

McKinney Independent School District
Faubion Middle School
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Needs Assessment Overview

Our campus has some needs that we hope to address fully over the next three years:

- Continue to make sure that staff, students and parents feel and believe tha Faubion Middle School is a safe place.
- Develop intervention, lesson planning and instructional practices that will faciliitate continued strong academic performance for all students with a focus on closing the performance gaps for underperforming subpopulations
- Train and equip teachers to implement the Engaged Learning Model (ELM) with fidelity
- Develop and implement a structured PLC format that will yield significant improvement in instruction and student performance
- Replace outdated technology with updated technology and train teachers on the most effective ways to utilize technology in the classroom
- Continue to engage the community in meaningful ways that help them feel that the are a part of the Faubion Family

Demographics

Demographics Summary

Faubion Middle School (FMS) serves a diverse population of about 1,152 students. Our most recent demographic reports highlight the strength of diversity at FMS in that we have many cultures and languages with about 31% Hispanic, 9% African American, and 54% White. In addition, 41% of our students qualify for Free or Reduced Lunch. We strive to make learning relevant with a focus on literacy strategies taught in all content areas. In all areas, teachers collaborate to provide relevant and purposeful lessons that are engaging for students. We strive to provide a safe, orderly environment where students learn and succeed both in academic and extra-curricular endeavors.

There are three special programs at FMS to serve specific populations of students:

- The Newcomer Center is for students who are new to the US or US schools and have limited english language proficiency skills. The primary focus of this unique learning environment is to assist students in acquiring an advanced level of proficiency of the english language that would allow the student to function in a manner that is similar to their peers. The ultimate goal of the program is to minimize the impact of the barriers that can cause students to struggle when they lack a proficient level of the English language
- Active Learning (AL) is a Special Education program that aims to provide students who come to us with significant disabilities the basic functional skills that will allow them to independently or with little-to-no assistance be able to be productive in accomplishing their goals, based on their level of disability.
- Functional Academics (FAC) is a Special Education program that serves students that have a mild-to-moderate level of functioning. Our goal is to maximize the students' level of productivity and functioning that will allow them as much independence as possible, based on their disability.

An analysis of 2014-15 data reveals that most students in many subpopulation groups are improving in STAAR performance standards, especially in the area of Math, where we had 100% of students pass the math exam in every subgroup, with 69% of the students meeting the Advanced Standard . We also saw some significant gains in science among All Students, African American, White, Special Education and Economically Disadvantaged subgroups. FMS earned two Academic Achievement Distinction Designations in the areas of Reading/ELAR and Postsecondary Readiness.

Faubion Students also excelled in the Academic UIL competition by placing 1st in the District which includes all MISD middle schools and others from Allen ISD.

In the area of Fine Arts, the FMS Honors Orchestra and Symphonic I Band partnered to form a Full Orchestra. They competed from the district to state level and were awarded the distinction of Number 1 Full Orchestra in the state of Texas. They will perform at the Texas Music Educators Association conference in San Antonio in February, 2015.

In the 2014-15 school year, FMS 6th grade teachers implemented the Engaged Learning Model, also known as ELM, model in the areas of science and social studies. This year, our 7th grade Science and Social Studies teachers will implement the Engage Learning Model Using. We expect this will be a smooth

transition for the students as they became familiar with the ELM model last year. We will continue to provide adequate support beyond the two-day introductory training for our 7th grade science and social studies teachers as well as our new 6th grade teacher implementing the ELM model.

FMS teachers will work collaboratively to design engaging and relevant lessons in all content areas. Communication to parents will include weekly newsletter, social media sites of Facebook and Twitter to keep our community informed of the events and celebrations of success at FMS. Student Recognition will continue to include Lion's Pride and Faubion Merit Scholar quarterly awards. Sheltered classes in ELAR, science and social studies will support English Language Learners. Our Newcomer Center in an innovative approach to helping our limited English proficiency and English Language Learners gain adequate proficiency of the English language. Co-teach and Inclusion models will support Special Education students. Administrators will monitor student performance data and products to ensure students are being successful.

Demographics Strengths

Faubion enjoys a naturally diverse population due to the attractiveness of a variety of available housing units in our zone. We also house a Newcomer Center that brings an additional layer linguistic diversity to our campus.

