

Judson Independent School District
Kirby Middle School
2016-2017 Campus Improvement Plan



Mission Statement

All students at Kirby Middle School will receive a quality education enabling them to become successful in a global society.

Vision

The Judson Independent School District in partnership with Kirby Middle School is “Producing Excellence!”

Value Statement

« *Students First*

« *Teamwork*

« *Accountability*

« *Results-Oriented*

« *Loyalty*

« *Integrity and Mutual Respect*

« *Safe and Secure Environment*

« *Two-way Communication*

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics:

African American	20%
Hispanic	68%
White	8%
Other	4%

Student Achievement

Student Achievement Strengths

- Making progress, Kirby scores higher than most other campuses on Technology Exam
- Increase in writing STAAR scores over last year
- 100% Biology students passed EOC
- 92% students passed their Algebra I EOC

Student Achievement Needs

- LEP and SPED scores are lower than their peers
- Grades need to improve
- Scores need to improve
- More parent involvement
- More student accountability
- Increase rigor in classes
- Technology plan to update software and replace hardware
- Increase student accountability and knowledge on how to ask for help
- Increase goal setting with individual students/ grade levels
- Increase parental involvement
- Continue ELT time and after school tutorials at the beginning of the year for struggling students
- Teach students what is expected from homework and how to successfully complete it
- Provide ELL writing and reading workshops and camps
- Increase technology use in classrooms

School Culture and Climate

School Culture and Climate Summary

Faculty/Staff and Students feel safe on campus. Students lack confidence in their abilities to be successful in school. Therefore, faculty and staff believe that work in the following areas are necessary.

- Increase student expectations of themselves
- Assist students in how to ask for help when failing

School Culture and Climate Strengths

- Teachers feel they are giving 110% to student learning
- Students/Teachers feel safe
- Students feel cared for
- Teacher morale has improved significantly

School Culture and Climate Needs

- Low student expectations of themselves
- Students don't know how to ask for assistance when failing (self-starter)
- Teachers not able to reach all students in the classroom with activities they use in lessons
- Raise students expectations of themselves
- Teach students how to ask for assistance when failing (self-starter)
- Have awards ceremonies to acknowledge those students doing well
- Acknowledge teachers at faculty meetings

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Many teachers at Kirby do not have a lot of years of experience in the classroom. Kirby believes it is important to do the following to ensure teacher retention.

- Increase the level of experience on campus in the subject areas
- Mentoring program based on need
- Diversify staff to reflect student population

Staff Quality, Recruitment, and Retention Strengths

Stability in administration

Staff Quality, Recruitment, and Retention Needs

- Young staff (most 1-5 years)
- Teachers teaching multiple grade/subject areas year to year, no one main focus to concentrate on or to perfect
- Some generalist certified teachers in core content areas
- Raise level of experience on campus in subject areas
- Initiate a 3 year mentoring program based on need for teachers
- Job embedded professional development
- Implement Co-Teach model for core subject areas

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Kirby uses the district curriculum and initiatives for all subject areas. It is important to continue to find ways to engage students in learning, By continuing peer observations and instructional walks from the district systems initiative:

- Teachers will observe student activities and student engagement in different classes.
- Discover instructional tools and methods to help increase student engagement in their content areas.

Curriculum, Instruction, and Assessment Strengths

- Everyone is using the same curriculum
- PLC and curriculum planning during the school day
- Common Assessments used in all core content areas
- Para-professionals are consistent-working with the same grade/subject areas
- Administration is part of the PLC and curriculum planning process

Curriculum, Instruction, and Assessment Needs

- Sometimes district lessons are not aligned with TEKS or do not match the verb in the TEKS
- No time for review/scaffolding from last year
- Issues with district common assessments
- New math TEKS
- Teachers involved in CBA process
- Work with district/department to ensure lessons are matching the TEKS and verbs
- Vertical alignment of TEKS in departments to see where things are taught and how they should be taught, especially in math

Family and Community Involvement

Family and Community Involvement Summary

Kirby faculty and staff want to be more creative in finding ways to get parents on campus and communicating with them. We need to build these partnerships to help the students be more successful in life.

Family and Community Involvement Strengths

- Parents tend to come to functions where their child is involved
- Family Literacy Nights in the library once a month
- Variety of resources in the community for parents/students
- Northeast Lakeview College Partnership
- Boys and Girls Club Partnership

Family and Community Involvement Needs

- Teaming to increase communication
- More community events at the school
- Resources for parents with other languages (Spanish, deaf, etc)
- Send out a list of community contacts to parents
- Increase home visits
- Be creative in finding ways to get parents on campus
- Cultivate relationships with community members

School Context and Organization

School Context and Organization Summary

Using student data, Kirby faculty and staff will differentiate instruction to work on specific areas of weakness and monitor progress on a regular bases. Faculty and staff will share this information with each other and the community. Kirby faculty and staff will communicate successes and concerns so that all stakeholders can work together to help students be successful.

School Context and Organization Strengths

- Kirby has a Math and a Reading Instructional/RIT Coach on campus to assist
- Leadership meetings to give instructional leaders and campus leaders a voice in decision making
- Campus Instructional Team to give teachers a voice
- Department meetings meet both grade level and departmentally to ensure alignment

School Context and Organization Needs

- Increase use of data to ensure all students are being monitored
- Need to work on Co-Teaching model to help SPED students be as successful as their peers
- ELL students need Co-Teach model to help them in the classroom
- Increase communication to provide teachers more opportunities to engage in campus initiatives
- Co-Teach training for regular and SPED and ELL teachers

Technology

Technology Summary

Kirby teachers have increased the usage of technology in the classroom to help with student engagement. Students need be comfortable with technology usage to be competitive in the workforce.

