

McKinney Independent School District
Johnson 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 citizens.

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

Demographics

Demographics Summary

Scott Johnson Middle School (SJMS) has approximately 900 students in grades 6-8. The student body is diverse, as approximately 50% of students are white and 25% are African American; additionally, 33% are considered Hispanic. Nearly 50% of the students are economically disadvantaged and receive free or reduced lunch; 35% are considered "At-Risk." Additionally, approximately 8% of students are classified as Limited English Proficient, nearly 12% are part of the Special Education Program, and almost 7% are enrolled in the Gifted and Talented Program. SJMS is the only secondary school in McKinney ISD that qualifies as a Title I campus. Despite this fact, SJMS has earned numerous local, state, and national distinctions and accolades, including being revalidated as an AVID National Demonstration School and a Site of Distinction. The SJMS student population lives in the Northern and Eastern sides of the school district, which geographically constitutes more than two thirds of the district zone. The campus mission has been simplified to focus on all students being kind and growing academically. Safety and educational engagement are emphasized for each member of the campus, and educational success is to be evident in that all students are to become better prepared for academic success in high school, college, and beyond by the time they complete their journey at SJMS.

Demographics Strengths

Sixth, seventh, and eighth grade enrollment numbers represent approximately one third of the overall campus population (about 300 in each grade level). It is helpful to have each grade level approximately the same size for a multitude of reasons: consistency and ease in scheduling, staffing, programming, etc.

The faculty and staff at SJMS believe there is strength in diversity in the student population. SJMS has students in each identified student category.

Predominant student categories are Caucasian/White (50%) and African American (25%). Other groups - such as Asian, American Indian, Hawaiian/Pacific Islander, and 2 or more races - are all represented. Additionally, more than 33% of the students at SJMS identify as Hispanic. Having such diversity at school allows for students to identify with and feel a part of the campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of staff members for each demographic area is not reflective of the student body. **Root Cause:** There has not been an abundance of Hispanic candidates in the interview pool.

Student Academic Achievement

Student Academic Achievement Summary

This past school year student achievement at Scott Morgan Johnson Middle School was measured using a variety of methods, including standardized tests such as the State of Texas Assessments of Academic Readiness (STAAR) and the Measures of Academic Progress exams (MAP). The STAAR system is a series of criteria-referenced exams that compare student achievement to a grade level standard established by the state of Texas. SJMS earned the highest rating of "Met Standard" for test score results, earning the highest state rating among district secondary schools for the ninth consecutive year, the only secondary school in the district with such a record. Students showed overall growth from the previous year's performance in Mathematics, with Reading scores remaining the same, and Science and Social Studies being within a few percentage points from the previous year. The level of student performance was consistent with other secondary schools in MISD.

The campus results for MAP mathematics testing demonstrate high levels of student achievement as well. More than 60% of students met or exceeded their projected annual growth according to MAP test results for the previous year. The testing body overseeing MAP exams, the NWEA, reports a 40-60% range of a campus' total population achieving annual goals as typical across the United States. It is apparent that math growth exceeds the national norm.

For its record of high student achievement, SJMS was revalidated as an AVID National Demonstration School and a Site of Distinction. SJMS was also revalidated as an NASSP National Breakthrough School.

Student Academic Achievement Strengths

The strengths of SJMS students are many. SJMS achieved the "Met Standard" rating for academic achievement as evidenced on Texas' STAAR exams, the highest rating awarded in the state. SJMS a distinction from the state, something only 11 McKinney campuses achieved. The distinction was for Social Studies achievement. SJMS accomplished these results despite being the only secondary campus in the district to qualify for Title I status. SJMS continues to achieve to the level of our other district middle schools despite overcoming unique demographic challenges.

Last year's STAAR data points to Math as an area of relative strength, demonstrating growth in both passing standard achievement and in advanced performance achievement. Reading scores and Social Studies scores also showed growth for advanced performance achievement and Social Studies demonstrated growth in advanced performance achievement. Looking at MAP data, more than 60% of tested students for each grade level exceed the national norm for their test performance in math, exceeding the growth level of a typical campus in the U.S.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores dropped 9% from the previous school year. **Root Cause:** A lack of mentor writing and mentor text experiences for

students.

School Processes & Programs

School Processes & Programs Summary

In consideration of instruction and curriculum, the teachers of SJMS teach curriculum standards as designed by the district for the current school year. Additionally, all faculty are trained in utilizing the newly adopted curriculum system resources that will streamline planning, data analysis, and progress monitoring. In regard to quality of staff members at SJMS, the quality of staff is continually being improved yearly through staff development opportunities, mentoring, the evaluation and support system for faculty, and the Campus Improvement Plan process. Through the use of Winocular and the Gallup Poll Survey the administration adheres to district mandated guidelines and SJMS recruits highly qualified applicants. There is also an emphasis placed on securing candidates who relate to and can identify with our current student and community population. Traditionally, SJMS loses less than 5% of professional staff through attrition, not due to Reduction in Force (RIF), retirement, or transfers.