Student Achievement

Student Achievement Summary

Analysis of 2014-15 STAAR data reveals some strengths and opportunities for growth for Faubion Middle School. When comparing percentages vs the 2013-14 school year, the data suggests that our Math and Science programs are producing admirable results. We saw across the board improvement among all subpopulations in the Math. In Science we saw growth in nearly every subpop, with the exception of Hispanic and ELL students. This is an area of particular concerns as these populations are underperforming vs their white, African-American, American Indian and Asian peers. In Reading we saw good performance with an 89% passing rate among all students. Our greatest opportunity for ELAR remains with our Hispanic, ECD and ELL students. The results of the Writing test were moderately strong with an overall passing rate of 82%. However, writing will remain an area of focus for us as we work to make sure all of our students are prepared to perform well at the high school level. Our greatest area of opportunity in writing is our ELL students where 17% of our students met the standard for Satisfactory Performance on STAAR.

Student Achievement Strengths

Overall, our student performance is strong. Comparatively, all four core subjects are areas of strength for us. In 8th grade Math 100% of our students met standard the Algebra I STAAR exam with 69% of the students performing at the Advanced level. Overall our Met Standard rates are as follows: All Subjects - 87%, Reading - 89%, Mathematics - 100% (Algebra I only), Writing - 82%, Science - 81% and Social Studies - 85%.

School Culture and Climate

School Culture and Climate Summary

Faubion Middle School has a proud history dating back to 1986. This year a new Principal was appointed and that has had a positive impact on the culture of the building. We're continuing to build on our positive culture through innovative ways to celebrate and recognize student and staff excellence and performance. Our Lion's Pride is a tradition at FMS that recognizes students who are academically successful and who exhibit exemplary character. Lion's Pride is our gold standard. The FMS Merit Scholar program recognizes academic excellence for students who receive a grade of 93 and above in all classes each quarter. This year, Faubion will participate in the KLAK Teacher of the Month program to recognize teachers who exemplify exemplary standards of being an educator. The program is a great teacher recognition program that lets staff nominate teachers each month for the KLAK Teacher of the Month prize each month that includes a plaque, \$500 and an entry into the Teacher of the Year nomination where they receive \$1000 and a plaque.

School Culture and Climate Strengths

Faubion MS has a positive culture that has the student at the center of everything we do. Our staff believes strongly in the potential of each child. We believe greatly in collaboration and collegial conversations that form the foundation of the work we do in PLCs. More importantly, our staff at Faubion understand the purpose of connecting with families and forming relationships that foster trust and commitment. This year as part of our ongoing effort in Community Outreach, we attended the Back to School/Meet the Teacher Night at three of our feeder elementary schools: Malvern ES, Caldwell ES and Burks ES. These are our feeder campuses where a vast majority of our economically disadvantaged students come from, so it was important to us that we reach out to those families to provide support in helping to register their student, update their information in eSchool, collect proof of residency information, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Faubion Middle School remains committed to hiring the best and brightest staff to teach our students. This year we added nearly 30 new staff members, making the induction process even more important as we sought to impress upon them the importance of innovation, collaboration and self-reflection to improve their craft. The Gallup Poll Survey and Interview Fit Questions remain our standard initial tools for screening and interviewing candidates. We also intentionally and carefully screened each applicant using the same set of questions developed for interviewing for each paraprofessional position. One of our goals this year is to recognize, highlight and celebrate the hard work of those teachers who are going above and beyond to produce extraordinary results. With that in mind, we have decided to participate in the KLA Teacher of the Year program that recognizes a Teacher of the Month each month and awards them with a \$500 check and a plaque. Each teacher of the month is then entered into a drawing to win the Teacher of the Year prize that includes a much larger cash prize and plaque.

