

Judson Independent School District
Kitty Hawk Middle School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps



Mission Statement

District Mission

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Kitty Hawk Mission

“All Kitty Hawk Middle School students will receive a quality education in a safe and nurturing environment.”

Vision

District Vision

Judson ISD is Producing Excellence!

Kitty Hawk Vision

“Kitty Hawk Middle School is producing excellence to enable students to become successful in a global society.”

Value Statement

Students will receive a well rounded education. KHMS will be a positive place to work and grow as leaders. KHMS will be Exemplary!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kitty Hawk Middle School has a diverse population of 1261 students, 50% female and 50% male.

The ethnic breakdown of the students shows 52% are hispanic, 26% white and 16% African American. Other ethnic populations are .3% American Indian, 2% Asian, and 4% Two or More Races.

Special populations represented are 11% SPED, 4% LEP, 11% TAG and 58% at-risk with 48% eligible for free and reduced lunch.

The overall student population has been steady for the past 3 years.

The Kitty Hawk staff consists of 133 staff members. The 80 teachers are 100% highly qualified and 60% are ESL certified.

The ethnic breakdown of the teachers is 21% Hispanic, 16% African American and 61% White. The staff is 22% Male and 78% Female.

The teacher breakdown by years of experience is 7% are beginning teachers, 25% have 1-5 years of experience, 26% have 6-10 years of experience, 29% 11-20 years of experience and 13% have over 20 years of experience.

Kitty Hawk has a 90% retention rate for teachers from year to year.

Demographics Strengths

The Kitty Hawk community is growing and diversifying each year.

There is a good balance of teacher experience at Kitty Hawk.

The campus boasts a high percentage in teacher retention at 90%.

Demographics Needs

Teachers and staff should reflect the demographics of the students.

To have a more balanced staff, there is a need to attract more male teachers.

A classroom priority would be to decrease the class sizes in History (28:1) and Science (24:1).

Student Achievement

Student Achievement Summary

Kitty Hawk MS 2015 STAAR raw data results showed scores above the state average for all groups on all tests.

7th grade Writing 13 point increase

8th grade Science 7 point increase

8th Alg and Biology EOC

Results of spring surveys of parents, staff, and students indicated that 100% of staff felt there is a strong level of support for teachers, 94% of students felt that their best work is expected at school, and 97% of parents were satisfied with the school.

Goals

--To be above the STAAR state average on all tests

-- Raise all grade and subject scores 5%

-- Implement PLCs, backward planning and collaboration

Student Achievement Strengths

Kitty Hawk MS 2014 STAAR raw data results showed KHMS above the state average on all tests

7th grade Writing 13 point increase

8th grade Science 7 point increase

8th Alg and Biology EOC

Results of spring surveys of parents, staff, and students indicated that 100% of staff felt there is a strong level of support for teachers, 94% of students felt that their best work is expected at school, and 97% of parents were satisfied with the school.

Student Achievement Needs

8th Science and Social Studies

Raise all scores 5% points

-- 6th and 8th grade reading

-- 6th, 7th and 8th grade Math due to the changing of the TEKS with a new assessment

-- Continue to implement PLCs, backward planning and collaboration

-- Provide Math instructional electronic devices and materials for RTI Tier II and III at-risk students for the purpose of intensified remedial instruction.

School Culture and Climate

School Culture and Climate Summary

Campus climate and culture is slightly stressed due to the high number of students enrolled. Nevertheless, the campus behavioral statistics declined in terms of

number of office referrals. The teacher turnover rate is low.

School Culture and Climate Strengths

Students and staff feel safe on campus.

Classrooms and grounds are dated but clean and well-maintained.

Teachers are knowledgeable and collaborative.

School Culture and Climate Needs

Continue the implementation of Restorative Discipline

Increase student participation in afterschool extracurricular activities

Increase student attendance at tutorials

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

There is a well trained and knowledgeable staff at Kitty Hawk. Teacher retention is high. Due to reputation and word of mouth, there is a high number of quality applicants for open positions that do occur at Kitty Hawk. Teachers are asked to become ESL and GT certified in order to meet the needs of all students.