The implementation of a new evaluation and support system - the Texas Teacher Evaluation and Support System (T-TESS) - serves the needs of teachers, and has given them a voice in their desired growth. This in turn should continue to increase career satisfaction, as well as teacher autonomy and capacity.

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Finally, the organization of the campus, from processes and schedules to administrative leadership, is all planned in an effort support students. The master schedule is designed to meet the needs of diverse learners, and to create opportunities for personal learning experiences. Faculty and staff are trained on how to intentionally build relationships for the purpose of whole-child development, as well as foundational academic achievement. The formal leadership team works collaboratively and through delegation of responsibility with other formal and informal leaders in an effort to create a campus that accounts for diverse needs through the contribution of diverse perspectives.

School Processes & Programs Strengths

For instruction and curriculum, the work on re-aligning district learning goals and state standards has and will continue to help teachers design lessons that are conducive to successful learning. The teachers are now able to view not only a vertical, but a horizontal alignment per grade level(s) that was not as evident as before. Being able to access curriculum and resources in more efficient ways enhances educational consistency at the campus and district level

and helps ensure that common unit assessment data is a reliable source for visiting and re-visiting learning goals.

With regard to staffing, SJMS strives each year to maintain at least 95% of our current staff population by building leadership capacity and ensuring an intellectual, stimulating, and supportive environment. Each year we strive to lose less than 5% of professional staff through attrition, not due to Reduction in Force (RIF), retirement, or transfers. Additionally, SJMS intentionally works to develop leadership among our ranks, allowing faculty and staff to learn and grow as desired.

Finally, the results of structural and programmatic planning for students, along with shared leadership, have shown much fruitfulness. The emphasis on appropriate adult-student relationships, along with the acknowledgement of student achievement is evident throughout campus. SJMS intentionally celebrates specific students on a regular basis and for a variety of reasons. These acknowledgements invariably connect back to the core character values of the campus: Tiger P.R.I.D.E. (perseverance, respect, integrity determination, and excellence).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Discipline problems noticeably increased towards the end of the day. **Root Cause:** Overcrowded and noisy cafeterias lead to heightened student drama after lunch.

Perceptions

Perceptions Summary

At Scott Johnson Middle School the focus is on kindness and student academic growth. Every student is to share responsibility in his/her learning and achieve his/her potential. Every student will demonstrate the characteristics of Tiger P.R.I.D.E (Perseverance, Respect, Integrity, Determination, and Excellence). Every student will successfully transition out of SJMS into a future educational setting as a contributing member to their own continued educational growth.

Perceptions Strengths

The strength of the Scott Johnson's culture and climate is directly related to the impact that our Parent Teacher Organization and staff have in committing themselves to the students on this campus. The PTO is a prime force in establishing a character education program such as Rachel's Challenge (through the Friends of Rachel Service club) and through presentations such as the All-Star National Tour Anti-Bullying program. These programs intensify student values and foster student collaboration with their peers. The principal also has established a student leadership group that meets 5 times a year to discuss the issues relative to students in the school. The Community in Schools Liaison has established groups for struggling students and has identified specific topics through the mentor program. The ESL program has a student group that meets each week to work on immersion of our ESL students. The administration and staff have created a positive climate through utilizing Tiger P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, Excellence). Character values and expectations for high academic achievement are reinforced on our daily announcements and in the classrooms each day. Students can earn Tiger Wrist Bands, Tiger Tickets, and special recognition at our Tiger Pride Awards each quarter. The campus mission and AVID program college-bound messages are posted in each room of the building and broadcast on the school website and newsletters. Scott Johnson faculty and staff continue modeling core values exemplified in Rachel's Challenge and in character-development presentations, as well as in the district's Anti-Bullying initiative.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students and families used campus-initiated surveys to report the perception of an unsafe environment due to a lack of specific services or elements. **Root Cause:** The advertising of our safety elements in place did not always occur in an adequate fashion.