Staff Quality, Recruitment, and Retention Strengths

We have some great teachers at Faubion that love this school. Our Team Leads, Department Chairs and Instructional Coaches are among the best educators in the profession. They have a passion for the craft and a love for kids. Our goal this year is to focus on the relational aspects of the teaching-learning experience. Our teachers are also very collegial with each other and the administration, forming bonds that will help us to retain our very best.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Faubion Middle School has experienced great success with the implementation of the Engaged Learning Model (ELM) in the areas of 6th grade Science and Social Studies. This year, the ELM is being expanded to the 7th grade Science and Social Studies classrooms. Although this model is different than what most of our teachers are used to doing in the area of instruction, our teachers have demonstrated a genuine enthusiasm for the potential benefits of the model. Our current 7th graders have the benefit of having experience in the area of ELM because they were exposed to the model last year, so they have been very supportive of their teacher and their peers who were not here last year to help them get used to the ELM model. Our Instructional Coaches are key to the successful implementation of ELM and are able to provide support to teachers who need assistance. As for our other areas, ELAR, Math, LOTE, CTE and Fine Arts continue to employ the district's guaranteed and viable curriculum to teach our students.

Curriculum, Instruction, and Assessment Strengths

Faubion Middle School will continue to focus on a mastery learning model. Working in tandem with our campus leaders, curriculum coordinators and instructional coaches, our teachers will design engaging lessons, utilizing the District-adopted Schlectly's Lesson Design for Engagement Model and other empirically-based, effective instructional practices. Common planning time is and will continue to be a priority in our master schedule as this allows teachers time to collaborate and engage in collegial conversations as part of their PLCs. Teachers will develop summative assessments together, tying each questions to the appropriate Texas Essential Knowledge and Skills (TEKS), which will allow us to monitor students' progress over time by Student Expectation(SE).

Parent and Community Engagement

Parent and Community Engagement Summary

Faubion Middle School enjoys a diverse community. With that diversity comes a range of options for engaging and involving members of the community. This year, we wanted to assist our parents who had challenges completed the paperwork required to register their students for school. We developed a Community Outreach plan to visit three of our elementary schools to engage our families at the schools that had the highest percentages of economically-disadvantaged students that will eventually come to Faubion. We requested computer space, brought registration forms and other materials to assist our families. The night was a success as many of the parents who had kids at Malvern ES, Caldwell ES or Burks ES also had kids that were already at Faubion or would be starting at Faubion this year. We had a line of parents that showed to interact with us. Many of them thanked us and commended us for such an innovative approach to Community Outreach. We also plan to engage the community in other ways this year through the improved use of social media, email, weekly parent letters, etc. Our Meet the Teacher Night was very well attended. The 600+ seat auditorium was full with an estimated additional 100-200 parents and students that were unable to be seated in the auditorium. Many of the teachers who have worked here for many years said it was the best attendance Faubion has ever had in its history! We attribute this to our marketing blitz and the excitement around the changes that have occurred at the campus.

Parent and Community Engagement Strengths

Our parents at Faubion have a strong desire to be involved in their student's academic lives. We plan to offer parents an opportunity to partner with our teachers as guest speakers, presenters, chaperones, etc. Our hope is that each parent will commit at least one day to helping on our campus this year. Our PTO is incredibly strong and organized as well. They have several program they do throughout the year to encourage parent and community participation, which builds PRIDE in being a part of the Faubion Family.

School Context and Organization

School Context and Organization Summary

Faubion Middle School has approximately 1,150 students this year. This is a growth of nearly 200 students versus last year. The growth is due to the middle school rezoning process that took place last spring. Faubion underwent significant construction over the past two years to prepare for the additional students. Our new facilities include a state of the art Media Center, a new reception and front office area, updated technology in our computer-based courses, a new band hall, an extension of the cafeteria and several additional classrooms. The organization itself is healthy. Analysis of High Reliability Schools (HRS) survey responses indicate that our staff believes Faubion to be a safe campus with high expectations for teaching and learning. The school has a new administration this year, so we will establish a baseline this year with our Organizational Health Inventory (OHI) to be conducted in the spring semester.

