

**Georgetown Independent School District**  
**Tippit Middle School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

**Mission: Inspiring and empowering every learner to lead, grow, and serve.**

## Vision

**Vision: Home of the most inspired students served by the most empowered leaders.**

## Value Statement

### GISD 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

## Needs Assessment Overview

### CAMPUS NEEDS ASSESSMENT

Data reviewed for needs assessment: (Double-click next to box and select “checked”. Check all that apply and add additional in list below.)

#### Performance and Accountability

- Performance on state assessments
- TELPAS results
- Reading Assessment results
- Accountability ratings (including safeguards missed)
- Teaching, Empowering, Leading and Learning (TELL) results
- Review of TAPR data
- Student climate survey
- Special Education indicator reports (C-IEP)
- Parent surveys
- Other performance related items

#### Demographic Data

- Attendance
- Discipline

#### Other data reviewed for needs assessment: (add bullets as necessary)

Based on review of the above data, the following areas of needed improvement were identified:

- System Safeguards were not met in the following areas. The campus is working on improving and increasing student performance through strategies addressed both in the Campus Improvement Plan and Targeted Improvement Plan

	All Students	African American	Hispanic	Eco Dis.	Special Education	Current & Monitored ELL
<b>Reading</b>						
<b>Math</b>						
<b>Writing</b>						
<b>Science</b>						
<b>Social Studies</b>						

**DATA ANALYSIS & NEEDS ASSESSMENT**

**Critical Success Factors**

**Academic Performance**

- STAAR Results
- TELPAS results
- Curriculum Based Assessments
- Tutoring reports
- Computer software results – Think Through Math Developmental
- Reading Assessment IStation
- Individual education plans
- Aggregated /disaggregated attendance data
- Aggregated/ disaggregated discipline referral data

**Use of Quality Data to Drive Instruction**

- STAAR Results

- CurriculumBased Assessments
- Data Management Systems
- Data walls/ rooms
- Response to Intervention tracking
- Classroom walkthrough data
- Professional learning community minutes
- Intervention decisions
- TEKS unpacking
- Reteaching/Tutoring
- Three and SixWeek Grade Reports
- Think Through Math data

### **Leadership Effectiveness**

- STAAR Results
- Teacher retention
- Teacher attendance
- Professional Development plans (including implementation and monitoring plans)
- Teacher leader reports
- Principal evaluation results
- Teacher evaluation results

### **Increased Learning Time**

- Time on task observations (Bell to Bell observations)
- Student engagement observations
- Percentage of schoolwide engagement in enrichment activities
- Master schedule
- Early release data
- Minutes of instructional time per day
- Minutes of extended opportunities offered
- Minutes offered for staff collaboration/PD

### **Family and Community Engagement**

- Family and community perception surveys
- Number of parent/family conferences held
- Number of family/parent focus workshops and programs offered

- Number of home visits conducted
- Number of modes of communication used to inform families how to support their student academic growth
- Number of languages in which parent communication is provided
- Number of community partners

### **School Climate**

- Teacher retention rate
- Parent/Community perception data
- Discipline data
- Attendance data
- PEIMS data
- PBIS activities & impact
- Teacher attendance
- Campus cleanliness
- Community involvement and support
- Aggregated/ disaggregated discipline referral data
- PEIMS 425 report

### **Teacher Quality**

- STAAR results Classroom observations
- Third party classroom observation
- Increased student performance
- Walkthrough data
- Teacher evaluation results
- Professional development hours
- Professional development implementation (as evidenced during walkthroughs)
- Classroom engagement
- Time on task
- Failure Rates
- Discipline referrals

As referenced in the section on Texas Framework for Continuous and District and School Improvement, the Critical Success Factors build on the USDE turnaround principles. Priority schools will work with districts and state personnel to align their intervention efforts with these principles:

- providing strong leadership by:

reviewing the performance of the current principal;