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- 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,

- Male / Female 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.
- 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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- 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: Safe and Collaborative Culture:McKinney ISD 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Training emphasis and clear expectations about PLC norms, roles, and accountability. This will come from The Learning Tree Conference training, as well as MISD training.	David Warren, Grace Roberts, Beth Davis, Nikie Jo, Loraine Grady, Stacey Hatfield	Improved student data, documentation of high functioning PLC meetings				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD 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. Campus events will be designed to reach out to ELL families, thus increasing opportunities for representation and involvement with the school. Events will include the annual ESL / AVID Family Night, Doughnuts with Dads, Muffins with Moms, and PTO opportunities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Intentional invitations to ESL families, as well as combining school success information with college readiness.	Tammy Jusic, David Walker, Anne-Marie Black, and David Warren	ESL family participation through attendance data at the potluck dinner.	✓	✓	✓	

Goal 1: Safe and Collaborative Culture:McKinney ISD 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 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. SJMS Coordinated Health Committee will represent the health concerns and needs of the faculty, staff, and student body. Scott Johnson Middle School will foster a safe and engaging learning environment for students, teachers and staff. Specifically, Scott Johnson Middle School will improve student perceptions of the frequency of bullying as measured by student/family feedback surveys.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Coordinated Health Committee will meet once per quarter, will represent diverse membership, and will initiate and facilitate diverse campus actions promoting health and well being.	Sherri Kerr, David Warren	Diverse committee membership, regular meetings, and campus activities will be evident.				
2) Scott Johnson Middle School will utilize PALS and Peer Mediations to help improve perceptions of middle school climate.	Steve Gaffney, Cathy Hjartberg, Darla Sessom, Mitchell Curry, David Warren, Grace Roberts	Perceptions of the school climate will demonstrate improvement/positivity using student/family surveys.				
3) Scott Johnson Middle School will utilize Character presentations and Clubs to promote appropriate student interactions and build community. Campus will schedule (a) guest speaker(s) and organize student-led clubs.	Mitchell Curry, David Warren, Grace Roberts, Steve Gaffney, Cathy Hjartberg, SJMS Staff, Counseling Staff, Parent Coordinator, Central Office Coordinator	Fall event with speaker will take place and Character Club will exist with meetings and activities				
4) Scott Johnson Middle School Counseling staff will meet with students in class during the fall semester to implement a Bullying Prevention program utilizing the Bully-Free Schools program.	Steve Gaffney, Cathy Hjartberg	Campus discipline records will reflect a decline / minimal incidents of bullying				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD 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 4: SJMS will work towards reducing the currently reported 13% of students served through the Special Education Program to a percentage of 8.5% or lower.

Evaluation Data Source(s) 4: SPED enrollment will be analyzed to determine if target enrollment has been reached or if the actual percentage of students has moved closer to the target.

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) In an effort to determine the possible cause of over-representation of special education students at the campus, a team made up of a campus administrator, general education teachers, and special education teachers will analyze data related to the existing special education population.	Mitchell Curry, David Warren, Grace Roberts, Beth Davis, Nikie Jo, Bryttni Wolfe, Laura Stinson	The campus will be able to use the data reviewed responding to the following questions: (1) of the students referred during the previous school year, what were the suspected disabilities (and how many were in each category)?; (2) Is there a greater number of referrals coming from a specific grade level (and if yes, are the referrals coming from a specific teacher)?; (3) how many of the referrals were based on behavioral or emotional concerns?; (4) How many of the referrals were parent initiated?				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD 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 5: SJMS will work towards reducing the percentage of discretionary suspension days and DAEP Placements as compared to the previous school year in order to maximize the amount of time each student spends learning in class on their home campus.

Evaluation Data Source(s) 5: DAEP Placement data will be monitored for amount, frequency, and equity. Total suspensions and DAEP student placements, as well as suspensions and placements for minority students, will decrease by percentage as compared to the previous school year.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Carefully consider OSS and discretionary DAEP placement only as a last resort; reduce the number of discretionary placements by interventions including administrative conferences with students and parents, Behavior logs, and individualized Rtl plans. Preventative measures will be taken to educate students about expectations and structures in place to prevent unacceptable behaviors, including grade-level class meetings, posting rules and expectations, and increase presence of adult monitors during the school day.	Mitchell Curry, David Warren, Grace Roberts, Bryttni Wolfe, Nikie Jo, Beth Davis	Reduction in number of OSS and DAEP placements by percentage as compared to amounts from the previous school year, especially among minority students. The planning and completion of preventative programs. The increased posting of rules and expectations.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: MISD will increase the percent of low SES students achieving the final recommended standard by 10 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:

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: MISD LEP students will demonstrate 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
 3. Work to reduce ESL program enrollment by 1.5% by the end of the year due to students exiting the program through language achievement evidenced on STAAR and TELPAS (from 8% to 6.5%).
 4. ELL students will, as a group, perform 5% or higher than the state average for ELLs in each testing area.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Planned monitoring through the ESL program and through the RtI process will track student progress in learning both English as well as content objectives. General faculty members will also receive training to assist with this process.	Tammy Jusic, David Walker, Anne-Marie Black, and David Warren	ELL students will demonstrate language and content success as evidenced through STAAR and TELPAS testing. As students qualify to exit the program the percentage of students enrolled in ESL will decline.				
2) Planned partnership between the Campus ESL team and academic teams; specifically, teaching partnership, resources, team planning (LIAG, documentation, strategies).	Tammy Jusic, David Walker, Anne-Marie Black, and David Warren	Student performance percentages for ELL students will be within 10% of the total percentage score.				