Staff Quality, Recruitment, and Retention Strengths

Monthly new teacher meetings

Monthly instructional leadership meetings

All teachers are certified in their content areas and highly qualified

ESL and GT certifications are preferred for new hires

Staff Quality, Recruitment, and Retention Needs

Increase collaboration in and among departments

Increase teacher attendance

Increase new teacher support/training

Increase input from staff in order to meet their needs through staff development

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers use the TEKS to produce aligned daily lesson plans. The departments use data when building lessons to understand the strengths and needs of the students. Teachers diversify lessons in order to meet the needs of the various levels of students.

Curriculum, Instruction, and Assessment Strengths

Departments have a common planning time.

There is a good variety of teacher experience.

Curriculum, Instruction, and Assessment Needs

Direct alignment between curricular standards and classroom instruction

Close the achievement gap for Sped and LEP students

Continue to provide diverse after school tutorials

Collect and use progress monitor data

Family and Community Involvement

Family and Community Involvement Summary

Most of the family and community involvement at Kitty Hawk Middle School is focused on the extracurricular aspect of our students. There is support for students with military ties. There is a campus push to increase PTSO involvement.

Family and Community Involvement Strengths

Campus hosts “Coffee with The Counselors”

Campus Site base committee

Good attendance at extra-curricular activities

Family and Community Involvement Needs

Continue community outreach and opportunities for input

Additional community membership/participation in the PTSO

School Context and Organization

School Context and Organization Summary

Students and staff at Kitty Hawk Middle School feel safe in the campus and learning environment. Most students are involved in extracurricular activities and participate in campus events. Kitty Hawk is welcoming and conducive to learning.

School Context and Organization Strengths

Students/staff feel safe

Students are involved in extracurricular activities

Kitty Hawk is welcoming and conducive to learning

School Context and Organization Needs

Implement campus-wide discipline action plan.

Continue to established campus safety procedures

Provide ongoing classroom management training to teachers and staff

Practice safety drills

Increase customer service procedures with the community

Technology

Technology Summary

The technology at Kitty Hawk consists of teacher computers in every room. There are 3 computer labs and 3 Chromebook carts that are used for a variety of lessons. The library computers can support two classes at a time.

Technology Strengths

Implementation of various instructional lessons that address different learning styles

Provides internet access to students that otherwise would not have
computer/internet access

Technology Needs

Fluctuating bandwidth, low processor speed and insufficient number of student computers

Work with technology department to address the issues of fluctuating bandwidth and low processor speed

Increase the fluency of teachers using technology in lessons

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals






Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: As compared to the 2016 STAAR math test, sixth and seventh grade students will increase scores to 80% or greater passing rate, eighth grade will increase by 5 or greater percentage points by the second administration, and ELL students will increase by 10 percentage points and special education students will increase by 30 percentage points.

Evaluation Data Source(s) 1: 2017 STAAR results

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use STRIDE ACADEMY support and remediation programs for Tier II and Tier III students	RtI and Math Teachers	Individual data pulled weekly to measure growth.				
2) Use data disaggregation and Kilgo training to identify areas of need to target on the STAAR test.	Principal, Department Chairs, Assistant Principals	Meet or exceed percent passing goal for STAAR. Identify SEs show >10% increase in passing percent on STAAR.				
3) Create a common planning time for the entire math department.	Math Dept chair, AP over math, Principal	School schedule, team agendas				
State System Safeguard Strategy	Teachers	Reach STAAR goals				
4) Provide extended day tutoring and Saturday camps to provide remediation and support. Provide subs for extended planning and for peer observations	Funding Sources:					
5) Provide RtI support with 1 math RtI Instructional Coach and 2 RTI math teachers.	Principal	Special groups reach the STAAR goal of an overall 5% increase in Math scores.				
	Funding Sources:					
6) Continued use of technology in 8th grade Math including computers, COWs, graphing calculators, probes, robotics.	Math Dept chair, AP over math, Principal,	Achieve STAAR goals				
7) Provide Math instructional electronic devices and materials for RTI Tier II and III at-risk students for the purpose of intensified remedial instruction.	Math Dept chair, Math AP Supervisor	Increase in Math scores for at-risk students indicating growth in overall mastery of the Math TEKS.				
	Funding Sources:					

