent information nights, and literacy related activities. Encourage parents to volunteer in the school.	teachers, administrators, office staff	participation numbers, event artifacts				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Positive Perceptions, Relationships, and Collaboration GISD will enhance and build positive perceptions, relationships, and collaboration among community and staff.




Performance Objective 2: Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.

Summative Evaluation: participation numbers, monthly PTA meetings, website

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) We will post campus and community events on our campus website in order to encourage collaboration and involvement between school and community. We will also post student and teacher achievements on our website in order to share positive news with the community.	administrators, office staff, event sponsors	postings to website				
2) We will hold monthly meetings with the Parent Teacher Association to discuss ongoing involvement from parents and community in campus events and build a base of volunteers to help in our school.	administration, PTA board	PTA meeting minutes				
3) Continue to host our annual Veteran's day celebration to honor our veterans and those currently serving in the armed forces. This will build connections between our students and history as well as foster positive relationships with community members.	Veteran's Day committee, administrators, community partners	artifacts from Veteran's day celebration				
4) Hold a variety of literacy related events to increase community involvement and awareness of literacy. These events will include, but not be limited to: Author's reception, Literacy Day, and Book Fair.	Librarian, Literacy Committee	Events, attendance rosters				
5) Increase the number of mentors and volunteers at Forbes.	Student Council and NJHS sponsors, administrators	participation numbers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Fiscal Accountability and Responsibility GISD will ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources.

Performance Objective 1: The overall financial condition of the campus will be appropriately maintained through effective planning and efficient management of the budget.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Staff will follow district fiscal policies and procedures to ensure accountability and responsibility.	administrators, teachers, office staff	budget documentation and planning materials				
2) Departments will evaluate current inventory and determine any future purchases based on student need.	administration, instructional coaches, office staff	budget documentation, assessment data				
						

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide time before school and during advisory for students to obtain academic assistance.
1	1	2	Teacher will include STAAR warm-up activities and formative assessments to actively monitor student progress.
1	1	3	Teachers will teach all students to self-monitor their academic progress.
1	1	4	After each campus and district common assessment, grade level subject area teachers will meet during PLC planning time and content meetings to discuss results and adjust instruction.
1	2	1	Provide objective-specific STAAR and TEK focused tutorials.
1	2	2	Use of learning power, ESL, and applied classes to provide additional scaffolding support in math and reading.
1	2	3	Use of progress monitoring strategies such as AIMSWEB and student tracking.
1	2	4	Use of computer programs to differentiate instruction in Learning Power, ESL and applied classes.
1	2	5	After each campus and district common assessment, grade level subject area teachers will meet during PLC planning time and content meetings to discuss results and adjust instruction
1	2	6	Distribute English Language Learner and Special Education IEPs to all teachers and conduct STAAR data talks to set goals with all ELL, SPED, and 8th grade Economically Disadvantaged students.
1	2	7	Utilize District ESL Coordinator to train and model effective use of sheltered instruction strategies such as "Seven Steps" and "Writing Across the Curriculum."
1	2	8	Use of the Instructional Coach model in the four content areas which includes: conferencing with teachers, modeling of strategies, analyzing assessment data, and reporting weekly to campus administrators.

Addendums

Forbes Middle School

2014-2015 Campus Improvement Team

Leonard Rhoads – Principal

Vicki Barbosa – Assistant Principal

Robert Costello – Assistant Principal

Mindy Petty – School Nurse

Demographics:

Molly Fleming

Kevin Spruill

Paige Woods

Student Achievement:

Shannon Babiak

Katherine Green-Garrett

School Culture & Climate:

Ron Dyer

Daniel Michalik

Jacelyn Arkells

Staff Quality, Recruitment, Retention:

Chelsey Ellison

Beatriz Tobin

Melissa Baker

Curriculum, Instruction, Assessment:

Deanna Cargill

Christine Lucas

Family and Community Involvement:

Jennifer Austin

Ron Smith

School Organization:

Melinda Miller

Lynne True

Technology:

Mary Lou Brownlow

Alisha Johnson

Ramona Krenek

District Representative:

Jana Rueter – Executive Director of Middle School Education and Federal Programs

Community Representatives:

Ashley Fraser – Parent Representative

Jim Harrington – Business Representative

Ann Jindra – Community Representative

Forbes Middle School Data

State Assessment Results	STAAR			TAKS	
	2014	2013	2012	2011	2010
Reading / ELA					
All Students	85%	87%	89%	94%	94%
African American	74%	77%	82%	94%	93%
Hispanic	78%	80%	83%	90%	88%
White	90%	92%	92%	96%	96%
Econ. Disadvantaged	74%	78%	82%	91%	89%
Special Education	41%	42%			
ESL	37%	36%			
Writing					
All Students	72%	72%	82%	95%	95%
African American	*	*	75%	88%	>99%
Hispanic	64%	67%	75%	93%	89%
White	80%	76%	88%	96%	98%
Econ. Disadvantaged	57%	60%	72%	91%	93%
Special Education	32%	48%			
ESL	8%	*			
Social Studies					
All Students	75%	69%	77%	96%	96%
African American	71%	*	67%	88%	86%
Hispanic	60%	51%	67%	94%	91%
White	86%	78%	84%	97%	98%
Econ. Disadvantaged	58%	48%	66%	94%	91%
Special Education	35%	*			
ESL	15%	*			
Mathematics					
All Students	87%	86%	90%	95%	94%
African American	70%	77%	82%	89%	89%
Hispanic	81%	78%	84%	94%	90%
White	91%	91%	93%	96%	96%
Econ. Disadvantaged	79%	77%	84%	92%	88%
Special Education	53%	38%			
ESL	65%	50%			
Science					
All Students	79%	88%	86%	86%	90%
African American	71%	*	67%	75%	57%
Hispanic	70%	79%	80%	73%	79%
White	87%	93%	91%	95%	97%
Econ. Disadvantaged	66%	81%	74%	62%	82%
Special Education	43%	64%			
ESL	31%	*			

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Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<p><i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i></p>
<p>Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.</p>	
Need 1:	Use of campus and district assessment data to effectively guide instruction to allow for appropriate differentiation to meet the needs for all students.
Need 2:	Aligned Instruction driven by a substantive understanding of curriculum frameworks and essential learnings through the continuous improvement model
Need 3:	Effective consistent use of research based instructional strategies
Need 4:	
Need 5:	

*****Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!*****

Need:	Use of campus and district assessment data to effectively guide instruction to allow for appropriate differentiation to meet the needs for all students.
Index:	
Critical Success Factor:	Quality Data to Drive Instruction
Annual Goal:	All students will meet the required improvement as required by PBMAS
Strategy:	Direct guidance and training with all staff to ensure that all staff understands the data, its implications, and how to adjust their instruction based on the data
How will addressing this need impact the index/CSF or major system identified?	Effectively using data to guide instruction should allow for appropriate differentiation in order to facilitate the appropriate growth in all sub population areas.

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Needs Assessment Summary and Improvement Plan

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Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Need 1

