

Georgetown Independent School District

Forbes Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

Inspiring and Empowering every learner to Lead, Grow, and Serve.

Vision

Home of the most inspired students, served by the most empowered leaders.

Core Beliefs

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

LEARNER PROFILE

The Georgetown ISD learner...

- Communicates, collaborates, and applies critical thinking
 - Creates and innovates
- Obtains knowledge through inquiry and exploration
 - Adapts and perseveres
- Develops self-knowledge and personal responsibility
 - Builds and models respectful relationships.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Forbes Middle School has been operating since the Fall of 2001. As Wagner Middle School became the fourth middle school in Georgetown ISD last fall and a redistricting process has been finalized, the demographics for Forbes Middle School has undergone some significant changes.

The current demographic make-up of Forbes is as follows:

Eco Dis: 43%

White/Non Hispanic: 52%

Hispanic: 42%

African American: 4%

Multi Race: 2%

Asian/Pac: 1%

American Indian: 0%

ELL's: 72 Students

504: 72

SPED: 70

Demographics Strengths

The Forbes student population is diverse. Near 50% of our school consists of ethnicities other than white with the hispanic population being the greatest at

42%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our population that receives special services through SPED, 504 and ELL is greater than 33% of the school. **Root Cause:** Forbes attendance zone includes both city and rural areas. The zone includes both wealthy and less fortunate neighborhoods.

Student Academic Achievement

Student Academic Achievement Summary

Forbes was rated "Improvement Required" by the State of Texas based primarily on STAAR scores. Forbes scored a 70 on student achievement. However, because 3 of 4 categories were below a 60 (Student Growth, Relative Performance, and Closing the Gaps) we received the rating of "Improvement Required."

MAP assessments (Math) were piloted in the spring of 2018 and will provide relevant data moving forward on student progress in areas of Math and Reading.

Student Academic Achievement Strengths

Passing rates on STAAR increased in 7th grade Writing, and 8th grade Math and Science. Percentages for meets improved at the school level for Math, Reading, Social Studies and Writing. The percentage of students that met or exceeded progress improved for either Math or Reading for the campus as a whole.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 67% of students did not "meet" grade level in math. **Root Cause:** As a campus, we put greater emphasis on autonomy rather than making instructional decisions based on the needs of individual growth of students.

Problem Statement 2: 60% of students did not "meet" grade level in reading. **Root Cause:** As a campus, we put greater emphasis on autonomy rather than making instructional decisions based on the needs of individual growth of students.

School Processes & Programs

School Processes & Programs Summary

Forbes Middle School is a Capturing Kids Hearts and Natural Lifesmanship trained campus. This means that our teachers have been trained to understand how strong, appropriate, caring relationships and an acknowledgment of various traumas can affect the learner. Forbes also trains its teachers in the Schletchy Center method of design. Design is focused lesson creation with the learner in mind and is a process that pin points hard to teach and hard to learn concepts.

Georgetown ISD has completed curriculum writing aligned to common assessments. We utilize professional learning communities and shared leadership to facilitate the analysis of data and creation of content. Common planning periods and focused professional development aid in this process.

Forbes is a learning organization that has many organizations within it for both students and teachers. Teachers can be process champions for Capturing Kids Hearts, design coaches, task force members, department chairs, grade level or team leads, and we welcome any and all that seek formal leadership to work along side administration. We have an active and growing PTA with over 90% employee participation rate.

Student organizations:

Leadership - Rotary Interact Club and Student Council.

Social Responsibility - No Place for Hate, Rachel's Challenge

Academic - National Junior Honor Society, UIL Academics, SeaPerch Navy Robotics, Destination Imagination, Spanish, Robotics

Fine Arts - VASE, Junior Thespians, Cheer

School Processes & Programs Strengths

Focusing on relationship building with both students and adults has created a positive environment. PLC times allow our teachers to collaborate, discuss student RTI trends, design engaging work, and plan for upcoming units together. We also have weekly professional learning on campus. Curriculum writing is complete and aligned to common assessments. This will provide our teachers with relevant student data and ensure each student has equitable access to curriculum. This year we will be implementing progress monitoring assessments to move toward more personalized learning. Additionally, our campus will have tutorials available to each student in the school each day from 8:15 am-8:45 am.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Forbes Middle School did not systemically identify struggling students and refer them to academic RTI. **Root Cause:** Forbes Middle School did not utilize any source of progress monitoring data to drive interventions.