School Context and Organization Strengths

Faubion has maintained an overall attitude of excellence in all areas. Our students have come in 1st place at the annual UIL competition, which includes all of the middle schools from MISD and Allen ISD, for the past 3 consecutive years. Also, our Fine Arts program is thriving. The visual arts currently enjoy healthy enrollment in Art 1 and Art 2. As for the performing arts, this year we have over 240 kids in Choir, over 250 kids in Band, nearly 200 in Orchestra and nearly 100 kids in Drama. Our Athletics programs are also strong. We currently have over 360 kids in athletics with a healthy split between boys and girls. Our CTE programs are focusing this year on attracting and recruiting students who may be interested in STEM endorsements in high school or STEM-related post-secondary studies or careers. Our AVID program is also doing well. Our goal is to become a Demonstration School within the next three years, so we will continue to look for ways to promote AVID and the college-going mindset that comes along with the program.

Technology

Technology Summary

All of the classrooms at Faubion Middle School are equipped with advanced technology including SmartBoards and a teacher computer station. In addition to that, each teacher is issued an iPad to use for work-related reasons. The implementation of the Engaged Learning Model (ELM) last year included an infusion of technology for science and social studies classrooms at the sixth grade level. Each of those content areas received additional iPads and MacBook computers to help integrate technology into their lessons. This year, the district has expanded ELM to the 7th grade science and social studies areas. So, those grade levels are being provided 75 MacBook Air computers and charging/storage carts per content area.

This year we hired a new Media Resource Specialist who is helping to lead the campus in a technology driven direction. Our goal over the next few years is to reduce paper consumption and costs by 50%. This can be accomplished by providing our teachers with the training to do formative and summative assessments digitally. Every student and teacher now has a Google Account that can be used to store documents, complete assessments, etc. We believe the investments we are making in creating a digital learning environment will prepare students for high school and post-secondary education and careers.

Technology Strengths

Our teachers have embraced the use of technology in the classroom. Many of them have taken to expanding their own knowledge base to learn new pedagogical methods that include technology. The District's infusion of investment in technology to support ELM has also proven to be good for our students as this is how they prefer to learn and demonstrate their mastery of learned concepts.

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
- 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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- 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.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Violence and/or violence prevention records
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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









Goals

Goal 1: Faubion Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Evaluation Data Source(s) 1: Every campus will establish a protocol that addresses the functions of Professional Learning Communities (PLCs) this year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) PLCs will meet weekly to address factors that impact students learning such as assessment, curriculum,, and instruction.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Department chairs, Team leads, Instructional Coaches, and Administrators	Regularly scheduled dates, agenda items				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) A variety of opportunities such as Department Chair meetings, Team Lead meetings and Department meetings will be established as opportunities for professionals to address common issues.</p>	2.5, 3.1	Department Chars, Team Leads, Instructional Coaches, and Administrators.	Regularly scheduled dates on the calendar as well as notes from agenda and action items recorded.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Faubion Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Evaluation Data Source(s) 2: MISD will create new opportunities for our stakeholders to have a voice in the operation of our district or revise existing structures to encourage more stakeholder participation.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Faubion Middle School will communicate regularly with parents via weekly newsletters inviting parents to provide input in the operations of the school</p>	3.1	Principal and Assistant Principals	Periodic Parent survey, Community Engagement Survey, comments and analytic information on Social Media				
<p>Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Faubion Middle School will regularly collect input from teachers and other staff regarding the operations of the school.</p>	3.2	Principal and Assistant Principals	HRS survey data, locally developed internal campus surveys, Dept Meetings, PLCs, etc.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Faubion Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 3: Students, parents, and the community perceive the school environment as a safe and orderly.

Evaluation Data Source(s) 3: Regular qualitative and quantitative data will be reviewed to access the safe and orderly environment of the MISD campuses.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Students will use utilize support systems such as counselors, Community in Schools personnel, mentors, and PALS for peer mediation.</p>	3.1	Counselors, Community in Schools personnel, PALS teacher, and FMS administrators	Logs of students utilizing systems, staff notations of meetings, and Community in Schools documentation				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Students will be informed about bully prevention and reporting procedures.</p>	3.1	Counselors, SRO, and FMS Administrators	Scheduled presentations on the calendar, TIP411 activity log, and student use of reporting procedures; by total count.				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Positive behavior supports will be utilized for students as determined by professional staff and parents.</p>	2.6	RTI Coordinator, 504 Coordinator, SPED Coordinator, Counselors, Instructional Coaches, Professional Staff, and FMS Administrators	RTI documentation and number of documented office referrals				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Faubion Middle School will engage students in rigorous and relevant learning experiences that will prepare all students for graduation and post-secondary success.