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>8) Sixth grade SPED students are placed in their monitor teachers' flight time classes for content remediation, STAAR remediation, and assignment completion. Seventh and Eighth grade DPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.</p>	monitor teachers	decrease in Special Education student grade failures as compared to last year, increase in special education students STAAR scores as compared to last year				
<p align="center">State System Safeguard Strategy</p> <p>9) Math Flight Time Pull Outs: Students are individually pulled into their math teacher's Flight Time class for remediation based on non-mastery of TEKS on common assessments. Special education students are pulled by monitor teachers.</p>	Math teachers	increase in student passing rate in math on report cards; increase passing rate on 2017 STAAR math test				
<p 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

Performance Objective 2: As compared to the 2016 STAAR reading test, sixth and seventh grade students will increase scores to 80% or greater passing rate, eighth grade will increase by 5 or greater percentage points by the second administration, and ELL students will increase by 10 percentage points and special education students will increase by 30 percentage points.

Evaluation Data Source(s) 2: 2017 STAAR results

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus wide reading initiative during Flight Time.	6th and 7th grade Reading teachers, Department chair, Principal	Increase in overall Reading scores to 90% or greater on the STAAR assessment. Increase scores of all special populations by 5%.				
2) Use iStation support and remediation programs for Tier II and Tier III students	RtI, Reading and ELA Teachers	Individual data pulled weekly to measure growth.				
3) Use data disaggregation and Kilgo training to identify areas of need to target on the STAAR test.	Principal, Department Chairs, Assistant Principals	Meet or exceed percent passing goal for STAAR. Identify SEs show >10% increase in passing percent on STAAR.				
4) Create a common planning time for the entire Reading department.	Reading Dept chair, AP over Reading, Principal	School schedule, team agendas, collaborative planning				
Critical Success Factors CSF 1	Teachers	Reach STAAR goals; student attendance rosters				
5) Provide extended day tutoring and Saturday camps to provide remediation and support. Provide subs for extended planning and for peer observations.	Funding Sources:					
6) Provide RtI support with 1 reading RtI Instructional Coach and 2 RTI reading teachers.	Funding Sources:					
7) ELL reading clinic for qualified ESL students using Achieve 3000 to support STAAR reading performance.	ESL teacher, ESL Reading Teachers	Individual data pulled weekly to measure growth.				
8) Provide Reading instructional electronic devices and materials for RTI Tier II and III at-risk students for the purpose of intensified remedial instruction.	Math Dept chair, Math AP Supervisor, Principal	Increase in Math scores for at-risk students indicating growth in overall mastery of the Math TEKS.				
Funding Sources:						






<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>9) Sixth grade SPED students are placed in their monitor teachers' flight time classes for content remediation, STAAR remediation, and assignment completion. Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.</p>	<p>monitor teachers</p>	<p>decrease in Special Education student grade failures as compared to last year, increase in special education students STAAR scores as compared to last year</p>				
<p 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

Performance Objective 3: As compared to 2016 STAAR results, 7th grade students will increase Writing scores by 5 percentage points, ELL students will increase by 10 percentage points, and special education students will increase by 40 percentage points.

Evaluation Data Source(s) 3: 2017 STAAR results

Summative Evaluation 3:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Writing across the curriculum. All classes and subjects will increase writing in checking for understanding, assessments, and journaling using content and academic vocabulary.	7th ELA teachers, Department Chairs, Assistant Principals and Principal	Collection of work samples from all curricular areas. 90% or greater on the STAAR. Campus receives a STAAR Distinction in ELA/Reading Writing receives a Y for SE writing safe guard.				
2) Use data disaggregation to identify areas of need. Incorporate low Student Expectations in unit and common assessments.	Principal, Department Chairs, Assistant Principals	Meet or exceed percent passing goal for STAAR. Identify SEs show >10% increase in passing percent on STAAR.				
3) Create a common planning time for the ELA teachers by grade level.	ELA Dept chair, AP over ELA, Principal	School schedule, team agendas, collaborative planning				
4) Provide extended day tutoring and Saturday camps to provide remediation and support. Provide subs for extended planning and for peer observations	Teachers Funding Sources: 171-7 State Compensatory Education - \$21,000.00	Reach STAAR goals; student attendance rosters				
State System Safeguard Strategy Critical Success Factors CSF 1	monitor teachers	decrease in Special Education student grade failures as compared to last year, increase in special education students STAAR scores as compared to last year				
5) Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.						
 = 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

Performance Objective 4: As compared to 2016 STAAR tests, students will increase science scores to 80% or greater passing rate, ELL students will increase by 10 percentage points and special education students will increase by 30 percentage points.

