

Judson Independent School District
Rolling Meadows Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Closing Performance Gaps



Mission Statement

All Judson ISD students will receive a **Quality Education** enabling them to become successful in a global society.

Vision

Judson Independent School District is **PRODUCING EXCELLENCE!**

Rolling Meadows Vision:

Rolling Meadows is a family committed to providing a safe and positive learning environment through quality learner-centered educational experiences that build successful life-long learners and productive members of society.

Core Beliefs

Judson ISD Values

Students First
Teamwork
Accountability
Results-Oriented
Loyalty
Integrity & Mutual Respect
Safe & Secure Environment
Two-way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment as of September 2016 is 848 students. The campus is approximately 55% Hispanic, 4% Asian, 11% African American, 24% White, and 5% Two or more races. Approximately 37% of the student population is economically disadvantaged, 5% are English Language Learners, 9% are identified as Special Education and approximately 9% gifted and Talented. Rolling Meadows Elementary serves students from grades Pre-Kindergarten through 5th grade. In August 2013 the campus became an ESL School. Rolling Meadows Elementary resides in the North end of Judson ISD. Several communities surround the school. The communities are mostly middle class, comprised of both parents, multi-family as well as single family homes.

Demographics Strengths

Enrollment continues to grow every year. Our campus has a diverse group of students. Staff is representative of student population. There is a high population of special education students, including students in APPLE (Autism Unit) & Life Skills as well. Culture of how school operates is that of high expectations. Students are exposed to different children. We have male teachers in 1st, 2nd 5th grade, as well as Technology and administration. We also have a diverse staff that is reflective of students we teach.

Attendance rates are at 96.48% is a strength. High parent & family involvement. Turnout at after school events is positive.

5th grade military connected students receive counseling.

Demographics Needs

Our enrollment numbers are extremely high. Our capacity is at 750 and we are currently at 848. Cafeteria capacity is 250. Holding campus wide programs is

a challenge.

Need for counseling for students of divorced parents.

Need to improve volunteer support during school hours.

Student Achievement

Student Achievement Summary

Our STAAR data currently indicates that as a campus, we met standard. We earned a distinction in Top 25 percent Closing Performance Gaps. Our student performed extremely well in 5th grade Math at 92% with . In 2015, our students scored 93% passing in Math with 37% commended. 100% of our LEP student group passed as well. 91% of our 3rd grade students passed in Reading with 36% commended. In 4th grade students performed in the 80th percentile in all content areas. In Math they scored 85% with 28% commended, in Reading they scored 85% with 26% commended and in writing they scored 82% with 9% commended. Students in 5th grade scored extremely well in the area of Reading with 97% passing. In the area of Math, our scores slightly declined from last year with 81% passing and 11% commended. Science was the lowest overall score: 75% with 9 percent commended.

Kinder-iStation Data: Overall Tier I 66%, Tier II 25%, Tier III 9% (2 teachers bringing down percentage. Their average for Tier I is in the 50th percentile

Strengths:

Listening Comprehension Tier I 73%, Tier II 22%, Tier III 5%

Letter Knowledge Tier I 86%, Tier II 12%, Tier III 2%

Vocabulary Tier I 71%, Tier II 16%, Tier III 13% Words Nerds Book Study

Student Achievement Strengths

Our strenghts are in 3rd grade. 3rd grade scored 93% with 37% of students exceeding and 100% of our LEP student group passed. Our 3rd Grade Reading was at 91% with 36% commended. 5th Grade Reading is also a strength. We had an overall of 97% passing by the end of the 3rd STAAR administration.

Student Achievement Needs

STAAR performance data demonstrates a critical need to increase student achievement in 5th grade science (had 12 percentage point drop from previous year) and 4th grade Writing (had a 9 percentage point drop from previous year).

Based upon campus data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

1. All K-5 teachers need continued professional development in vertical alignment of TEKS and process standards in the areas of Science and Writing.

Areas for Improvement: Phonemic Awareness Tier I 56%, Tier II 19%, Tier III 25%

Fountas & Pinnell Lessons created by staff, August PD

Modeling fluency for students through read alouds. Using 15 extra minutes for D.E.A.R time in which grades 2-5 read independently and teachers/support staff read to K-1

School Culture and Climate

School Culture and Climate Summary

School climate demonstrates friendliness & professionalism. There are 7 new teachers on campus. Most teachers have been on campus for several years.