- 1.
2. either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
3. providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
  - ensuring that teachers are effective and able to improve instruction by:
    1. reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
    2. preventing ineffective teachers from transferring to these schools; and
    3. providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
  - redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement

### 6<sup>th</sup> Grade Math

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Tippit Middle School	297	18.64	49.04%	65.99%	35.69%	16.16%
Economic Disadvantage	165	16.3	42.90%	52.73%	25.45%	10.91%
Asian	6	20.5	53.83%	83.33%	50%	16.67%
Black/African American	11	12.64	33.27%	18.18%	9.09%	0%
Hispanic	167	16.76	44.08%	59.28%	26.95%	10.18%
Two or More Races	6	21.83	57.50%	66.67%	50%	33.33%
White	107	21.92	57.66%	80.37%	50.47%	26.17%
Female	133	17.41	45.80%	60.90%	28.57%	12.78%
Male	164	19.65	51.67%	70.12%	41.46%	18.90%
First Year of Monitoring	9	20.78	54.56%	77.78%	55.56%	11.11%
LEP	62	12.48	32.77%	43.55%	8.06%	3.23%
Second Year of Monitoring	11	23.55	61.91%	90.91%	45.45%	18.18%

Special Ed Indicator	30	11.17	29.37%	26.67%	6.67%	3.33%
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**6<sup>th</sup> Grade Reading**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Tippit Middle School	297	24.04	60.36%	58.59%	27.61%	12.79%
Economic Disadvantage	165	21.57	54.19%	48.48%	17.58%	6.06%
Asian	6	24	60.17%	66.67%	16.67%	16.67%
Black/African American	11	19.73	49.64%	36.36%	9.09%	0%
Hispanic	167	22.29	55.98%	50.90%	19.76%	8.38%
Two or More Races	6	27.17	68%	83.33%	33.33%	16.67%
White	107	27.05	67.87%	71.03%	42.06%	20.56%
Female	133	24.34	61.12%	61.65%	29.32%	15.04%
Male	164	23.8	59.74%	56.10%	26.22%	10.98%
First Year of Monitoring	9	29	72.78%	100%	44.44%	0%
LEP	62	16.5	41.48%	20.97%	1.61%	0%
Second Year of Monitoring	11	27.73	69.64%	90.91%	27.27%	0%
Special Ed Indicator	30	14.7	37.03%	10%	6.67%	0%

**7<sup>th</sup> Grade Math**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Tippit Middle School	318	19.93	50.07%	63.52%	31.13%	10.69%
Economic Disadvantage	156	17.02	42.78%	51.28%	16.03%	3.21%
American Indian/Alaskan Native	1	23	58%	100%	0%	0%
Asian	1	12	30%	0%	0%	0%
Black/African American	8	19.13	48.13%	50%	25%	25%
Hispanic	181	17.85	44.85%	54.70%	20.44%	4.97%
Native Hawaiian/Pacific Islander	1	17	43%	100%	0%	0%
Two or More Races	17	22.06	55.53%	64.71%	41.18%	23.53%
White	109	23.19	58.20%	78.90%	48.62%	17.43%
Female	154	19.53	49.05%	62.99%	28.57%	8.44%
Male	164	20.31	51.02%	64.02%	33.54%	12.80%
First Year of Monitoring	11	23.09	58.09%	90.91%	45.45%	0%
LEP	64	13.39	33.69%	28.12%	6.25%	0%
Second Year of Monitoring	6	21.5	54%	83.33%	33.33%	0%
Special Ed Indicator	29	14.31	36%	20.69%	17.24%	10.34%