- Have same type of calculators available in all subject areas (math/science/applied classes) to make sure students know how to use them
- Purposeful planning that specifically includes technology in the lessons
- Use technology to increase communication with parents

Technology Strengths

- Nooks and iPads are used in RTI classes
- Classes used computer labs on a regular basis
- Document cameras are used to help with data collecting using All In Learning

Technology Needs

- Technology plan to update software and replace hardware
- Need more Nooks and iPads for RTI classes
- More computers for student use
- Incorporate more technology in math and science classes
- Increase technology use in the classrooms. Teacher professional development might be needed
- Purchase more Nooks and iPads
- Continue using All In Learning to help with data collection on a regular basis

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

- Career and Technical Education (CTE) data, including academic achievement, 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals







Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.









Performance Objective 1: Kirby Middle School will increase STAAR Reading pass rates for all students on the 6th grade STAAR test from 52% to 67%, 7th grade STAAR test from 52% to 67% and 8th grade STAAR test from 81% to 86%.









Evaluation Data Source(s) 1: STAAR, CBA, Local Assessments

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Federal System Safeguard Strategy</p> <p>1) For the 2016-2017 school year, provide a minimum of twenty minutes of Strategic Silent Reading for all students twice per week</p>	2	Classroom teachers, RTI Reading Coach, Academic Dean, Principal	Increased circulation of books, increased student performance, student responses to reading in journals				
<p>Federal System Safeguard Strategy</p> <p>2) Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher.</p>	9, 10	Principal, ELA teachers, RTI Reading Coach	Student performance, reading level, I-Station reports				
<p>3) Work with students during Falcon Time and each class to create student profiles in order to set academic/testing goals and monitor progress of reaching goals</p>	10	Administrators, Teachers, Students	Student performance on CBAs and assessments will improve, student profile sheets in journals				
<p>4) Utilize journals in ALL classes. ELL students will build academic vocabulary in the content areas and teachers will understand the importance of building academic vocabulary in their content area and implement interactive strategies that will engage ELLs in vocabulary development</p>	2, 9	All Teachers; campus administrators, ELL secondary coach	Academic vocabulary acquisition and assessment performance will increase. disaggregated reading/writing performance data reports; AEIS reports, district data				
<p>State System Safeguard Strategy</p> <p>5) Develop master schedule around the instructional arrangements needed for identified special education students levels of support so that students can be assigned to meet with his/her case manager as needed; and monitor progress of each special education student by assigning each a monitor teacher.</p>	2, 9	Counselors, Special Education Department Chair, Administration	Increased performance of special education students on assessments				

<p align="center">State System Safeguard Strategy</p> <p>6) Utilize SIOP strategies in academic classes; provide a beginner class for all students who are in their first year in the United States; and conduct Falcon Language Cafe during after school program. Monitor progress of each ELL (if he/she is also a Special Education student, the case manager will monitor progress) Initiate Sheltered Teams for LEP students for all content areas.</p>	1, 9	Classroom teachers, RTI Math Coach, RTI Reading Coach, District Specialists, Administration, Bilingual Director, ELL teacher, LPAC Coordinator, ELL secondary coach	Instruction and student performance will continually improve with increased language acquisition of the ELL students Transitional documentation, parent conference document, master schedule, LEP roster by language proficiency				
<p align="center">Federal System Safeguard Strategy</p> <p>7) Utilize RTI process to ensure implementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students.</p>	2	RTI Math Coach, RTI Reading Coach, Classroom Teachers, Administrators	Improved student performance in grades, and assessments				
Funding Sources:							
<p align="center">Federal System Safeguard Strategy</p> <p>8) Provide Targeted Tutorials each semester on Tuesdays and Wednesdays afterschool for students including ELL students to support reading and math. Saturday camps will be provided in the spring semester. The Saturday camps will provide support to ELL students in Reading especially 6th grade. ELL coach will call families in Spanish to invite them to Saturday camps</p>	10	Academic Dean, Administrators, all classroom teachers, ELL secondary coach	Improved student performance in class; grades improve in the gradebook and students improve on campus/district/state assessments				
Funding Sources: 171-7 State Compensatory Education - \$5,500.00, 211-7 - Title I - \$7,000.00							
<p>9) Attendance Committee will address specific attendance concerns as they arise. The Alert system to call/text/email parents when child is absent will be utilized and provide Perfect Attendance rewards each grading period and provide awards for positive behavior as well.</p>	1	Attendance Clerk, Assistant Principals	attendance records				
<p>10) Identified Gifted and Talented students shall be offered PreAP and TAG classes in core content areas using Springboard resources with teachers that are GT certified. Teachers will be given 1 school year to receive their 30 foundational hours.</p>	8	Administration Teachers, District Specialist	student enrollment in preAP and TAG classes				
<p>11) Provide personal, social, career, and academic counseling to individuals, small groups, and classes. Provide classroom guidance regarding higher education opportunities and individual conferences with continued use of interest inventories to promote career selection and planning. Students will research careers and what level of schooling is required and what the annual salary would be for that career. Students contact colleges (at least 1) to get information; and continue promoting the College Readiness room</p>	10	Principal, Assistant Principals, Counselors and Social Worker	Improved STAAR scores				
Funding Sources:							