School Culture and Climate Strengths

Since the beginning of the school year, staff members have stated the following:

- Paraprofessionals now feel that they are a part of the team and feel valuable by being included in relevant professional development and staff meetings.
- Teaching staff are excited about the implementation of PBIS (new collaborative discipline plan) and having input to campus decisions.
- Parents are happy about the updated communication they are receiving.
- Layout of pod areas allow for grade level teamwork.

School Culture and Climate Needs

According to the staff Survey:

- Teachers new to RME or to their grade level will need additional support in both instructional and managerial areas.
- Parental Involvement needs to increase.
- Team Building among all staff, including paraprofessionals and teachers across grade levels.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This school year we have 8 staff members who are either completely new to Rolling Meadows or new to the position they are in. We have established various levels of support for them: a mentor from another campus that is in their same field of expertise, a mentor on their grade level, campus mentor who meets with them monthly, RTI Facilitator who offers daily support regarding RTI students, data, use of instructional programs, etc.

Staff Quality, Recruitment, and Retention Strengths

- 100% of the Professional Staff is highly qualified.
- 100% of the Para Professional Staff are NCLB Certified
- 100% of Teachers with TAG students are certified to teach TAG cluster classes
- 100% of Teachers working with Special Education students are certified in Special Education.
- 100% of Teachers teaching ELL students are ESL certified.

Staff Quality, Recruitment, and Retention Needs

- Need all teachers to become TAG Certified.
- Increase the number of ESL certified teachers.
- Increase the number of CPI certified teachers.
- Continue to increase the number of male teachers.
- Provide continuous support to retain quality staff members.

Data is used regularly to support, determine and ensure a high quality Teaching Staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- **Three Systems Implementation:**

1. (Vertical Alignment)-Weekly: Teachers collaborate in their “vertical families” to create and/or revise content area visions, analyze student work & numerical data, and implement vertical problem solving to determine campus strategies.
2. (Horizontal Alignment) Weekly Collaborative Planning-A dedicated planning day/time in which teachers collaborate in deconstructing TEKS, writing essential questions, creating mini weekly assessments and planning rigorous lesson activities.
3. (Horizontal Alignment) Every six weeks: Reflective Practice Model-Teachers collect & examine data and student work to collaboratively make decisions to improve teaching and learning.

Curriculum, Instruction, and Assessment Strengths

There is only 1 new teacher per grade level. Veteran RME teachers have experienced the three systems and are more comfortable with them. 3rd grade teachers in specific have been extremely successful in system 2: Collaborative planning. They were successful and scored in the 90th percentile in both Reading and Math STAAR. All K-5 teachers are now familiar with new Math TEKS. They will now reflect and assess previous lessons and modify as needed for this year.

Curriculum, Instruction, and Assessment Needs

- More detailed and aligned curriculum for writing.
- Need to ensure we have more hands on labs in Science.
- Continue to develop understanding of TEKS, including the student expectation and knowledge statement.
- Continue to develop understanding readiness and supporting standards in reading, math, writing and science.

Family and Community Involvement

Family and Community Involvement Summary

Teachers received a short PD session on 20 Tips to establish positive relationships with parents. We continue to provide opportunities for Family and Community Involvement. Up to date, we have already had our annual Meet the Teacher Night. We have also scheduled a "Get Acquainted Night" at Mr. Gatti's in order to get staff and families to break bread together and build a positive rapport with each other. Later in September we will also be having an Open House/STAAR Parent Information Session, Science Camp Information Night, and Kinder Report Card Evening Information Session. Every week we host Friday Nite Live for parents to bring their children. In October we hold our annual Harvest Moon Dance/Haunted House, TAG Open House, we get Volunteers (Parent & Community) for Bike Rodeo. This year we are also having an APEX fundraiser which will get all community involved. We also involve parents by putting out regular all calls and emails with up-to-date information, we updated RME website. We hold our annual Literacy Night along with Book Fair to provide parents an opportunity to come to both. We invite grandparents to have breakfast with their grandchildren and read a book to the class for gradnparents day.

Family and Community Involvement Strengths

We have a committed PTO that works with administration to ensure student needs are met. Traditions have been established and parents enjoy Harvest Moon Dance/Haunted House, Literacy Night, Spring Festival, etc.