Evaluation Data Source(s) 4: 2017 STAAR

Summative Evaluation 4:






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a common planning time for the Science department by grade level. Provide time for extended planning, PLCs. Disaggregation of data leading to common assessments.	Teachers, Department Chair, Administration	85% or higher on the STAAR, Maintain Distinctions for Science and SS. Increase number of students attaining level 3. Science receives a Y for SE Sci System Safe Guard.				
2) Use data disaggregation and Kilgo training to identify areas of need to target on the STAAR test.	Principal, Department Chair, Assistant Principal for Science	Meet or exceed percent passing goal for STAAR. Identify SEs show >10% increase in passing percent on STAAR.				
3) Use interactive journals during laboratory investigations for summaries and conclusions.	Science Dept chair, AP over Science, Principal	The interactive journal will have writing and feedback for each lab investigation.				
4) Provide extended day tutoring and Saturday camps to provide remediation and support. Provide subs for extended planning and for peer observations	Teachers Funding Sources:	Reach STAAR goals				
5) Continued use of technology (COWs, graphing calculators, probes, robotics) to improve post secondary readiness in 8th grade math.	Science teachers, department chair, Asst Principal for Science	Increase in STAAR scores				
State System Safeguard Strategy Critical Success Factors CSF 1 6) Sixth grade SPED students are placed in their monitor teachers' flight time classes for science and content remediation and assignment completion. Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.	monitor teachers	decrease in Special Education student grade failures as compared to last year, increase in special education students STAAR scores as compared to last year				
						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: As compared to 2016 STAAR test results, students will increase by 5 percentage points in social studies as compared to 2016 STAAR tests, ELL students will increase by 10 percentage points and SPED students will increase by 40 points.

Evaluation Data Source(s) 5: 2017 STAAR results

Summative Evaluation 5:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a common planning time for the Social Studies department. Provide time for extended planning, PLCs. Disaggregation of data leading to common assessments.	Teachers, Department Chair, Administration	85% or higher on the STAAR, Maintain Distinctions for Science and SS. Increase the number of students attaining a commended score.				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> 2) Use data disaggregation and Kilgo training to identify areas of need to target on the STAAR test. Track data specifically to address the needs of African American students, especially SPED students.	Principal, Department Chair	Meet or exceed percent passing goal for STAAR. Identify SEs show >10% increase in passing percent on STAAR. Receive a "Yes" rating for Sytem Safegards for African American Students on 2017 social studies STAAR exam.				
3) The interactive journal will have writing and feedback using academic and content vocabulary.	Social Studies Dept chair, Principal	The interactive journal will have writing and feedback using data based questioning as a guide in each unit.				
4) Provide extended day tutoring and Saturday camps to provide remediation and support. Provide subs for extended planning and for peer observations	Teachers	Reach STAAR goals				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> 5) Sixth grade SPED students are placed in their monitor teachers' flight time classes for social studies and content remediation and assignment completion. Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.	monitor teachers	decrease in Special Education student grade failures as compared to last year, increase in special education students STAAR scores as compared to last year				
<p 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

Performance Objective 6: Increase the percentage of LEP students passing STAAR Reading, Math, science and social Studies by 10 percentage points as compared to 2016 STAAR test, all versions.

Evaluation Data Source(s) 6: 2017 STAAR results

Summative Evaluation 6:






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) LEP students will receive ESL instruction utilizing best practices across content areas.	ESL Teachers, ELL Secondary Specialist, sheltered teachers	All ESL students are identified and provided with required and appropriate instruction.				
2) Increase the number of ESL certified classroom teachers	Principal, ESL Coordinator	Percent increase of teachers with ESL certifications				
3) Building Academic Vocabulary in the content area-participants understand the importance of building academic vocabulary in their content area; implement interactive strategies that will engage ELLs in vocabulary development using journals	ESL sheltered team, sheltered teachers	Performance in class and on IStation, journals				
4) Re-Offer ESL Program to parents of LEP students transitioning to MS including Parent Denials	LPAC Committee, Assistant Principal over LPAC, District ELL Department	Decrease in the number of denials.				
5) Provide ongoing professional development throughout the school year provided by JISD ELL Department in support of English Language Acquisition.	Principal	Increase in ELL student results on CBAs, STAAR as compared to 2016, sign in sheets, agendas				
6) ELL students assigned to ESL certified teachers during flight time classes.	Counselors, ESL teachers	Increase in ELL students passing STAAR, increase in ELL student grades				
						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 7: To address TEA System Safe Guards by increasing STAAR scores for Special Ed population to 60 % or greater passing rate in Reading, Math, Social Studies, Science and Writing.