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 1?	consistent training in August for all four content areas, 7 steps training for all teachers, review of previous STAAR results and areas of improvement for next year's instruction, grade level planning each day with content teachers, one full-day grade level meetings to address needs of targeted students, created IEPs for LEP students						
		Q2 Goal: consistently plan and utilize common summative assessments at campus and district level, reviewing the results and evaluating implications on previous instruction and plan for future instruction	Q3 Goal: consistently plan and utilize common summative assessments at campus and district level, reviewing the results and evaluating implications on previous instruction and plan for future instruction	Q4 Goal: consistently plan and utilize common summative assessments at campus and district level, reviewing the results and evaluating implications on previous instruction and plan for future instruction			
		Interventions:	Interventions:	Interventions:			
		1) use of advisory period for targeted intervention time	1) use of advisory period for targeted intervention time	1) use of advisory period for targeted intervention time			
		2) training for teachers how to incorporate Tier I interventions in core instruction	2) training for teachers how to incorporate Tier I interventions in core instruction	2) training for teachers how to incorporate Tier I interventions in core instruction			
		3) use of Professional Learning Communities to allow for planning future instruction	3) use of Professional Learning Communities to allow for planning future instruction	3) use of Professional Learning Communities to allow for planning future instruction			
		4) use of Eduphoria Aware to disaggregate the data to get timely and relevant data in hands of teachers	4) use of Eduphoria Aware to disaggregate the data to get timely and relevant data in hands of teachers	4) use of Eduphoria Aware to disaggregate the data to get timely and relevant data in hands of teachers			
	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?				
	1) PLC minutes	1) PLC minutes	1) PLC minutes				
	2) documentation of trainings	2) documentation of trainings	2) documentation of trainings				
	roll sheets of targeted intervention groups for advisory	roll sheets of targeted intervention groups for advisory	roll sheets of targeted intervention groups for advisory				
	4) on going data in Eduphoria Aware	4) on going data in Eduphoria Aware	4) on going data in Eduphoria Aware				

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	data or evidence used to determine if the goal will or won't be met.	PLC minutes which should reflect ongoing discussion and evaluation of data, documentation of trainings, lesson plan adjustments, improved assessment results in Eduphoria Aware		data or evidence used to determine if the goal will or won't be met.	PLC minutes which should reflect ongoing discussion and evaluation of data, documentation of trainings, lesson plan adjustments, improved assessment results in Eduphoria Aware	Describe the data or evidence used to determine if the goal will or won't be met.	PLC minutes which should reflect ongoing discussion and evaluation of data, documentation of trainings, lesson plan adjustments, improved assessment results in Eduphoria Aware

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Needs Assessment Summary and Improvement Plan

	What, if any, adjustments must be made in order to meet the annual goal?	continued adjustments to interventions based on response to intervention, data results and need for differentiation	What, if any, adjustments must be made in order to meet the annual goal?	continued adjustments to interventions based on response to intervention, data results and need for differentiation	What, if any, adjustments must be made in order to meet the annual goal?	continued adjustments to interventions based on response to intervention, data results and need for differentiation
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Needs Assessment Summary and Improvement Plan

Need:	Aligned Instruction driven by a substantive understanding of curriculum frameworks and essential learnings through the continuous improvement model
Index:	
Critical Success Factor:	Improve Academic Performance, Teacher Quality
Annual Goal:	all students will meet the required improvement as required by PBMAS
Strategy:	vertical and horizontal planning to directly and deliberately to affect the learning outcome for all students
How will addressing this need impact the index and CSF identified?	direct academic growth for all sub populations to match the required growth as identified by PBMAS

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Interventions by Quarter

		Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)	
Need 2	To date, what actions have been taken to address Need 2?	a revised district scope and sequence, pacing calendars were given to each content teacher, time allowed to collaborate during: common planning periods, advisory PLC meetings, one full day of grade level core teachers planning,	lesson plans will reflect direct evidence of common planning and use of district resources to influence teaching and instruction in the classroom	lesson plans will reflect direct evidence of common planning and use of district resources to influence teaching and instruction in the classroom	lesson plans will reflect direct evidence of common planning and use of district resources to influence teaching and instruction in the classroom	
			Q2 Goal:	Q3 Goal:	Q4 Goal:	
			Interventions:		Interventions:	
			1) review of lesson plans for admin and instructional coaches	1) review of lesson plans for admin and instructional coaches	1) review of lesson plans for admin and instructional coaches	
			2) implementation of professional learning communities	2) implementation of professional learning communities	2) implementation of professional learning communities	
			3) use of pacing guides created by campus instructional coaches with Teacher input	3) use of pacing guides created by campus instructional coaches with Teacher input	3) use of pacing guides created by campus instructional coaches with Teacher input	
			4) use of current data in Eduphoria aware	4) use of current data in Eduphoria aware	4) use of current data in Eduphoria aware	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
		1) lesson plans	1) lesson plans	1) lesson plans		
		2) Eduphoria Aware	2) Eduphoria Aware	2) Eduphoria Aware		
		3) PLC minutes	3) PLC minutes	3) PLC minutes		