12) Provide migrant and McKinney-Vento students with extended day tutorials, and Saturday school for extra support in areas of academic need. These students will also be provided support during the day by being scheduled in RTI math and/or RTI reading classes for additional support needed in the day if necessary. Social worker and counseling department will provide groups and services for emotional and social needs; including school supplies.	7, 9, 10	Administration, Counselors, Social Worker, Teachers	Increase in student growth as indicated on the progress reports and report cards.				
Funding Sources:							
13) The campus Social Worker will identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process. McKinney Vento students will be enrolled.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
14) Provide appropriate services, including supplies, uniforms, meals, and transportation to McKinney Vento (homeless students) to improve academic progress, attendance, and graduation rates.	9	Homeless liaison, counselor, social worker	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP mid-year review				
Funding Sources:							
15) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exist for homeless students/families.	9	Homeless liaison, counselor, social worker	IPR Reports and Report Card grades, attendance reports of homeless students				
16) Provide one-on-one tutoring services on campus, in shelters, or in the homes of homeless students to improve academic progress.	9	Homeless liaison, JISD tutor	Academic records of homeless students, attendance records, state assessments (STAAR) results of homeless students, TEXSHEP mid-year review				
17) Provide VIA bus passes to parents and students to increase parent participation in campus activities including academic nights, conferences, and other campus meetings.	9	Homeless liaison, counselor, social worker, Title I coordinator	Sign-in sheets for academic nights, conference, and other campus meetings.				
18) Allocate funds for the cost of tuition and transportation for tuition based summer school	9	Homeless liaison, summer school principal, social worker, counselor, transportation specialist	Summer school enrollment documents, list of McKinney-Vento students eligible for tuition based summer school				
19) Implement supplemental Targeted 30 minutes of instruction on study skills, character counts, current events, reading across the curriculum, and writing across the curriculum and implement AVID program.	9	Principal, Assistant Principals, Department Chairs, Academic Support Teachers, Grade-Level Teachers, Academic Dean	Classroom observations Grades Program Assessments Campus/District/State Assessments				

<p>20) Implement Extended Day after school program for struggling students/at-risk students in math and reading. Two days a week starting after the first six weeks grading period. Targeted TEKS lessons for reading and math will be implemented. Super Saturdays for science-using hands-on labs and activities to help struggling students with areas of weakness starting in February and meeting once a month. Super Saturdays for Reading, Writing and Math-using hands-on activities to help struggling students with areas of weakness before STAAR testing.</p>	<p>2, 10</p>	<p>Principal, Assistant Principals, RTI math and reading facilitators, Department Chairs, Academic support Teachers, Grade-level Teachers, Academic Dean</p>	<p>Program observations Program assessments Campus/District/State assessments grades</p>				
<p>Funding Sources: 171-7 State Compensatory Education - \$17,500.00, 211-7 - Title I - \$1,600.00</p>							
<p>Federal System Safeguard Strategy</p> <p>21) In English classes, each student will maintain a writing folder and portfolio.</p> <p>In Reading classes, teachers will post Kilgo question stems for reference.</p>	<p>1, 2, 8, 9</p>	<p>Administrative Team Instructional Coaches Department Chairs Core Content teachers Academic Dean District ELL coach District Specialists RtI Facilitator</p>	<p>Classroom observations Campus/District/State assessments Student journals Writing folders and portfolios Lesson plans</p>				
<p>22) Written examinations will contain STAAR formatted questions; students will participate in cross curricular units with Elective teachers and core content teachers (especially in math, reading and writing); Word walls will be present to assist building academic vocabulary in content areas; teachers will implement interactive strategies that will engage students especially ELL students in vocabulary development Teachers will be familiar with student data in Eduphoria</p>		<p>Department Chairs, Teachers, and Administration district ELL secondary coach</p>	<p>district CBAs, administrators' documentations of ELPS implementations; reading/writing data</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.







Performance Objective 2: Kirby Middle School will increase STAAR Math pass rates for all students on the 6th grade STAAR test from 52% to 67%, 7th grade STAAR test from 51% to 66% and 8th grade STAAR test from 83% to 88%.

Evaluation Data Source(s) 2: STAAR, CBA, Local Assessments

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Content Areas have common planning time to plan lessons and common assessments and disaggregate data during the day using the Professional Learning Communities Model. Teachers will be provided professional development on data analysis to raise awareness of student progress especially with struggling students. Teachers will analyze data to help with the common planning.	1, 4, 5, 8	Administration, Department Chairs, Academic Support Teachers, Grade-Level Teachers, District Specialists, RTI Math and Reading Facilitators, Academic Dean	Common planning minutes, agendas, notes Lesson plans Walk-throughs PDAS Instructional Rounds Common district and campus level assessments to gather student data and track progress Student journals				
2) Provide each department time to conduct instructional sweeps, collaborative observations, and mini-teaches as part of the new systems initiative.	3, 5, 8	Administration, Department Chairs, Grade-level Teachers, Academic Dean	Classroom observations District/Campus/State Assessments				
3) Develop core content teachers' knowledge of their grade-level subject area TEKS to support lesson planning and choosing appropriate teaching strategies-from summer book studies and professional development (from campus and district personnel, as well as outside consultants). Help students be more successful no matter what their culture may be since there is a major difference between staff and student demographics.	4	Administration, Department Chairs, Academic Support Teachers, Grade-Level Teachers, Academic Dean	Classroom observations Lesson plans District/Campus/State Assessments				
Funding Sources:							