**7<sup>th</sup> Grade Reading**

**Total Students Raw Score Percent Score Approaches Meets Masters**



Tippit Middle School	318	26.47	63.01%	67.30%	37.42%	17.92%
Economic Disadvantage	156	23.07	54.94%	55.13%	21.79%	9.62%
American Indian/Alaskan Native	1	29	69%	100%	0%	0%
Asian	1	25	60%	100%	0%	0%
Black/African American	8	22.38	53.38%	50%	25%	12.50%
Hispanic	181	23.76	56.56%	58.01%	25.97%	10.50%
Native Hawaiian/Pacific Islander	1	35	83%	100%	100%	0%
Two or More Races	17	31.18	74.24%	82.35%	58.82%	35.29%
White	109	30.44	72.47%	80.73%	54.13%	28.44%
Female	154	27.2	64.77%	71.43%	36.36%	19.48%
Male	164	25.77	61.36%	63.41%	38.41%	16.46%
First Year of Monitoring	11	30.73	73.18%	100%	36.36%	9.09%
LEP	64	17.72	42.23%	28.12%	4.69%	1.56%
Second Year of Monitoring	6	29	69%	83.33%	66.67%	16.67%
Special Ed Indicator	29	15.03	35.79%	17.24%	10.34%	6.90%

### 7<sup>th</sup> Grade Writing

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Tippit Middle School	317	25.64	55.75%	55.52%	26.81%	3.15%
Economic Disadvantage	156	22.77	49.53%	39.10%	12.82%	0.64%
American Indian/Alaskan Native	1	34	74%	100%	100%	0%
Asian	1	25	54%	100%	0%	0%
Black/African American	9	24.89	54.11%	44.44%	22.22%	11.11%
Hispanic	179	23.35	50.77%	41.90%	16.20%	0.56%
Native Hawaiian/Pacific Islander	1	31	67%	100%	0%	0%
Two or More Races	17	29.41	63.88%	70.59%	47.06%	5.88%
White	109	28.76	62.54%	75.23%	41.28%	6.42%
Female	155	27.17	59.08%	63.87%	31.61%	3.23%
Male	162	24.17	52.57%	47.53%	22.22%	3.09%
First Year of Monitoring	11	27.73	60.27%	100%	0%	0%
LEP	64	19.05	41.39%	12.50%	3.12%	0%
Second Year of Monitoring	6	25	54.33%	50%	16.67%	0%
Special Ed Indicator	29	17.14	37.24%	13.79%	13.79%	0%

### 8<sup>th</sup> Grade Math

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Tippit Middle School	163	17.73	42.15%	33.74%	7.98%	0.61%
Economic Disadvantage	108	17.28	41.10%	30.56%	7.41%	0%

American Indian/Alaskan Native	1	14	33%	0%	0%	0%
Black/African American	7	14.86	35.29%	14.29%	0%	0%
Hispanic	112	16.7	39.71%	28.57%	5.36%	0%
Two or More Races	9	19.89	47.33%	33.33%	11.11%	0%
White	34	21.26	50.53%	55.88%	17.65%	2.94%
Female	83	18.47	43.92%	37.35%	9.64%	0%
Male	80	16.96	40.33%	30%	6.25%	1.25%
First Year of Monitoring	23	19.09	45.35%	30.43%	13.04%	0%
LEP	20	14.45	34.40%	10%	0%	0%
Second Year of Monitoring	1	9	21%	0%	0%	0%
Special Ed Indicator	12	12.83	30.42%	8.33%	0%	0%

### 8<sup>th</sup> Grade Reading

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Tippit Middle School	275	29.8	67.75%	74.18%	44.73%	18.55%
Economic Disadvantage	138	26.49	60.22%	63.77%	25.36%	7.97%
American Indian/Alaskan Native	1	35	80%	100%	100%	0%
Asian	4	38.25	86.75%	100%	75%	75%
Black/African American	8	25.38	57.88%	50%	12.50%	12.50%
Hispanic	161	27.61	62.80%	66.46%	34.16%	10.56%
Two or More Races	13	28.92	65.85%	76.92%	30.77%	15.38%
White	88	33.88	76.99%	88.64%	67.05%	31.82%
Female	144	31.49	71.63%	81.25%	52.78%	23.61%
Male	131	27.93	63.49%	66.41%	35.88%	12.98%
First Year of Monitoring	28	26.57	60.39%	75%	17.86%	0%
LEP	20	17.95	40.85%	0%	0%	0%
Second Year of Monitoring	1	16	36%	0%	0%	0%
Special Ed Indicator	13	17.15	39.15%	15.38%	7.69%	7.69%