Family and Community Involvement Needs

1. Increase parent and community involvement.
2. Ongoing parent information events.
3. Staff/Community understanding of SBDM process and its impact on student achievement.

School Context and Organization

School Context and Organization Summary

Administration and teachers provide parents with daily, weekly and monthly newsletters, emails and all calls as needed to share important information or progress. We have several clubs/organizations for our students to participate in: Choir/Ensemble, Drumming, Robotics Club, Wolf TV, 24 Competition, Track, National Honor Society, and Safety Patrol.

School Context and Organization Strengths

Our students have a variety of clubs that they can join. We have such a high interest in our Robotics club.

School Context and Organization Needs

- Grade level newsletters, each six weeks with events, curriculum timelines, etc.
- Consistent use of teacher websites as a communication tool for parents and the community.
- Optimizing instructional time throughout grade levels.
- Not enough structured time to collaborate regarding teaching and learning.

Technology

Technology Summary

Each classroom has 5 computers, an ELMO, and a projector. Each classroom is also equipped with a Redcat system (microphone for teachers). Kindergarten classrooms have nooks. Fifth grade classes have laptops from a DoDEA grant. RTI was awarded a grant for chromebooks. Rolling meadows has 4 copy machines.

Students go to the lab to work on First in Math, Istation, Type to Learn, and research projects.

Technology Strengths

The iPad usage in kindergarten and the computers in fifth grade classrooms is impressive. Shared campus/ district computer drives (H:, K:, T:, and L:) allow for storage and collaboration. PTO purchased eInstruction class sets for all 3rd-5th grade teachers. The wolf news (produced by students) is professional. Robotics teams have earned awards the last 2 years.

Technology Needs

Student headphones, bulbs for projectors, cartridges for printers and paper copies are expensive needs. Continue to expand iPad integration in K-2 classrooms so that more students can benefit.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- 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
- 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
- Parent Involvement Rate

Support Systems and Other Data

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

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: Improve, sustain and support academic growth in Math. (Sustain 90th percentile in 5th grade, improve 5 percentage points in 3rd and 4th). Commended performance will increase from previous year.

Evaluation Data Source(s) 1: 2017 STAAR math scores (grades 3-5); 2016-17 CBA scores (grades K-5)

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Analyze CBA, STAAR, & Stride data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.	2, 9	All Campus Teachers and Administration	CBA and STAAR scores above district and state averages, Benchmark & Stride Academy results throughout the year				
2) Implement Collaborative Planning of 3 Instructional Systems. Teachers will deconstruct the Math TEKS weekly and write lesson plan and weekly mini assessment that directly align with TEK	4, 8	Principal Assistant Principal RTI Facilitator	Weekly agenda Completed collaborative planning notes Increase in scores on Stride, CBAs, benchmark, 2015 STAAR				
3) Students in grades K-5 will participate in First in Math to build math computation fluency	9	Principal Assistant Principal Classroom Teachers RTI Facilitator/Teachers	Sticker points Ranking in top 10 of JISD schools for FIM usage				
4) Implement Guided Math in all grade K-5	9	Principal, Assistant Principal, Academic Dean	Increased STAAR scores				
= 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 2: Improve and support academic growth in Reading. (Improve 6 percentage points in 3rd grade, 4 percentage points in 4th grade, and at least 5 percentage points in 5th grade for 1st administration.). Commended performance will increase from previous year.

Evaluation Data Source(s) 2: 2017 STAAR Scores, iStation, Stride, CBA's, Weekly Assessments, Benchmark, State Assessment

Summative Evaluation 2:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Analyze CBA, STAAR, and iStation data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.	2, 9	All Campus Teachers and Administration	CBA and STAAR scores above district and state averages, iStation results throughout the year				
2) Provide training for pre-K -2 teachers in balanced literacy and 3-5 teachers in Reader's Workshop.	4, 5	Administration, Compensatory Ed teachers, RTI Facilitator	Training Sign In sheets Increase in students passing rates in reading (STAAR) for grades 3, 4, 5) Increase in iStation scores				
Funding Sources: 199-7 -General Operating - 1900.00							
3) All K-5 students will be involved in an integrated research project in the Spring that incorporates technology.	9	Librarian, Classroom Teachers	Completed projects, Project Presentations				
Funding Sources:							
4) Provide programs and services to develop college and career readiness including a career cafe once a month featuring different career choices.	6, 9	Counselor	Survey responses, # of students participating in Career Cafe				
 = 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 3: All 5th grade students will improve in Science by 5 percentage points. Commended performance will increase from previous year.