4) Implement supplemental Targeted 30 minutes of instruction on study skills, character counts, current events, reading across the curriculum, and writing across the curriculum and implement AVID program.	9	Principal, Assistant Principals, Department Chairs, Academic Support Teachers, Grade-Level Teachers, Academic Dean	Classroom observations Grades Program Assessments Campus/District/State Assessments				
<p align="center">Federal System Safeguard Strategy</p> 5) Implement Extended Day after school program for struggling students/at-risk students in math and reading. Two days a week starting after the first six weeks grading period. Targeted TEKS lessons for reading and math will be implemented. Super Saturdays for science-using hands-on labs and activities to help struggling students with areas of weakness starting in February and meeting once a month. Super Saturdays for Reading, Writing and Math-using hands-on activities to help struggling students with areas of weakness before STAAR testing.	2, 10	Principal, Assistant Principals, RTI math and reading facilitators, Department Chairs, Academic support Teachers, Grade-level Teachers, Academic Dean	Program observations Program assessments Campus/District/State assessments grades				
Funding Sources: 171-7 State Compensatory Education - \$17,500.00, 211-7 - Title I - \$1,600.00							
6) Catnip Word Walls incorporate the three essential components, the word itself; a short, clearly stated definition; and, most importantly, a colorful and relevant graphic for struggling students. These components allow students to make meaningful connections to vocabulary in multiple ways. Catnip Word Walls will help students visualize essential math vocabulary and improve STAAR Math scores.	2, 9	Classroom teachers, RTI Math Coach, Math Teachers, Academic Coach, and Administration.	STAAR Scores				
Funding Sources: 211-7 - Title I - \$320.00							
<p align="center">Federal System Safeguard Strategy</p> 7) Teachers will implement the SELFIE problem solving process, use calculators as tools, utilize Mobi to help engage students, and incorporate Math stations in 6th grade classrooms.	1, 2, 8, 9	Administrative Team Instructional Coaches Department Chairs Core Content teachers Academic Dean District ELL coach District Specialists RtI Facilitator	Classroom observations Campus/District/State assessments Student journals Lesson plans				
8) Provide timely professional development on technology integration at least once per year as needed and send at least one staff member to the annual TCEA conference	4	Librarian, Technology teacher, and Administration	Increased integration of technology seen in classroom observations professional development attendance				









<p>9) Written examinations will contain STAAR formatted questions; students will participate in cross curricular units with Elective teachers and core content teachers (especially in math, reading and writing); Word walls will be present to assist building academic vocabulary in content areas; teachers will implement interactive strategies that will engage students especially ELL students in vocabulary development Teachers will be familiar with student data in Eduphoria</p>		<p>Department Chairs, Teachers, and Administration district ELL secondary coach</p>	<p>district CBAs, administrators' documentations of ELPS implementations; reading/writing data</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.

Performance Objective 3: Kirby Middle School will increase STAAR Writing pass rates on the STAAR test for all 7th grade students from 51% to 66%.

Evaluation Data Source(s) 3: STAAR results, CBA Scores, Student journals, Student Writing Portfolios, Reflective Practice Model meetings, PLC meetings, and Campus walk-throughs will reflect implementation.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff initial training in core subject specific book studies-job embedded professional development throughout the year. Classroom management professional development to help teachers with keeping students in class for instruction. Rigor and Relevance training for implementation in all core content areas.	4	Principal, Teachers, Academic Dean	Increased student performance on STAAR, EOCs, CBAs, Semester Exams				
Funding Sources: 211-7 - Title I - \$2,000.00							
Federal System Safeguard Strategy 2) Teachers in all core content areas will collaboratively plan, conduct instructional sweeps, incorporate Writing to Learn at least once per week, use manipulatives and models to help with multiple representations and learning styles, use collaborative grouping to allow students the opportunity to discuss learning and to work with others, use data from assessments to guide instruction in the classroom, use journals daily, implement Rigor and Relevance concepts, and ensure ELL students use academic vocabulary in writing in all content areas.	1, 2, 8, 9	Administrative Team Instructional Coaches Department Chairs Core Content teachers Academic Dean District ELL coach District Specialists RTI Facilitator	Classroom observations Campus/District/State assessments Student journals Writing folders and portfolios Lesson plans				
3) Written examinations will contain STAAR formatted questions; students will participate in cross curricular units with Elective teachers and core content teachers (especially in math, reading and writing); Word walls will be present to assist building academic vocabulary in content areas; teachers will implement interactive strategies that will engage students especially ELL students in vocabulary development Teachers will be familiar with student data in Eduphoria		Department Chairs, Teachers, and Administration district ELL secondary coach	district CBAs, administrators' documentations of ELPS implementations; reading/writing data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.

Performance Objective 4: Kirby Middle School will increase STAAR Reading scores for ESL students from 58% to 72% on the STAAR Reading test and improve STAAR Math scores for ESL students from 64% to 79%.

Evaluation Data Source(s) 4: KMS ESL students will increase Reading and Math scores by fifteen percentage points on the 2016 - 2017 STAAR exams.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CAVI Educational Services will train KMS math educators in Sheltered Math Instruction through Multidimensional Instructional Coaching (MIC). Teachers will receive intensive training in Sheltered Instruction and ELPS and sustained professional development to ensure Sheltered Instruction and ELPS are effectively and consistently implemented in the math classroom.	2, 5, 10	Principal, Assistant Principals, Academic Dean, Math Teachers, and District support.	STAAR Reading and Math scores for ESL students will improve by 15% points on the 2016 - 2017 STAAR Math and Reading exams.				
2) The JISD ELL Department will provide instructional support to the KMS sheltered teachers on Mondays of each week.	2, 5	Principal, Assistant Principals, Academic Dean, Math Teachers, and District support.	STAAR Reading and Math scores for ESL students will improve by 15% points on the 2016 - 2017 STAAR Math and Reading exams.				
3) Chrome Books will be used for ELL students to use technology to close their achievement gaps.	2	Principal, Assistant Principals, Academic Dean, ESL Teachers	STAAR Reading and Math scores for ESL students will improve by 15% points on the 2016 - 2017 STAAR Math and Reading exams.				
Funding Sources: 171-7 State Compensatory Education - \$6,899.00							
Federal System Safeguard Strategy 4) Saturday camps will be provided in January 2017. The Saturday camps will provide support to ELL students in Reading and Math.	2	Principal, Assistant Principal, Academic Dean, ESL teachers, District ESL Specialists.	STAAR Reading and Math scores for ESL students will improve by 15% points on the 2016 - 2017 STAAR Math and Reading exams.				