### 8<sup>th</sup> Grade Science

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Tippit Middle School	277	24.1	57.37%	62.45%	31.77%	8.30%
Economic Disadvantage	142	21.18	50.39%	48.59%	16.90%	1.41%
American Indian/Alaskan Native	1	27	64%	100%	0%	0%
Asian	4	29.5	70.50%	100%	50%	0%
Black/African American	8	18	42.75%	12.50%	12.50%	12.50%
Hispanic	166	22.03	52.43%	53.61%	19.88%	1.81%
Two or More Races	12	24.08	57.33%	66.67%	41.67%	0%

White	86	28.38	67.57%	81.40%	54.65%	22.09%
Female	147	24.59	58.53%	64.63%	32.65%	8.16%
Male	130	23.55	56.05%	60%	30.77%	8.46%
First Year of Monitoring	28	21.39	51%	46.43%	7.14%	0%
LEP	24	16.13	38.29%	16.67%	0%	0%
Second Year of Monitoring	1	11	26%	0%	0%	0%
Special Ed Indicator	15	15.6	37%	13.33%	6.67%	0%

### 8<sup>th</sup> Grade Social Studies

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Tippit Middle School	275	22.41	50.95%	47.27%	16%	5.45%
Economic Disadvantage	142	19.48	44.28%	32.39%	7.75%	1.41%
American Indian/Alaskan Native	1	17	39%	0%	0%	0%
Asian	4	32.25	73.50%	100%	50%	50%
Black/African American	8	17.75	40.13%	12.50%	0%	0%
Hispanic	166	20.52	46.64%	36.14%	10.84%	4.22%
Two or More Races	12	20.33	46.25%	33.33%	0%	0%
White	84	26.49	60.25%	72.62%	28.57%	7.14%
Female	146	22.64	51.48%	47.95%	16.44%	4.11%
Male	129	22.16	50.36%	46.51%	15.50%	6.98%
First Year of Monitoring	28	20.64	46.89%	28.57%	3.57%	3.57%
LEP	24	15.58	35.42%	16.67%	4.17%	4.17%
Second Year of Monitoring	1	11	25%	0%	0%	0%
Special Ed Indicator	15	14.6	33.27%	6.67%	6.67%	0%

### 8<sup>th</sup> Grade Algebra

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Tippit Middle School	111	37.35	69.17%	100%	64.86%	30.63%
Economic Disadvantage	30	34.87	64.53%	100%	50%	20%
Asian	4	38.75	71.75%	100%	75%	25%
Black/African American	1	42	78%	100%	100%	100%
Hispanic	49	36.04	66.73%	100%	61.22%	20.41%
Two or More Races	4	36	66.75%	100%	75%	25%
White	53	38.47	71.25%	100%	66.04%	39.62%
Female	61	38.79	71.85%	100%	73.77%	37.70%
Male	50	35.6	65.90%	100%	54%	22%
First Year of Monitoring	5	32.6	60.20%	100%	40%	20%

Special Ed Indicator                      1            40            74%            100% 100%            0%

**TELPAS Scores**

	Total Students	Listening Proficiency Rating			
		Beginning	Intermediate	Advanced	Advanced High
Tippit Middle School	66	3.03%	1.52%	10.61%	84.85%
Economic Disadvantage	59	3.39%	1.69%	6.78%	88.14%
Asian	2	0%	0%	50%	50%
Hispanic	60	3.33%	1.67%	10%	85%
White	4	0%	0%	0%	100%
Female	28	3.57%	3.57%	7.14%	85.71%
Male	38	2.63%	0%	13.16%	84.21%
First Year of Monitoring	1	0%	0%	0%	100%
LEP	65	3.08%	1.54%	10.77%	84.62%
Special Ed Indicator	7	0%	14.29%	0%	85.71%