Evaluation Data Source(s) 3: 2017 STAAR science scores; CBA scores

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Analyze CBA, STAAR, and benchmark data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.	2, 9	All campus teachers and administration	CBA and STAAR scores above district and state averages, Benchmark results throughout in the Spring				
2) Provide opportunities for 4th and 5th grade students to participate in Robotics program.	9	4 Robotics Coaches	First Lego League competition registration & participation				
3) Provide enhanced opportunities for hands-on science and journaling through Science Camp for 5th grade students, minimum of 2 labs a week for K-4 students.	1, 2, 9, 10	Classroom Teachers	STAAR Science Results				
 = 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: All 4th grade students will exceed the state average on the 2017 STAAR writing assessment, with each subgroup demonstrating a 5% growth from the previous year. Commended performance will increase from previous year.

Evaluation Data Source(s) 4: iStation, Universal Screens, CBAs, Weekly Assessments, 2017 STAAR writing scores; school-wide formative writing assessment (based on writing rubric)

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze CBA, STAAR, and benchmark data to identify strengths and weaknesses to determine professional development needs and student needs.	2, 9	All Campus Teachers and Administration	CBA and STAAR scores above district and state averages, Benchmark results throughout in the Spring				
2) Implement System 2 of the Three Essential Instructional Systems - Professional Development in writing- a) Training on the writing process to include the implementation of writing portfolios b) Training and implementation of writing in the content areas	4, 9	Administration, Comp, Ed teachers, RTI Facilitator	Teachers will bring student work samples and weekly mini assessment monitoring chart to monthly meetings with administration. Professional Development Agenda Writing portfolios Content Area writing (witnessed in journals) Increase in student passing rates on STAAR writing				
Funding Sources:							
 = 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 5: Improve supports for struggling learners by improving Tier I instruction and ensuring Tier II and Tier III interventions are implemented with fidelity.

Evaluation Data Source(s) 5: RTI fidelity checks, Progress monitoring, STAAR scores of RTI students, CBA scores of RTI students

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training and support for teachers to complete RTI paperwork, utilizing Rtl facilitator/RTI Teacher, and continue to monitor LRE placements	3, 4	Campus administrators, special education teachers, Rti facilitator & RTI Teachers (SCE 1 FTE)	RTI paperwork complete, tracking data up-to-date, students appropriately referred to special programs as evidenced by percents of referred students who qualify				
2) RTI teachers will meet with RTI facilitator to complete data progress monitoring and attend RTI follow up meetings.	9	RTI Facilitator	Updated progress monitoring tools that are submitted to RTI facilitator.				
Funding Sources: 199-7 -General Operating - 1000.00							
3) Provide supplemental instructional materials for teachers PK-5 for use with At-Risk students	8	RTI Facilitator and Teachers	At risk students data will be tracked on class data chart to see a 10% incremental increase in weekly mini assessments, Istation, universal screens and CBA data.				
Funding Sources: 199-7 -General Operating - 3300.00							
4) Assessment data used to determine extended day tutoring, assistance before school, and additional RTI pullout or push in supports for our at risk population.	2, 8	Campus administrators, RTI Facilitator, Instructional Coaches, classroom teachers	Istation reports, increased CBA and STAAR scores, ongoing formative assessments				
5) Content teachers will provide extended day tutoring for at-risk students with a minimum of two teachers per grade level to include use of supplemental instructional materials to increase student achievement. Snacks will be provided.	2, 9	Campus administrators, teachers, Rti Facilitator 1, RTI Teachers (SCE 3 FTEs)	Mini assesments during tutoring sessions with scores charted that demonstrate 10% improvement after each tutoring session.				
Funding Sources: 171-7 State Compensatory Education - 5070.00							










6) Provide Prek and Kinder roundup to recruit pre-k students to our program.	7	Administration, Prek and Kinder teachers	Presentation PPT, sign in sheets, Prek & kinder classlists				
Critical Success Factors CSF 1 CSF 2 CSF 4	2, 4, 8, 9	Administration	Use of Kilgo strategies to develop lessons				
	7) RTI Facilitator and teachers will attend Margaret Kilgo Training in order to gain knowledge on pinpointing students needs based on RME data. Funding Sources: 171-7 State Compensatory Education - 1580.00						
 = 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 6: Gifted and Talented students will show a year's worth of academic growth as indicated by improved quality of communication, improved research skills, and development of skills in the College and Career Readiness Standards.