<p>5) Written examinations will contain STAAR formatted questions; students will participate in cross curricular units with Elective teachers and core content teachers (especially in math, reading and writing); Word walls will be present to assist building academic vocabulary in content areas; teachers will implement interactive strategies that will engage students especially ELL students in vocabulary development Teachers will be familiar with student data in Eduphoria</p>		<p>Department Chairs, Teachers, and Administration district ELL secondary coach</p>	<p>district CBAs, administrators' documentations of ELPS implementations; reading/writing data</p>				
<p>Federal System Safeguard Strategy 6) Provide English Language Proficiency Standards Academies-participants will demonstrate an understanding of ELPS; how to write a language objective; know the implications of using ELPS; know how to integrate Sheltered Instruction. TEXES ESL Certification Prep Course-participants will be prepared to take the ESL certification exam</p>	<p>2, 4</p>	<p>Administrators, ESL coordinator; ELL Specialist</p>	<p>sign-in sheets for pd; administrators' documentations of ELPS implemenations</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.

Performance Objective 5: Kirby Middle School will increase STAAR Math pass rates for Special Education students on the 6th grade STAAR test from 16% to 31%, 7th grade STAAR test from 41% to 56% and 8th grade STAAR test from 44% to 69%.

Evaluation Data Source(s) 5: STAAR, CBA, Local Assessments

Summative Evaluation 5:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Written examinations will contain STAAR formatted questions; students will participate in cross curricular units with Elective teachers and core content teachers (especially in math, reading and writing); Word walls will be present to assist building academic vocabulary in content areas; teachers will implement interactive strategies that will engage students especially ELL students in vocabulary development Teachers will be familiar with student data in Eduphoria		Department Chairs, Teachers, and Administration district ELL secondary coach	district CBAs, administrators' documentations of ELPS implementations; reading/writing data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.

Performance Objective 6: Elective content instruction will follow Judson ISD curriculum frameworks. To improve, sustain, and support academic student performance at or beyond grade level.

Evaluation Data Source(s) 6: Lesson plans, observations, and student performance on STAAR will verify the implementation of the Judson ISD curriculum maps.

Summative Evaluation 6:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Written examinations will contain STAAR formatted questions; students will participate in cross curricular units with Elective teachers and core content teachers (especially in math, reading and writing); Word walls will be present to assist building academic vocabulary in content areas; teachers will implement interactive strategies that will engage students especially ELL students in vocabulary development Teachers will be familiar with student data in Eduphoria		Department Chairs, Teachers, and Administration district ELL secondary coach	district CBAs, administrators' documentations of ELPS implementations; reading/writing data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. Teachers will use activities, resources, technology, and instructional material that are aligned to instructional purposes.

Performance Objective 7: The campus will implement a comprehensive technology plan for teacher/student proficiencies to improve, sustain, and support academic student performance at or beyond grade level.

Evaluation Data Source(s) 7: Observations will reflect integration of technology.

Summative Evaluation 7:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide timely professional development on technology integration at least once per year as needed and send at least one staff member to the annual TCEA conference	4	Librarian, Technology teacher, and Administration	Increased integration of technology seen in classroom observations professional development attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment

Performance Objective 1: To spend 100% of all Local, SCE, and Title funds to meet the needs of students and campus with direction from the Campus Site-Based Decision Making Committee.

Evaluation Data Source(s) 1: Approval from the CSBDM committee.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct a minimum of three CSBDM meetings to approve use of funds to purchase resources, goods or services to improve instruction.	2	Principal, Campus Site Based Decision Making Team	Improved STAAR Scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: The campus staff will increase parent involvement by 20% by hosting activities and events engage parents.

Evaluation Data Source(s) 1: Agendas and parent sign-in logs will show an increase in parent involvement from the prior school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct parent nights/workshops for the core content areas.	6	Counselors Instructional Coaches Core Content teachers	Improved participation by parents Sign in sheets				
2) Recruit parent volunteers to assist with activities on campus	6	PTO President, Social Worker	Increased parent involvement as seen on sign in sheets when parents come on campus				
3) Increase PTO Membership and provide parent suggestion forms in the front office or on the website to allow parents to have an increased voice in the education of their students, observe Veterans Day, and participate with parents in the Fall Festival on campus.	6	PTO President Staff Vounteers	Increased parent and staff involvement; number of parent suggestions and memberships to the PTO				
4) Weekly parent communication and Open House	6	Administration	Increased parental involvement, increased awareness of school functions based on emails; visits to campus; Improved communication between home and school using emails; parent conferences; parent contact logs				
5) Update Parent Involvement Policy and share with parents at a public meeting	6	Campus Leadership Team	Parents aware of Parent Involvement Policy Survey results				
6) Maintain a campus website	6	Campus Webmaster	Number of times website is visited				
7) Increase parental involvement with the school-parent compact; increasing volunteering; and having parents provide input and feedback to improve campus using the forms in the front office and on the website and provide activities with the counselors during the year.	6, 10	Counselors, Social Worker, Academic Dean, and Administration	Increase in parental involvement in the school as indicated by student grades improving, student discipline improves with fewer discipline referrals.				
Funding Sources: 211-7 - Title I - \$200.00							
8) Campus Site-Based Decision Meetings to discuss items to improve the school. This committee contains teachers, administrators, parents and community members.	6	Administration	Improved communication, collaboration, and student performance Minutes from meetings				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 2: The Campus Leadership Team will develop a meaningful parental involvement plan that will support the goal of increasing parental participation by 20%.