**Speaking Proficiency Rating**

	Beginning	Intermediate	Advanced	Advanced High
	3.03%	4.55%	15.15%	77.27%
	3.39%	3.39%	13.56%	79.66%
	0%	0%	50%	50%
	3.33%	5%	15%	76.67%
	0%	0%	0%	100%
	3.57%	7.14%	7.14%	82.14%
	2.63%	2.63%	21.05%	73.68%
	0%	0%	0%	100%
	3.08%	4.62%	15.38%	76.92%
	0%	14.29%	28.57%	57.14%

### Reading Proficiency Rating

	Beginning	Intermediate	Advanced	Advanced High
	7.58%	48.48%	28.79%	15.15%
	8.47%	49.15%	30.51%	11.86%
	50%	0%	0%	50%
	6.67%	53.33%	26.67%	13.33%
	0%	0%	75%	25%
	7.14%	78.57%	10.71%	3.57%
	7.89%	26.32%	42.11%	23.68%
	0%	0%	0%	100%
	7.69%	49.23%	29.23%	13.85%
	14.29%	57.14%	28.57%	0%

### Writing Proficiency Rating

	Beginning	Intermediate	Advanced	Advanced High
	3.03%	18.18%	40.91%	37.88%
	3.39%	16.95%	42.37%	37.29%
	0%	0%	100%	0%
	3.33%	20%	38.33%	38.33%
	0%	0%	50%	50%
	7.14%	14.29%	39.29%	39.29%
	0%	21.05%	42.11%	36.84%
	0%	100%	0%	0%
	3.08%	16.92%	41.54%	38.46%
	14.29%	28.57%	42.86%	14.29%

### TELPAS Composite Rating

	Beginning	Intermediate	Advanced	Advanced High
	1.52%	18.18%	51.52%	28.79%
	1.69%	18.64%	52.54%	27.12%
	0%	50%	0%	50%
	1.67%	18.33%	53.33%	26.67%
	0%	0%	50%	50%

3.57%	17.86%	67.86%	10.71%
0%	18.42%	39.47%	42.11%
0%	0%	100%	0%
1.54%	18.46%	50.77%	29.23%
0%	42.86%	42.86%	14.29%

**Years in US Schools**

First Year	2 Years	3 Years	4 Years	5 Years	6+ Years
0%	4.62%	4.62%	0%	33.85%	56.92%
0%	5.08%	1.69%	0%	35.59%	57.63%
0%	0%	50%	0%	0%	50%
0%	5%	3.33%	0%	35%	56.67%
0%	0%	0%	0%	33.33%	66.67%
0%	7.14%	0%	0%	39.29%	53.57%
0%	2.70%	8.11%	0%	29.73%	59.46%
0%	0%	0%	0%	0%	100%
0%	4.69%	4.69%	0%	34.38%	56.25%
0%	0%	0%	0%	28.57%	71.43%

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **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,
- Male / Female 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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



- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community 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
- Action research results
- Other additional data

# Goals

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

**Performance Objective 1:** All Tippit Middle School teachers will collaborate with each other to design engaging work that compels learners into the Learner Profile. Attributes of the Learner Profile will be exhibited in student work and behavior during instructional observations.