Perceptions

Perceptions Summary

Forbes Middle School prides itself on having a strong, relational campus, filled with innovative and creative learning experiences. Forbes staff characterized themselves as a "family" during the Leadership Profile meeting held in March 2018 while determining characteristics and qualities desired for the new principal.

We believe that learning is a voluntary action that can be achieved at its highest levels when teachers design engaging work for students that provide meaning and value to their lives both now and in the future. We have leadership all over our campus. Teachers and staff are empowered to make decisions and take risks because we have clearly defined mission, vision, and beliefs.

Perceptions Strengths

According to the staff 2017-2018 Staff Survey collaboration being encouraged throughout the school was strength rated at 97%. Additionally, 94% of the staff said they felt respected and supported by other staff members. 86% of the staff said they enjoyed working at the school and felt respected and supported by campus administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School communication frustrates parents, faculty, administration. **Root Cause:** Systems were not in place to ensure timely and regular communication

Problem Statement 2: Overall positive moral in Forbes Middle School among teachers and staff was listed as the biggest concern on the staff survey for the 2017-2018 school year. **Root Cause:** Forbes Middle School added 6 teachers mid year for the 2017-2018 school year. Two were the result of vacancies created as a result of staff members passing away. Forbes also had a change in leadership in February 2018.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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


Goals

Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: Teachers will invoke regular student feedback surveys and utilize student created spec sheets to personalize work and learning experiences.

Evaluation Data Source(s) 1: Student learning data from progress reports, 9 weeks reports, CBA data, Progress Monitoring data (MAP) and STAAR data.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Teachers will use plickers and Schletchy Center training to create individual spec sheets for each class, grade and content.		IDT leads and department chairs	"knowing your who" and increasing student engagement and learning.				
2) Teachers will use student feedback surveys to determine student level of engagement.		IDT Leads, Department Chairs, and administration	Increase in student performance and decrease in behavior referrals.				
							

Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Monitoring individual student achievement and informing instruction by implementing progress monitoring assessments (MAP) for Math and Reading.

Evaluation Data Source(s) 2: MAP Math and Reading screeners (BOY, MOY, EOY)

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Each student will participate in a BOY, MOY, EOY MAP screeners for Math and Reading. MAP will provide a comprehensive report for each student.	2.4, 2.6	Math and Reading Department Leads. AP's in charge of each content.	Ability to identify WHERE students are and HOW we can best assist them.				
							

Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: All students will participate in targeted tutorial sessions.

Evaluation Data Source(s) 3: Grades, Progress Monitoring, and Team Referrals.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Develop a process for matching students with the appropriate tutorial session based on academic and behavioral need.							
							

Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: Implement new GISD curriculum in all content areas with fidelity.

Evaluation Data Source(s) 4: Unit plan alignment and walkthroughs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Every core academic teacher will participate in the curriculum academy.		Principal & curriculum dept	Teachers will understand the format of the new curriculum and where to find it.				
2) Professional learning will be provided to support use of the new curriculum to design lessons.		Principal & curriculum coordinators	Teachers will use the curriculum to design units				
3) Teachers will use the DOK tools to assess units/lessons and the work provided to students.		Principal and curriculum coordinators	Increase in the depth of knowledge required in activities and lessons.				
							

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Increase active enrollment in our Parent Teacher Organization by 5%. Commit to sending weekly Forbes Flash and monthly Coffee with the Principal. Increase opportunities for volunteers to work with students and speak in classes.

Evaluation Data Source(s) 1: PTA enrollment data. Verification of the meetings and email with stakeholders.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Empower teachers and student groups to speak to parents and community members about classroom happenings and request participation.		IDT Leads and Administration	Reach the learner profile and increase student engagement and performance.				
	Problem Statements: Perceptions 1						
2) Use systematized protocols to find ways to involve parents in the processes previously occupied only by staff.		Administration	Increase opportunities for parent involvement in day to day activities. Increase accountability for teachers staff and students.				
	Problem Statements: Perceptions 1, 2						
3) Incentives aligned with PTA participation for teachers, new venues and media to share coffee with the principal.		Administration	Teacher support for community members increase and support the desire for involvement from the community.				

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: School communication frustrates parents, faculty, administration. Root Cause 1: Systems were not in place to ensure timely and regular communication
Problem Statement 2: Overall positive moral in Forbes Middle School among teachers and staff was listed as the biggest concern on the staff survey for the 2017-2018 school year. Root Cause 2: Forbes Middle School added 6 teachers mid year for the 2017-2018 school year. Two were the result of vacancies created as a result of staff members passing away. Forbes also had a change in leadership in February 2018.