Evaluation Data Source(s) 2: Parent survey at the end of the year will indicate increased parent involvement in school. Sign in rosters.

Summative Evaluation 2:

Goal 3: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 3: The campus will develop a School-Parent Compact with parents, community and KMS staff.

Evaluation Data Source(s) 3: Parent communication logs will show an increase in communication between the school and family.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create and distribute a Family- School Title I Compact with input from all stakeholders	6	CLT	Improved student performance and parent involvement based on gradebook scores; test scores; and parent sign in sheets in the front office				
2) Utilize parent contact logs feature to track communication with families from school	6	All staff	Increased student performance as seen in the gradebook and assessments				
3) Faculty and Staff will make positive phone calls to the home.	6	All classroom teachers, Assistant Principals	Increase positive communication to parents parent contact logs and emails				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: To increase employee satisfaction and retention of highly effective teachers and instructional aides

Performance Objective 1: 100% of all teachers will be certified in their content area and all instructional staff will meet Highly Qualified Standards.

Evaluation Data Source(s) 1: Staff report from Human Resources will indicate all staff are content certified or HQ.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Interview only applicants who are certified in their content areas.	3	Administrators	Human Resources Staffing Report	✔			
							









Goal 4: To increase employee satisfaction and retention of highly effective teachers and instructional aides

Performance Objective 2: Provide time for teams, departments, and campus staff to meet for professional development, plan instruction, and discuss student progress/needs.

Evaluation Data Source(s) 2: Student performance will improve as measured on the statewide assessment. Staff PDAS self reports will indicate collaboration.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct Leadership Team (team leaders and department chairs) meetings at least monthly to review Benchmark assessments and to coordinate parental involvement in Literacy Nights.	8	Principal	Improved communication and collaboration between staff in department meeting minutes; meeting minutes; emails; and student performance				
2) Conduct department meetings and professional development on campus and at Region 20. District professional development for STAAR review.	4, 5, 10	Department Chairs, Academic Dean, Administration, Social Worker	Improved communication and collaboration found in the department meeting minutes; improved data analysis as seen in lesson planning; and fewer discipline referrals				
3) Provide common planning time during the day for content areas	5	RTI Math Coach, RTI Reading Coach, Academic Dean, Department Chairs, Administration	Improved communication, collaboration, and student performance Common planning time forms submitted weekly				
4) Conduct instructional sweeps; collaborative observations; and mini-teaches	4	Administration, Academic Dean, All Staff	Improved instruction, improved student achievement; observation notes				
5) Provide training and support on the RTI process at Kirby	4, 9	RTI Math Coach, RTI Reading Coach	Improved understanding of process and implementation Rti paperwork filled out correctly and timely for interventions for students				
Funding Sources: 171-7 State Compensatory Education - \$5,810.00							
6) Pay for identified staff to attend various conferences/workshops throughout the year, such as Kilgo training.	4, 5	Administrators, RTI coaches, Social Worker	Improved instruction and student achievement; meeting minutes which shows the information being shared with the rest of the faculty or staff.				
Funding Sources: 171-7 State Compensatory Education - \$2,000.00, 211-7 - Title I - \$1,000.00							









7) Provide training in small group instruction/stations	1, 4	Administrators Instructional Coaches	Increased individualization of instruction, improved student performance training agenda, classroom observations, student achievement				
8) Provide time for RTI math and reading teachers to attend professional development.	4, 5, 9	Administration	lesson plans sign in sheets from professional development classroom observations				
Funding Sources: 171-7 State Compensatory Education - \$4,500.00							
9) Provide staff initial training in core subject specific book studies-job embedded professional development throughout the year. Classroom management professional development to help teachers with keeping students in class for instruction. Rigor and Relevance training for implementation in all core content areas.	4	Principal, Assistant Principals, Academic Deans	Increased STAAR scores				
10) 1) Provide structured planning time for staff using the Professional Learning Communities Model to common plan lessons and assessments covering the TEKS/student expectations and post and review lesson plans from every classroom teacher on a weekly basis. Classroom lessons will be observed weekly either formally or informally and document implementation.	4, 8	Department chairs, Teachers, RTI Math Coach, RTI Reading Coach, and Academic Dean and Administration	Classroom observations Lesson plans Student products Common Planning forms Improvement in instruction and student performance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: To increase employee satisfaction and retention of highly effective teachers and instructional aides

Performance Objective 3: Provide incentives and support to staff members in order to improve school climate, strengthen instruction, and increase staff attendance.

Evaluation Data Source(s) 3: Kirby will maintain a 97% or higher staff attendance rate.

Summative Evaluation 3:





Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide each new teacher a campus based mentor and provide New Teacher Academies monthly to address questions and concerns.	5	Administrators, Campus Lead Mentor	New teacher scores at least proficient in all domains of PDAS				
2) Recognize staff birthdays and recognize staff that are exhibiting the Falcon Way at faculty meetings and during Staff Appreciation Week.		Administration, PTO Teachers, Staff	Improved morale, attendance, and retention based on attendance rates and surveys				
3) JISD District will provide substitutes for core Department Chairs to observe and model teach all of the teachers in their respective departments during the Week Of December 5th - 8th. The Department Chairs will debrief the visits and observations at the next PLC meeting in December 2016. KMS is a former Improvement Required campus. This measure will serve to ensure we are implementing best practices for student achievement.	2, 4	Department Chairs, Academic Dean, Assistant Principals, Principal	Increased STAAR scores, Improved instructional practices during Focused Walks, Informal Observations, and Formal Observations.				
Funding Sources:							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 1: To create a bully-free environment for all stakeholders

Evaluation Data Source(s) 1: Reduced reports of Bullying and Discipline Referrals from 2015 - 2016