**Evaluation Data Source(s) 1:** Classroom observations, Student surveys, Formative assessments, CBA, NWEA Map.

### Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) All teachers will meet with their grade level content teams three times a week to design lessons and engaging learning experiences for students based on student needs.	2.5, 2.6	Alfonso Longoria Samantha Virnig Marla Gemain	Engaging learning experiences for students evident by Learner Profile attributes being observed in student work and academic behavior.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Professional Learning for teachers with a focus on Personalized Learning provided by campus administration in conjunction with the Cat Alexander group.	2.4, 2.5, 2.6	Alfonso Longoria	Teachers will be empowered by attaining conceptual instructional skills that enable them to personalize learning for all students.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) The Titan Card system and progress monitoring systems like schoology will be put in place that allows students to choose their learning spaces, access the resources they need to produce work, and define their mastery of the content	2.4, 2.5, 2.6	Alfonso Longoria Campus Design Team Campus Leadership Team Grade Level Teams	Students will exhibit the learner profile. Increased student engagement. Growth in skill exhibited through NWEA Map.				

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

**Performance Objective 1:** Tippit Middle School will actively communicate with its community and be intentional in promoting Tippit successes in light of the GISD Learner Profile and district beliefs.

**Evaluation Data Source(s) 1:** Parent Survey, PTA membership, number of social media followers

**Summative Evaluation 1:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Weekly communication with parents and community members through Tippit Principal Newsletter, Tippit Social Media outlets, and Tippit Website.</p>	3.1, 3.2	Alfonso Longoria Samantha Virnig Marla Germain Debbie Labay Holly Barrett Kelly Kresser	Tippit parents and community members will be informed on upcoming events, logistics, students success, teacher successes, and all other essential information.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Performance Objective 1:** All Tippit Middle School teachers and staff will collaborate on professional learning teams, be given opportunities to lead others, and encouraged to problem solve through campus improvement committees.

**Evaluation Data Source(s) 1:** Classroom observation, Parent/Student surveys, Teacher surveys, Formative assessments, NWEA Map

**Summative Evaluation 1:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Master Schedule built that allows for teachers to share common meeting time to problem solve for student progress and needs. Each team is assigned a teacher that acts as a team lead. Students are grouped into grade level teams.</p>	2.6, 3.2	Alfonso Longoria Samantha Virnig Holly Barrett Kelly Kresser	Collaboration between teachers across content areas will allow for targeted academic/behavior intervention for students. Collaboration between teachers across content areas will allow for interdisciplinary lesson design.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Implementation of Campus Design Team that will meet bi-weekly with a focus on implementing Schlechty design principles across the campus.</p>	2.4, 2.5, 2.6	Alfonso Longoria	Improved learning experiences that are engaging all students. Students exhibit attributes of the Learner Profile.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>3) Implementation of a Campus Leadership Team (CLT) that creates, evaluates and implements operational systems and campus wide initiatives. The CLT will also collaborate with the Campus Design Team to implement design principles and advise the campus principal.</p>	2.4, 2.5, 2.6	Alfonso Longoria	Tippit staff will be empowered to make decisions about continuous improvement for the campus				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Performance Objective 1:** Tippit Middle School students and staff will exhibit attributes of the Learner Profile in instruction, behavior, and practice.

**Evaluation Data Source(s) 1:** Student & Parent Survey, Learner Profile Rubric

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Implement Titan Professional Learning opportunities bi-monthly during content design time. These sessions will focus on Learner Profile, Personalized Learning, and PBL</p>	2.4, 2.5, 2.6	Alfonso Longoria Design Team	Teachers will be empowered with instructional skills that align with the Learner Profile.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Tippit Design team will create and implement a hiring process that assesses candidates creativity and alignment with the Learner Profile.</p>	2.5, 2.6	Alfonso Longoria Design Team	Hire and recruit staff members that exhibit the Learner Profile and are creative risk takers with instruction.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

## Campus Site-Based School Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brian Dawson	Principal
Administrator	Marla Germain	Assistant Principal
Administrator	Samantha Virnig	Assistant Principal
District-level Professional	Cori Coburn-Shifflett	Digital Learning Coach
Community Representative	Diane Waggoner	Community Member
Parent	Malinda Salyer	Parent