Performance Objective 1: FMS will increase the percent of low SES students achieving the final recommended standard by 1-3% percent in all content areas.

- Evaluation Data Source(s) 1:**
1. Provide targeted and measurable remediation for all At Risk Students as needed.
 2. Use district assessments to monitor the number of students who show mastery.
 3. Develop and implement a district-level protocol for providing assistance to campuses that have numbers of students struggling.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Faubion Middle School will take strategic steps to monitor the progress of our students. Specifically, we will monitor the progress of our ELL, At-Risk, Special Education and Socioeconomically Disadvantaged students each marking period.</p>	2.4, 2.6	FMS administration, instructional coaches and team leads	(1) 80% of students will pass all classes each quarter. (2) 80% of students will demonstrate mastery (80%+) on QCAs.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Faubion Middle School will engage students in rigorous and relevant learning experiences that will prepare all students for graduation and post-secondary success.

Performance Objective 2: MISD LEP students will demonstrate bilingual proficiency at an increased rate.

- Evaluation Data Source(s) 2:** 1. Bilingual/ESL student performance under AMAO will improve as measured by the prior year's performance.
 2. The student achievement data of Bilingual/ESL students will increase an aggregate of 15% as measured by STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) The percentage of ELL/LEP students demonstrating Satisfactory Performance on STAAR test will increase by a minimum of 1-3% percentage points in the 17-18 school year.	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers of ELL/LEP students.	Analysis of demonstration of ELL/LEP students who Meet Standard for Satisfactory Performance on the STAAR tests.				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Teachers will create lesson plans that include empirically-proven research strategies that will enable ELL/LEP students to increase their academic performance on STAAR and MAP testing. These will include strategies such as SIOP and the inclusion of Content AND Language objectives for each lesson	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Team Leads and Bilingual/ESL Coordinators.	Analysis of daily lesson plans. Observations based on SIOP walkthrough protocol forms. Calendar of scheduled PLC meetings and presentations by Bilingual/ESL team.				









= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Faubion Middle School will engage students in rigorous and relevant learning experiences that will prepare all students for graduation and post-secondary success.

Performance Objective 3: FMS will promote post secondary readiness for all students at all campuses.

- Evaluation Data Source(s) 3:**
1. Monitor performance of students on District Assessments
 2. Monitor progress/data points that formulate Postsecondary Readiness component of Accountability System

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Faubion Middle School is currently a campus that has an AVID program. Our goal over the next three years is to become an AVID demonstration school. AVID is a nationwide program that promotes a college-going mentality and gets students connecting their actions today to post-secondary success. FMS will encourage all teachers to utilize elements of the AVID organizational strategies (e.g. planners, Cornell Notes, use of Learning Objectives, etc.)</p>	2.5, 2.6	Administrators, Teachers, AVID Coordinator	Walkthroughs that specifically look for the use of AVID strategies.				
<p>Critical Success Factors CSF 1</p> <p>2) Faubion Middle School will earn an Academic Award for Distinction Designation in Post-Secondary Readiness by remaining in the Top 25% of comparison schools according to the TEA Accountability Standards.</p>		Administration	Annual Accountability Rating				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Faubion Middle School will increase the attendance rate by .5-.7% this school year.

- Performance Objective 1:**
1. The Administration team and Registrar will monitor the daily attendance rate.
 2. Assistant Principals, Counselors and their House Secretaries will schedule meetings with students and/or parents whose attendance exceeds minimum thresholds as defined by TEA.
 3. Implement attendance interventions as codified in District Policy.

- Evaluation Data Source(s) 1:**
1. Daily attendance monitoring
 2. Truancy letters
 3. Attendance contracts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Assistant Principals will monitor attendance reporting for students who demonstrate elevated absenteeism and meet with parents.</p>	2.4, 2.6	Assistant Principals and Counselors	Increased attendance at school				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) Principal will monitor 6 week attendance report to gauge progress toward increase attendance rate goal. The report will be provided to the Principal by the Registrar.</p>	2.4, 2.6	Principal and Registrar	Evaluation of progress toward meeting increased attendance goal.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							