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train faculty and staff in recognizing bullying and the effects that bullying has on students.	4, 10	Principal, Assistant Principal, Counselors, Social Worker, Teachers and District Specialists.	Reduced Bully reports and a decrease in discipline data from 2015 - 2016 School Year.				
2) Counselors will teach bully prevention classes to students during Falcon time (Advisory) two classes per week. The counselors will also present cyber-bullying presentations during Falcon time to all students.	2, 10	Principal, Assistant Principal, Counselors, Social Worker, Teachers and District Specialists.	Reduced Bully reports and a decrease in discipline data from 2015 - 2016 School Year.				
3) Provide character education and positive incentives to students who demonstrate Kirby PRIDE. Counselors will visit each Falcon Time class and reinforce PBIS and Restorative Discipline expectations.	2	Principal, Assistant Principal, Counselors, Social Worker, Teachers and District Specialists.	Reduced Bully reports and a decrease in discipline data from 2015 - 2016 School Year.				
4) School wide grade level competition for grades, attendance, and discipline	2	Principal, Assistant Principal, Counselors, Social Worker, and Teachers	Reduced absences, reduced referrals, improved grades				
Funding Sources: 199-7 -General Operating - \$500.00							

5) Conduct at least three school- wide activities that promotes positive appropriate relationships as a No Bully school. Provide education to staff, parents, and students regarding the prevention of unwanted physical or verbal aggression, sexual harassment, bullying between friends/students and how to address it with students and/or while in a dating relationship.	2, 6, 10	Counselors, Administrators, School Resource Officer	decreased incidents of harassment and bullying				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Develop master schedule around the instructional arrangements needed for identified special education students levels of support so that students can be assigned to meet with his/her case manager as needed; and monitor progress of each special education student by assigning each a monitor teacher.
1	1	6	Utilize SIOP strategies in academic classes; provide a beginner class for all students who are in their first year in the United States; and conduct Falcon Language Cafe during after school program. Monitor progress of each ELL (if he/she is also a Special Education student, the case manager will monitor progress) Initiate Sheltered Teams for LEP students for all content areas.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	For the 2016-2017 school year, provide a minimum of twenty minutes of Strategic Silent Reading for all students twice per week
1	1	2	Utilize I-Station to provide support to teachers and students with implementation of I-Station in classrooms and Tier III instructional support for students based on data through I-Station and the RTI Reading teacher.
1	1	7	Utilize RTI process to ensure implementation and documentation checked by RTI Instructional Coaches and utilize RTI teachers in reading and math to provide instruction and support for TIER III students.
1	1	8	Provide Targeted Tutorials each semester on Tuesdays and Wednesdays afterschool for students including ELL students to support reading and math. Saturday camps will be provided in the spring semester. The Saturday camps will provide support to ELL students in Reading especially 6th grade. ELL coach will call families in Spanish to invite them to Saturday camps
1	1	21	In English classes, each student will maintain a writing folder and portfolio. In Reading classes, teachers will post Kilgo question stems for reference.
1	2	5	Implement Extended Day after school program for struggling students/at-risk students in math and reading. Two days a week starting after the first six weeks grading period. Targeted TEKS lessons for reading and math will be implemented. Super Saturdays for science-using hands-on labs and activities to help struggling students with areas of weakness starting in February and meeting once a month. Super Saturdays for Reading, Writing and Math-using hands-on activities to help struggling students with areas of weakness before STAAR testing.
1	2	7	Teachers will implement the SELFIE problem solving process, use calculators as tools, utilize Mobi to help engage students, and incorporate Math stations in 6th grade classrooms.
1	3	2	Teachers in all core content areas will collaboratively plan, conduct instructional sweeps, incorporate Writing to Learn at least once per week, use manipulatives and models to help with multiple representations and learning styles, use collaborative grouping to allow students the opportunity to discuss learning and to work with others, use data from assessments to guide instruction in the classroom, use journals daily, implement Rigor and Relevance concepts, and ensure ELL students use academic vocabulary in writing in all content areas.
1	4	4	Saturday camps will be provided in January 2017. The Saturday camps will provide support to ELL students in Reading and Math.
1	4	6	Provide English Language Proficiency Standards Academies-participants will demonstrate an understanding of ELPS; how to write a language objective; know the implications of using ELPS; know how to integrate Sheltered Instruction. TExES ESL Certification Prep Course-participants will be prepared to take the ESL certification exam

State Compensatory

Personnel for Kirby Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deleon, Wanda	RTI Math Teacher	SCE	1
Hedges, Virginia	RTI Facilitator/Reading Coach	SCE	1
Rodriguez, Rosalinda	At-Risk Social Worker	SCE	1
Spencer, Veronica	RTI Facilitator/Math Coach	SCE	1
Tucker, Melissa	RTI Math Teacher	SCE	1
Watson, Lisa	RTI Math Teacher	SCE	1

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Develop system of providing contracts for high-needs students that promotes positive behaviors.

2: Schoolwide Reform Strategies

1. Student Awards for good conduct.
2. Develop and implement Student ID policy.
3. Establish on-going counseling groups.
4. Implement peer mediation group.
5. Implement Understanding Our Differences sessions.
6. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are qualified to instruct the grade level assigned.
2. New teachers to the District and to Kirby as well as teachers new to their position will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in District and Campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support for teachers in all content areas.
4. Professional staff book studies include but not limited to: Thinking Through Project Based Learning: Guiding Deeper Inquiry; Teaching with the Brain in Mind; and Deep Curriculum Alignment.
5. Staff will complete a climate survey.

5: Strategies to attract highly qualified teachers

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Improve Staff attendance to a minimum of 97%.