Evaluation Data Source(s) 7: 2017 STAAR results for students in Special Education.

Summative Evaluation 7:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Frequent review of Spec Ed students progress by a case manager</p>	Spec Ed Dept Chair Monitor (Sp. Ed.) Teachers	System Safe Guards for Spec Ed are all Y Hiring Special Education Department Chair				
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) District and school-wide initiative to incorporate writing across the content areas weekly.</p>	7th grade ELA teachers	Collected work samples from all teachers				
<p>State System Safeguard Strategy</p> <p>3) Special education student support provided daily during flight time classes.</p>	Monitor teachers, special education department chair.	increase in SPED STAAR scores, increase in SPED student grades.				
<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

Performance Objective 8: Retain, identify, and service 95% or greater all qualifying TAG students at KHMS.

Evaluation Data Source(s) 8: TAG classroom rosters and Gifted and Talented Identification Assessment Data

Summative Evaluation 8:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase communication with incoming 6th grade parents and established 7th and 8th grade parents through TAG parent information events.	Administration, Counselors, TAG teachers	parent sign-in sheets, increased enrollment and completion of TAG classes				
2) Continue to offer Biology I class to TAG students. Continue to offer differentiated instruction in Social Studies, ELA, and math classes.	Administration, Counselors, TAG teachers	classroom rosters, course selection catalog, TAG teacher lesson plans				
3) Continue to offer online IOWA and COGAT testing for identification of qualifying TAG students at semester in order to begin offering TAG classes during the current school year.	Administration, Counselors, TAG teachers	Identification testing calendar, classroom rosters				
						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 9: Improve PLC's using Three Instructional Systems as a continuous improvement model for instructional practices.

Evaluation Data Source(s) 9: Improvement of student scores through aligned common assessments and PLC meeting documentation showing disaggregation of data of common assessments.

Summative Evaluation 9:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide time for teams, departments, and campus staff to meet for professional development, plan instruction, and discuss student progress/needs through Professional learning communities and the reflective practice model.	Principal, Assistant Principals	Meeting agendas, Walkthrough data, aligned lesson plans				
						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 10: Reduce ISS, OSS, and DAEP using Campus-Wide Discipline Plan .

Evaluation Data Source(s) 10: 10% reduction in repeat placements in ISS, OSS and DAEP in all grades.

Summative Evaluation 10:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Implement SMART ISS to support special education students as well as general education students in ISS.	Admin, Discipline Committee	Reduction in repeat offenders.(Base line year)				
2) RtI Behavior Tier III students monitored by grade level Assistant Principal, RTI Instructional Coaches, and monitor teachers (if SPED.)	RtI Facilitator	Tier III improve their behavior, reduce referrals, move to lower Tier, or off of RtI entirely.				
3) Implement Campus-Wide Discipline Action Plan created by teachers & administration.	Admin, Discipline committee, teachers & staff	Reduction in referrals (Compare two semesters)				
						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 11: Raise the average daily attendance rate at Kitty hawk Middle School by 1% for the 2017 school year.

Evaluation Data Source(s) 11: Improve our attendance rate by 1% for the year. Compare attendance data at the end of both semesters to the 2016 data.

Summative Evaluation 11:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attendance Committee will address specific attendance concerns as they arise.	Attendance committee, Assistant principals, counselors	Increase in ADA				
2) Compile data and provide NBA Celebration days once per semester.	NBA (Never Been Absent) committee	Improve our attendance rate by 1% for the year. Compare attendance data at the end of both semesters to the 2015 data.				
3) Use incentive programs to increase student attendance.	Attendance committee, Principal, Assistant Principals, Attendance clerk	Decrease in unexcused absences. Increase in the ADA at Kitty Hawk.				
						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 12: Identify and support all students qualifying under McKinney Vento Act and Migrant Students.