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Needs Assessment Summary and Improvement Plan

		4) walk throughs, shout outs	4) walk throughs, shout outs	4) walk throughs, shout outs
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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?
	Describe the data or evidence used to determine if the goal will or won't be met.	lesson plans evaluations and feedback, walkthrough feedback, PLC minutes reflective of planning needs	Describe the data or evidence used to determine if the goal will or won't be met.	lesson plans evaluations and feedback, walkthrough feedback, PLC minutes reflective of planning needs	Describe the data or evidence used to determine if the goal will or won't be met.
	What, if any, adjustments must be made in order to meet the annual goal?	continued adjustment of instruction to meet the unique needs of learners as outlined in Eduphoria data	What, if any, adjustments must be made in order to meet the annual goal?	continued adjustment of instruction to meet the unique needs of learners as outlined in Eduphoria data, adjust advisory groups to meet current data	What, if any, adjustments must be made in order to meet the annual goal?

Need:	Effective consistent use of research based instructional strategies
Index:	
Critical Success Factor:	Teacher Quality, Improve Academic Performance
Annual Goal:	consistent growth in assessment results for all students as measured by campus and district assessments
Strategy:	Seidlitz 7 steps and SIOP.
How will addressing this need impact the index and CSF identified?	direct academic growth for all sub populations to match the required growth as identified by PBMAS

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Needs Assessment Summary and Improvement Plan

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 3	To date, what actions have been taken to address Need 3?	campus and district trainings on 5E instructional model and 7 steps, PLC training and weekly meetings, grade level content teachers common planning period		frequently review the success and consistent implementation of campus/district adopted instructional strategies		frequently review the success and consistent implementation of campus/district adopted instructional strategies	
		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		regular conferencing with instructional coaches to collectively review success of		regular conferencing with instructional coaches to collectively review success of		regular conferencing with instructional coaches to collectively review success of	
		1) instructional strategies	1) instructional strategies	1) instructional strategies	2) mentors for new teachers	2) mentors for new teachers	2) mentors for new teachers
		2) mentors for new teachers	3) IC learning walks	3) IC learning walks	3) IC learning walks	3) IC learning walks	3) IC learning walks
		3) IC learning walks	4)	4)	4)	4)	4)
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?			
1) lesson plans	1) lesson plans	1) lesson plans	2) PLC and IC meeting minutes	2) PLC and IC meeting minutes	2) PLC and IC meeting minutes		
2) PLC and IC meeting minutes	3) Eduphoria Aware data	3) Eduphoria Aware data	3) Eduphoria Aware data	3) Eduphoria Aware data	3) Eduphoria Aware data		
3) Eduphoria Aware data	4) observation/walkthroughs by admin	4) observation/walkthroughs by admin	4) observation/walkthroughs by admin	4) observation/walkthroughs by admin	4) observation/walkthroughs by admin		
4) observation/walkthroughs by admin	End of Quarter Reporting		Q3 Report		Q4 Report		
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
		lesson plans evaluations and feedback, walkthrough feedback, PLC minutes reflective of planning needs		lesson plans evaluations and feedback, walkthrough feedback, PLC minutes reflective of planning needs		lesson plans evaluations and feedback, walkthrough feedback, PLC minutes reflective of planning needs	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
continued adjustment of instruction to meet the unique needs of learners as outlined in Eduphoria data		continued adjustment of instruction to meet the unique needs of learners as outlined in Eduphoria data		continued adjustment of instruction to meet the unique needs of learners as outlined in Eduphoria data		continued adjustment of instruction to meet the unique needs of learners as outlined in Eduphoria data	

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Needs Assessment Summary and Improvement Plan

Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Interventions by Quarter

		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
		To date, what actions have been taken to address Need 4?		Q2 Goal:	Interventions:	Q3 Goal:	Interventions:	Q4 Goal:	Interventions:
Need 4									
				1)		1)		1)	
				2)		2)		2)	
				3)		3)		3)	
				4)		4)		4)	
				What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
				1)		1)		1)	
				2)		2)		2)	
				3)		3)		3)	
				4)		4)		4)	

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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting						
Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Needs Assessment Summary and Improvement Plan

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 5	To date, what actions have been taken to address Need 5?	Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)		1)		1)			
2)		2)		2)			
3)		3)		3)			
4)		4)		4)			
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?				Are you on track to meet the annual goal?			
Describe the data or evidence used to determine if the goal will or won't be met.				Describe the data or evidence used to determine if the goal will or won't be met.			
What, if any, adjustments must be made in order to meet the annual goal?				What, if any, adjustments must be made in order to meet the annual goal?			

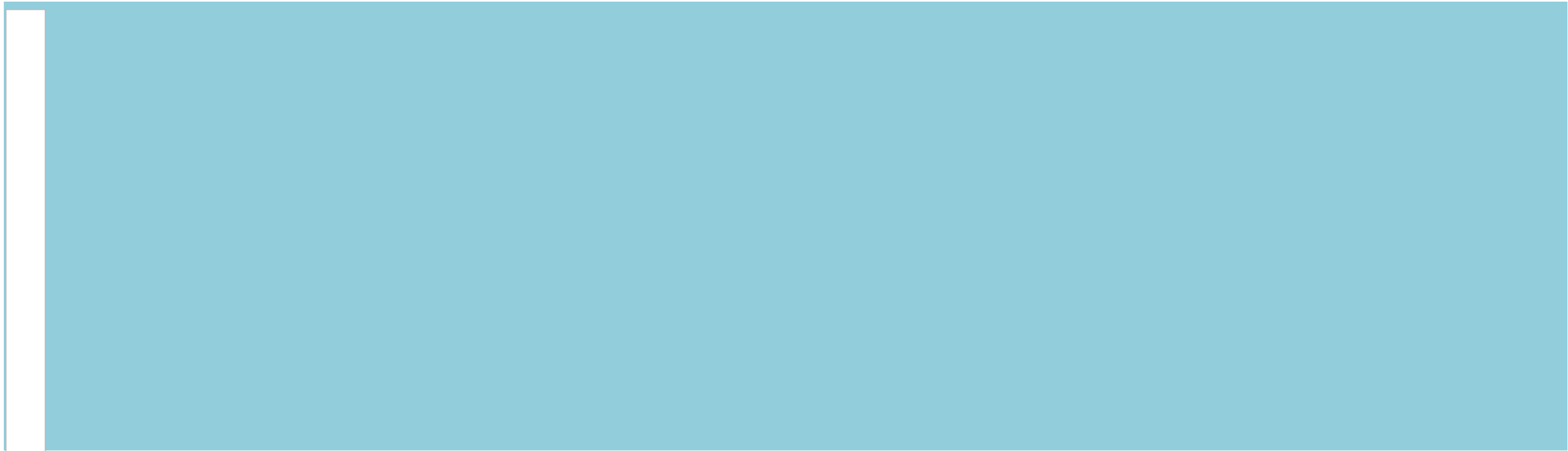
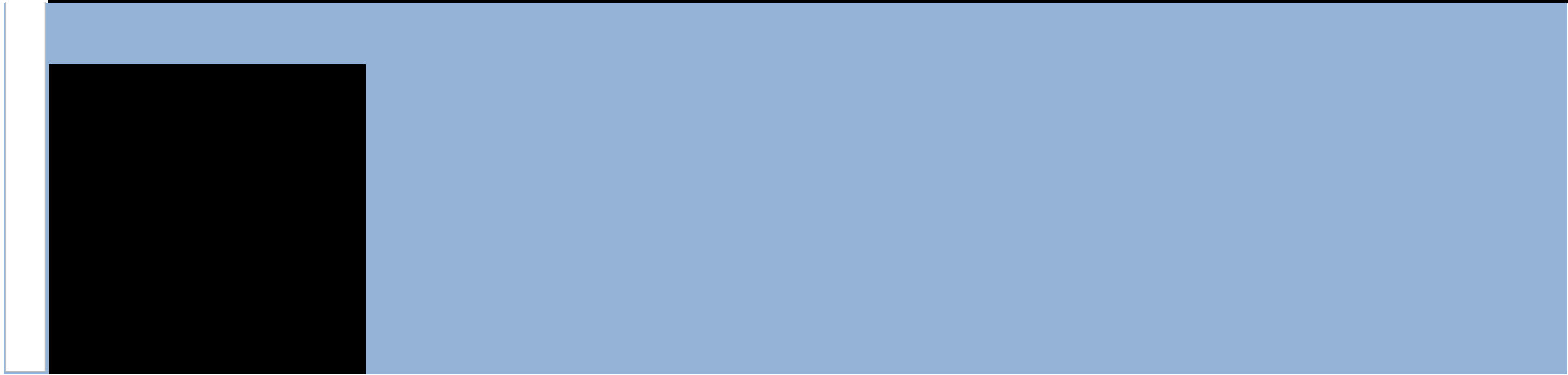
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Needs Assessment Summary and Improvement Plan