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

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: MISD will develop continue to push for a rigorous curriculum that allows students to demonstrate mastery. MISD will promote post secondary readiness for all students at all campuses. Scott Johnson Middle School will continue to use AVID as a support system for students who fit the AVID profile.

- Evaluation Data Source(s) 3:**
1. Local assessments will reflect the elements of Schlechty's Design Qualities
 2. MISD will provide campuses with a variety of assessment tools to monitor student mastery
 3. Scott Johnson Middle School's attendance rate will meet or exceed 95% for the current school year.
 4. The campus will create, initiate, and monitor individual plans that promote post secondary readiness in classrooms
 5. Scott Johnson Middle School offers high school credit courses in Algebra I, Pre-AP Geometry, Spanish I, Spanish for Spanish Speakers, Career and Technical Education courses.
 6. Scott Johnson Middle School will have 33% of 8th grade students successfully participate in Algebra I with 50% of AVID students participating. Tutoring buses will support students who are in need of extra assistance in more challenging courses and programs.
 7. During the current academic school year, 33% or more of the student body will be enrolled in a minimum of one PreAP class.
 8. The majority of Scott Johnson Middle School Students will demonstrate on-grade-level achievement in all tested areas as compared to normative MAP Testing levels. This means that students will perform at or above 50% success for Reading and for Science Concepts, at or above 55% for Mathematics, and at or above 60% for General Science, with no more than two exceptions for each content area subgroup as reported by the district. These targets will apply to students in 6th and 7th grade, as only a select few 8th graders are tested per district guidelines. Scott Johnson Middle School will utilize MAP data to monitor student performance in English, Math and Science.

Summative Evaluation 3:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Scott Johnson Middle School will promote school attendance by carefully monitoring student attendance data, notifying parents by letter of excessive student absences, and implementing a mandatory parent program for parents of students with seven (7) unexcused absence. The parent program will be designed to inform parents of state attendance laws and MISD attendance procedures.	SJMS teachers, Administration, Attendance Clerk, and House Secretary	Meeting a 95% attendance rate				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: The majority of Scott Johnson Middle School Students will demonstrate on-grade-level achievement in all tested areas when compared to Texas State Grade-Level Standards as reflected in the State of Texas Assessments of Academic Readiness (STAAR) testing program. Specifically, campus objectives are to raise all four Performance Index Report scores by a minimum of 2.5%.

Evaluation Data Source(s) 4: The training of all faculty to implement a variety of academic strategies will accomplish the enhanced growth of all students. These strategies include academic strategies that emphasize college-readiness (AVID strategies, training, and coaching to be lead by Valerie Schraplau), strategies for assisting English Language Learners (SIOP strategies, training, and coaching to be lead by Tammy Jusic, Anne-Marie Black, and David Walker), writing strategies in all content areas (to be lead by Beth Davis), and effective student monitoring and intervention strategies (to be lead by Bryttni Blackwell, Nikie Jo and Beth Davis). The strength of this approach is its comprehensiveness as well as the ongoing support that will take place to enhance implementation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Faculty to be developed with AVID strategies, training, and coaching.	Valerie Schraplau, AVID Teachers	Evidence of AVID strategies and techniques used campus-wide, including Cornell Notes, binder organization, and tutorial implementation.				
2) Faculty to be developed with strategies to benefit English Language Learners. Strategies include training for SIOP, ELP, and Language Objectives.	Tammy Jusic, Anne-Marie Black, David Walker, and David Warren	Evidence of strategies for English Language Learners in the classroom and in lesson plans, including consistent and meaningful use of language objectives, ELPS, and SIOP strategies.				
3) Balanced literacy approach to reading and writing through the Reading and Writing workshop model. Students will read in a particular genre and will write in the same mode. All three grade levels will use the writing process to publish several pieces throughout the year. Students have a writing portfolio in Google drive that is shared with their teacher and eventually follow them to high school.	Beth Davis, Instructional Specialist	Increased student achievement scores on the STAAR Writing exam, as well as evidence in all core content areas of writing strategies being implemented consistently.				
4) Faculty to be developed with effective student monitoring and intervention strategies.	Bryttni Wolfe, Campus Programs Coordinator	Increased student achievement for RTI Tier 2 and 3 students. Evidence that students are being moved out of Tier 3, either by interventions that work or by recommended program referrals and testing.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						