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: Grow and support Interdisciplinary Teams that implement true Response to Intervention behavior plans and academic plans. This will increase student academic performance across all grade levels and reduce referrals.

Evaluation Data Source(s) 1: PIEMS data of referrals and off campus placement. Student learning data from progress reports, 9 weeks reports, CBA data, Map data and STAAR data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Use collaborative leadership and best practices to clearly define and establish a team that can and has the opportunity to support a system of behavior and academic interventions.		Administration, IDT leads, Grade level leads, and department chairs.	The creation of a teacher team that is empowered to monitor and enforce the quality of behavior and learning outcomes in the classroom.				
Problem Statements: Demographics 1, 2, 3 - Perceptions 1							
2) Use master schedule to provide regular and frequent opportunities for teacher and staff teams to reward, redirect, goal set and model behavior and academic expectations.		Administration	A schedule of planned opportunities for each of the desired changes in student behavior and increase response to positive and negative changes in performance.				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically Disadvantaged students have standardized results that do not reflect the overall performance of the other sub populations identified on campus. This accounts for deficits in other under-performing sub-populations as well. The quality of success should be evident in all sub populations.
Problem Statement 2: Special Education scores from all three grade levels across all standardized tests range from 14% to 41%. With appropriate individualized education plans, these numbers should closer reflect the success of other sub populations.
Problem Statement 3: Hispanic students perform an average of 13% lower than their white peers and make up almost half of the student population. The learning gap between sub populations must close.
Perceptions
Problem Statement 1: School communication frustrates parents, faculty, administration. Root Cause 1: Systems were not in place to ensure timely and regular communication

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Increase the learning experience of all students by incorporating learning trips for each grade level.

Evaluation Data Source(s) 1: Budget allotment for trips. Student work inspired by learning trips.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Work with teachers to discover opportunities outside of the school that our students can experience to enhance their learning in line with the district curriculum.		Grade level leads and Administration	Increase engagement, community involvement and performance in academics and behavior.				
Problem Statements: Demographics 1, 2, 3 - Perceptions 2 Funding Sources: 461 Campus Activity Fund - 0.00							

Performance Objective 1 Problem Statements:


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Perceptions
Problem Statement 2: Overall positive moral in Forbes Middle School among teachers and staff was listed as the biggest concern on the staff survey for the 2017-2018 school year. Root Cause 2: Forbes Middle School added 6 teachers mid year for the 2017-2018 school year. Two were the result of vacancies created as a result of staff members passing away. Forbes also had a change in leadership in February 2018.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 2: Cross-curricular learning experiences dedicated to deepen the success of the curriculum and high priority learning standards.

Evaluation Data Source(s) 2: Student learning data from progress reports, 9 weeks reports, CBA data, Map data, and STAAR data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Utilize daily Interdisciplinary Team (IDT) meetings to discuss grade level curriculum and provide a forum to engage in cross-curricular design.		IDT leads and administration	Increased knowledge of all student curricula. A deeper and more comprehensive level of teaching and lesson facilitation.				
2) Each IDT sets a goal with administration to develop a cross curricular designed lesson and provide feedback to curriculum writers.		IDT Leads, Department Chairs, and administration.	Deeper levels of engagement, continuity in the learning experiences, and higher levels of performance.				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use plickers and Schletchy Center training to create individual spec sheets for each class, grade and content.
1	3	1	Develop a process for matching students with the appropriate tutorial session based on academic and behavioral need.
1	4	1	Every core academic teacher will participate in the curriculum academy.
1	4	2	Professional learning will be provided to support use of the new curriculum to design lessons.
1	4	3	Teachers will use the DOK tools to assess units/lessons and the work provided to students.
2	1	1	Empower teachers and student groups to speak to parents and community members about classroom happenings and request participation.
2	1	2	Use systematized protocols to find ways to involve parents in the processes previously occupied only by staff.
3	1	1	Use collaborative leadership and best practices to clearly define and establish a team that can and has the opportunity to support a system of behavior and academic interventions.
4	2	2	Each IDT sets a goal with administration to develop a cross curricular designed lesson and provide feedback to curriculum writers.

District Funding Summary

461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	transportation and fundraising for admittance		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00