Need 6	
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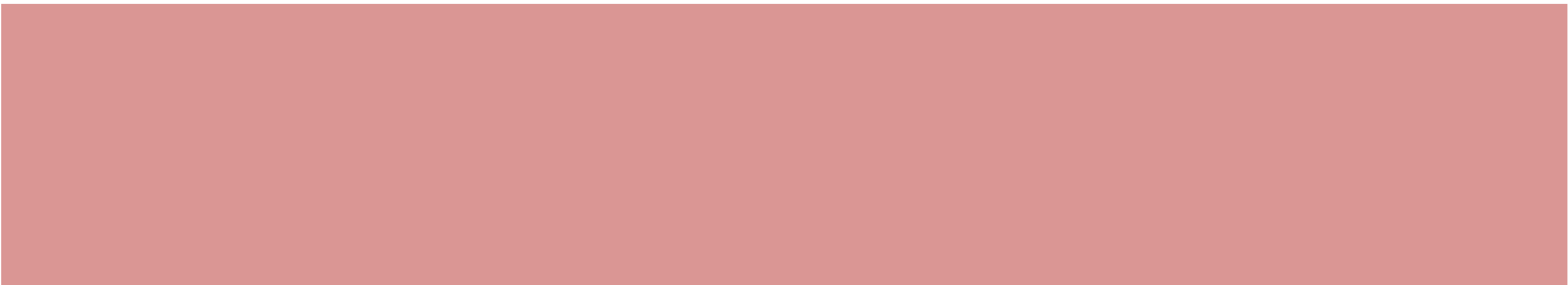
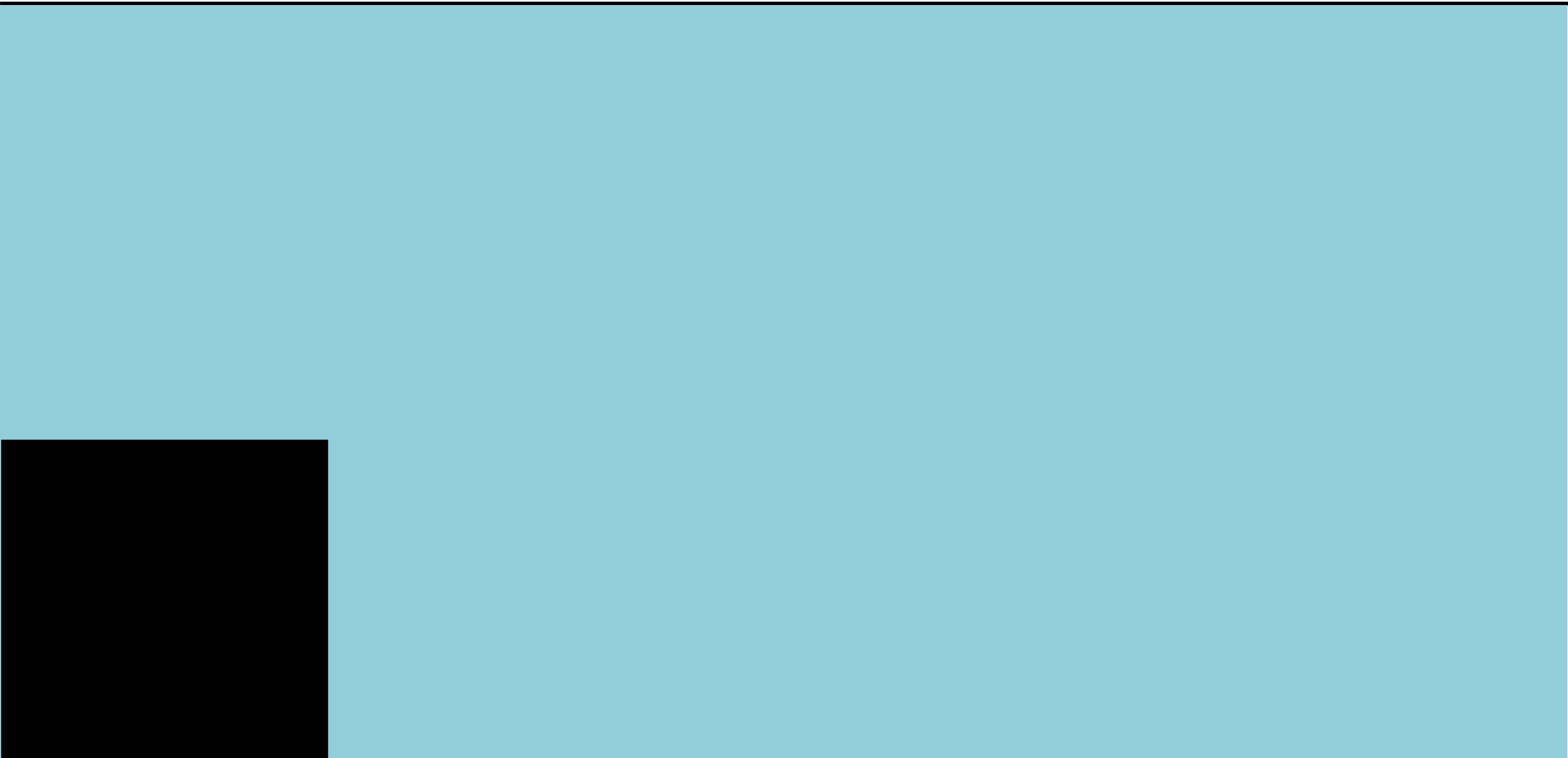
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