6: Strategies to increase parental involvement

1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
2. Provide STAAR Strategy Training for parents (grades 6-8).
3. Increase teacher participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.
5. Have student recognition for attendance during six-week assemblies.
6. Provide Quarterly Newsletters to families by classroom teachers and administration.
7. Provide Parent Volunteer Training.
8. Have Meet-The-Teacher Open House.
9. Have Family Literacy Night.

10. Provide parents with Campus Student Performance Data for 2012 – 2013 STAAR.
11. Post CIP on school website for parent access.
12. Develop a School/Parent Compact & notify parents that Kirby Middle School is a Title I school.
13. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
14. Post information for parents and community on the school marquee.
15. Provide Information Brochures for parents on bullying and a Parent Guidebook for children to be successful in middle school.
16. Celebrate diversity with multicultural events with parents as participants.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

N/A

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Provide training on the Judson ISD Instructional Planning Process.
2. Grade Level Planning meetings utilizing the Judson ISD Instructional Planning Process.
3. Provide academic support through instructional coaching.
4. Meet with Administrative team to look at data and determine strategies aimed at improving instruction.
5. Ongoing analysis of student work and/or data to monitor and adjust lesson plans.
6. Provide instructional feedback from classroom walk-throughs.
7. Develop and implement Parent involvement activities that support the campus goal of increasing student performance.
8. Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.
9. Provide Instructional support to teachers of students in Special Education.
10. Provide teachers of ELL students with Sheltered Instructional Support.

Mathematics

1. Utilization of effective common planning practices to include all JISD middle school Mathematics teachers.

Reading

1. Provide training to teachers on Reader's Workshop (Crafting, Independent Reading, Reader's Response, invitational Groups).
2. Utilizing technology in the classroom - Nooks, iPods and eReaders.
3. The dictionaries will be used as accommodations to support English-as-Second Language Learners for local assessments (CBAs/Semester Exams, STAAR, and STAAR-L).
4. IPADs and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
5. The International Readers Association Conference will provide instructional strategies for campus Reading teachers to assist with struggling readers and improve STAAR scores.

English Language Arts

1. Provide training to teachers on Writer's Workshop (mini-lessons, writing process, use of mentor texts, conferencing).

Social Studies

1. Utilization of effective common planning practices for campus.
2. Utilization of effective common planning practices to include all JISD middle school Social Studies teachers.
3. Utilization of common Social Studies Department assessment data in planning instruction.

Science

1. Use common content and instructional planning and protocols.
2. Collaborating with District curriculum specialists.

Technology

1. Students will take Computer Literacy I by the end of 8th Grade.
2. Teachers deliver at least four technology integration projects.
3. Teachers will create and maintain campus web pages.
4. VBRICK lab will be used to deliver announcement, professional development, and classroom instruction.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1. Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.
Collect and utilize student data to determine appropriate tiers and interventions.

- 2.
3. Develop and implement parent involvement activities that support the campus goal of increasing student performance.
4. Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.
5. IPADS and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
6. Provide Tutoring before and after school
7. Homework Assistance Center
8. Remediation Classes
9. ESC - 20

Mathematics

1. Provide math intervention program training to teachers.
2. ALEKS is an online math intervention program that provides individualized learning with immediate feedback and progress monitoring for struggling learners.
3. Use STRIDE Academy which is an online math program that provides individualized learning with feedback and progress monitoring components.

Reading

1. Hire 1 Comp Ed and 2 Title I teachers.
2. I-Station web-based diagnostic and intervention software for struggling students.

Social Studies

1. Provide training on Document Based Questions.
2. History Fair
3. Journaling

Science

1. Tutoring
2. Homework Assistance Center

10: Coordination and integration of federal, state and local services and programs

1. Guidance Curriculum – Dating Violence, Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management. Programs to provide counseling intervention to assist students and parents.

2. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
3. Conduct monthly evacuation drills.
4. Have a Family Literacy Night.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cody, Melissa	Academic Dean	Title	1
Hernandez, Daniel	RTI Reading Teacher	Title	1
Nichols, Rossana	RTI Reading Teacher	Title	1
Obuch, Kimberly	RTI Reading Coach	Title	1

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
5	1	4			\$500.00
Sub-Total					\$500.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	supplies		\$0.00
1	1	8	teachers, transportation, coordinator, supplies		\$5,500.00
1	1	12			\$0.00
1	1	20	reading and writing materials		\$17,500.00
1	2	5	reading and writing materials		\$17,500.00
1	4	3	Chrome Books		\$6,899.00
4	2	5	professional development for RTI personnel		\$2,500.00
4	2	5	instructional materials and professional development for RTI instructional coaches		\$3,310.00
4	2	6	instructional materials and professional development for social worker		\$2,000.00
4	2	8	substituties for professional development		\$4,500.00
Sub-Total					\$59,709.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	snacks, resources,		\$7,000.00
1	1	12			\$0.00
1	1	14			\$0.00
1	1	20	Coordinator for extended day and Saturday STAAR Reviews		\$1,000.00

1	1	20	extra duty pay for parapfoessionals for Saturday STAAR Reviews/Extended day		\$600.00
1	2	3			\$0.00
1	2	5	Coordinator for extended day and Saturday STAAR Reviews		\$1,000.00
1	2	5	extra duty pay for parapfoessionals for Saturday STAAR Reviews/Extended day		\$600.00
1	2	6			\$320.00
1	3	1	book study		\$1,000.00
1	3	1	professional development		\$1,000.00
3	1	7	Snacks for Parent Involvement Activities and Events		\$200.00
4	2	6			\$1,000.00
4	3	3	Funds for Substitutes		\$0.00
Sub-Total					\$13,720.00
Grand Total					\$73,929.00