Evaluation Data Source(s) 12: Student support logs documenting identification, counseling sessions/meetings, and monitoring of qualifying students.

Summative Evaluation 12:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identification and support of student qualifying under McKinney Vento Act and migrant students through registration process, public information, and coordination with the counseling office.	Administrators, Counselors, Ar-Risk Counselor.	Monitor list and meeting logs with At-Risk Counselor.				
<p>Critical Success Factors CSF 1</p> 2) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.	At-risk counselor	6-weeks report card grades, Attendance reports of homeless students				

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Consistently provide communication between school, staff, home, and all other stakeholders.

Evaluation Data Source(s) 1: End of year parent surveys indicate satisfaction with the school's communication at or greater than 80%. Increased participation in school events.

Summative Evaluation 1:

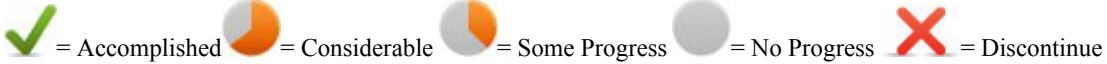
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Email a weekly message that includes a calendar for the upcoming weeks	Principal	80% of parents surveyed indicate satisfaction with school's communication.				
2) Utilize Bright Arrow alert system to disperse important information to parents and staff, including voice messages, emails, and text messages.	Administration	Bright Arrow reports documenting the number and frequency of messages.				
						

Goal 3: To hire and train highly effective teachers with diverse certifications such as GT and ESL. Cultivate a collaborative working environment to increase employee retention and satisfaction, thus making Judson a premier employer.

Performance Objective 1: Help new staff/new teachers cope and excel in their first year at KHMS to achieve 100% retention rate.

Evaluation Data Source(s) 1: Survey new teachers returning the following year to gauge satisfaction.

Summative Evaluation 1:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Meet with new staff/ new teachers monthly to discuss classroom concerns and a variety of topics to help cope and excel in their first year at KHMS	Principal	Monthly on-going professional development. Evidence of growth of teachers participating.				
2) Conduct walkthroughs and provide feedback	Principal & Assistant Principals	Person participating shows evidence of growth in delivery of instruction and student achievement.				
3) Utilize JISD new teacher mentor program pairing every new teacher with a campus mentor.	Administration, Campus Lead Mentor	New teacher retention				
						

Goal 3: To hire and train highly effective teachers with diverse certifications such as GT and ESL. Cultivate a collaborative working environment to increase employee retention and satisfaction, thus making Judson a premier employer.

Performance Objective 2: Provide a safe working environment that is supportive and collaborative while meeting the needs of the staff as measured by increased staff retention compared to 2015-2016 SY.

Evaluation Data Source(s) 2: Teacher surveys, teacher retention numbers

Summative Evaluation 2:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide a safety briefing topic at each faculty meeting	Principal, Assistant Principals and Department Chairs	Minutes and sign in sheets that exhibit safety issue topics.				
2) Provide opportunities for teacher/staff collaboration and input regarding campus operations and programs.	Administration, Dept. Chairs	teacher surveys, teacher return rates				
						

Goal 3: To hire and train highly effective teachers with diverse certifications such as GT and ESL. Cultivate a collaborative working environment to increase employee retention and satisfaction, thus making Judson a premier employer.

Performance Objective 3: Promote professional growth through outside and in-district trainings that would lead to a staff that is 100% GT and ESL certified to meet the varying needs of our students.