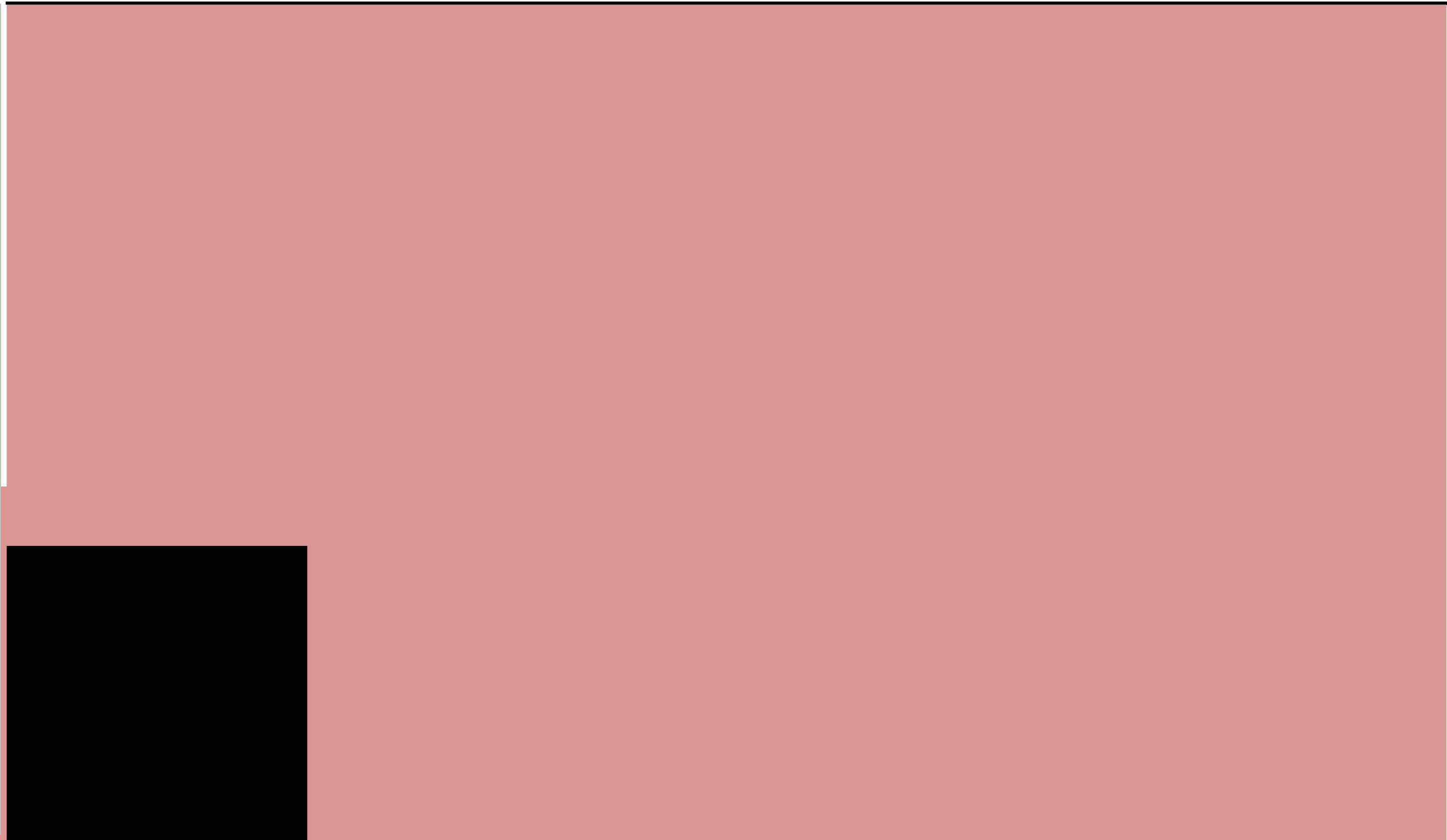
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Need 8



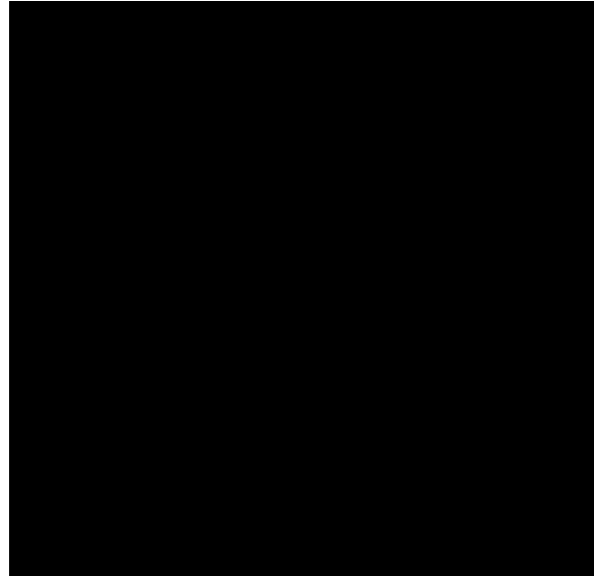
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Need 9

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Need 10

Attestation Statement:	<input type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon
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