Evaluation Data Source(s) 3: Increase in the number of teachers with GT and ESL certifications.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide links to district and outside trainings using Eduphoria, the district website and Region 20 calendars.	Principal, Assistant Principals	Increase in the amount of training sessions in the teachers' portfolios. Increase in the number of teachers with GT and ESL certificates.				
State System Safeguard Strategy 2) Provide on-campus professional development in areas of student need and areas of interest to teachers.	Administration	sign in sheets agendas				
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Provide extended day tutoring and Saturday camps to provide remediation and support. Provide subs for extended planning and for peer observations
1	1	8	Sixth grade SPED students are placed in their monitor teachers' flight time classes for content remediation, STAAR remediation, and assignment completion. Seventh and Eighth grade DPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.
1	1	9	Math Flight Time Pull Outs: Students are individually pulled into their math teacher's Flight Time class for remediation based on non-mastery of TEKS on common assessments. Special education students are pulled by monitor teachers.
1	2	9	Sixth grade SPED students are placed in their monitor teachers' flight time classes for content remediation, STAAR remediation, and assignment completion. Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.
1	3	5	Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.
1	4	6	Sixth grade SPED students are placed in their monitor teachers' flight time classes for science and content remediation and assignment completion. Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.
1	5	2	Use data disaggregation and Kilgo training to identify areas of need to target on the STAAR test. Track data specifically to address the needs of African American students, especially SPED students.
1	5	5	Sixth grade SPED students are placed in their monitor teachers' flight time classes for social studies and content remediation and assignment completion. Seventh and Eighth grade SPED students are pulled into their monitor teachers' flight time classes as needed for remediation, STAAR remediation, and assignment completion.
1	7	1	Frequent review of Spec Ed students progress by a case manager
1	7	2	District and school-wide initiative to incorporate writing across the content areas weekly.
1	7	3	Special education student support provided daily during flight time classes.
1	10	1	Implement SMART ISS to support special education students as well as general education students in ISS.
3	3	2	Provide on-campus professional development in areas of student need and areas of interest to teachers.

State Compensatory

Budget for Kitty Hawk Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
171.7.11.042.24.6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,600.00
171-7-11-042-24-6118	6118 Extra Duty Stipend - Locally Defined	\$7,100.00
6100 Subtotal:		\$10,700.00
6300 Supplies and Services		
171-7-11-042-24-6329	6399 General Supplies	\$6,000.00
171-7-11-042-24-6399	6399 General Supplies	\$15,000.00
6300 Subtotal:		\$21,000.00
6400 Other Operating Costs		
171-7-11-042-24-6411	6411 Employee Travel	\$750.00
6400 Subtotal:		\$750.00

Personnel for Kitty Hawk Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bell, Angela/Ashley Soloman	Reading Interventionist	St Comp	1
Chukwudolue, Ogochukwu/Schumann, Brenda	RtI Instructional Coach	RtI	2
Katrina Duval	At Risk Counselor	SCE	3/5
Margaret Wilson/Marco Vargas	Math Interventionist	St Comp	2

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Assistant Principal	Willie Black	2017 Member
Assistant Principal	Cathy Hottle	2017 Member
Assistant Principal	Melissa Martinez	2017 Member
Classroom Teacher	Theresa Beitel	2017 Member
Classroom Teacher	Kayla Byers	2017 Member
Classroom Teacher	Brandace Sandoval	2017 Member
District-level Professional	Monica Borrego	2017 Member
Non-classroom Professional	Jenna Ruhd	2017 Member
Paraprofessional	Patrick Moore	2017 Member
Principal	Beverly Broom	2017 Member

Campus Funding Summary

171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	8			\$0.00
1	3	4			\$21,000.00
1	4	4			\$0.00
1	5	4			\$21,000.00
				Sub-Total	\$42,000.00
				Grand Total	\$42,000.00

Addendums



Kitty Hawk Middle School
840 Old Cimarron Trail
Universal City, TX 78148
(210) 945-1220
(210) 945-6965 Fax

Kitty Hawk Middle School Site Based Decision Making Committee Meeting

August 30, 2016
Kitty Hawk Library






Agenda:

- Campus Improvement Plan Discussion and Approval
- Budget Review
- Staffing Review

“KITTY HAWK FLYERS HAVE THE WRIGHT STUFF”

2016-2017 Site-Based Decision Making Committee

Meeting Date: August 30, 2016

Committee Role	Name	Position	Signature
Assistant Principal	Willie Black	2017 Member	
Assistant Principal	Cathy Hottle	2017 Member	
Assistant Principal	Melissa Martinez	2017 Member	
Classroom Teacher	Theresa Beitel	2017 Member	
Classroom Teacher	Kayla Byers	2017 Member	
Classroom Teacher	Brandace Sandoval	2017 Member	
District-level Professional	Monica Borrego	2017 Member	
Non-classroom Professional	Jenna Ruhd	2017 Member	
Paraprofessional	Patrick Moore	2017 Member	
Principal	Beverly Broom	2017 Member	