Evaluation Data Source(s) 6: Semester GT progress reports

Summative Evaluation 6:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue identification and services for TAG students with pull-out and cluster models	10	TAG teacher and classroom teachers	TAG rosters				
2) Reading and Writing 3rd-5th grade students will utilize Chromebooks for humanities and Power Hour research to increase reading comprehension of nonfiction texts, to differentiate between primary and secondary sources, to compare/contrast information from a variety of sources, to cite sources properly, to analyze what is important when collecting data, and to synthesize gained knowledge in a meaningful way by completing a project every quarter.	9, 10	TAG Coach	Quarterly research project, including writing, with sources cited				
3) Math 1st-5th grade students will solve problems once a week using various types of reasoning.	9, 10	TAG Coach	weekly logic exercises in journal, algebra readiness				
4) Science 1st-5th grade students will create a science experiment and test a hypothesis using the scientific method at least once a semester in conjunction with the humanities unit or Power Hour projects.	9, 10	TAG Coach	Conclusion drawn that rejects or validates a hypothesis based on data from a scientific investigation once a semester				
 = 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 7: Improve student attendance to 97% by June of 2017.

Evaluation Data Source(s) 7: TAPR report

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Develop and implement programs designed to involve and engage students such as athletics, music, art, and technology.</p>	2, 4, 6, 10	Administration, PE, Music, Librarian (for technology), PEIMS Clerk, attendance committee	Attendance Reports Weekly and documented in Tuesday Tidbits Attendance Reports (six weeks)				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Using attendance data, develop and implement a plan to review attendance percentages for students</p>	2, 4, 6, 10	Administrators, PEIMS, Attendance Committee	Sign-in Sheets, attendance committee minutes, overall attendance increase				
<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

Performance Objective 8: By 2017, at least 3 classroom teachers per grade level will be ESL certified.

Evaluation Data Source(s) 8: ESL certification in SBEC










Summative Evaluation 8:

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

Performance Objective 1: Create a parent involvement partnership (PTO) to support all students, their families, and the community.

Evaluation Data Source(s) 1: Stakeholder meeting, review of partnership, by-laws

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase parent involvement in PTO	6	Principal	Increase in parents attending monthly meetings				
2) Continue & improve on DOGS (Dads of Great Students) program	6	Counselor	Number of DOGS on campus and frequency of their presence				
3) Ensure that parents have access to parental involvement activities that will solidify their connection to the school and support their child as a learner (Open House, PK/K roundup, Meet the Teacher Night, STAAR awareness night, Book Fair, Math Night, Literacy Night, etc.)	6	All Campus Staff	# of parents/students attending				
4) Ensure critical information is communicated on the campus and district calendars, on Wolf TV, and on the campus website	6	All Campus Staff	Collection of baseline numbers of participation in school activities. calendars, end-of-year parent surveys to help determine growth of parent involvement in the years to come				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 1: Ensure effective leadership through the implementation of a sustainable leadership and three instructional systems

Evaluation Data Source(s) 1: Teacher and staff retention numbers 2016, capacity built at grade levels where supports are in place with instructional systems - goals monitored/adjusted to note progress.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure 100% staff are highly qualified	3	HR and Campus Administration	Report from HR showing 100% highly qualified for their positions				
2) Develop campus leadership capacity by placing teachers in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning involvement activities, and chairing grade level and other campus committees.	5, 8	Administration	Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2015				
3) Teachers will sign up for two campus committees and for two involvement activities for the school year.	5, 8	Administration	Teacher sign-in sheets at various committee meetings and activities				
4) Ensure effective leadership through the implementation of a sustainable leadership and three instructional systems	4, 5, 8, 9						
5) Create opportunities to celebrate successes: (Continue Spirit of the Pack Staff Recognition, notes of appreciation, surprise treat days, etc.)	5	Administration	Campus Climate as rated through surveys				
6) Provide mentoring of new teachers; Provide monthly meetings for new teachers, maintain open door policy for all constructive conversations; continue weekly grade level and collaboration meetings	4, 5, 8	Campus Administration and Campus Mentor for New Teachers	Staff surveys and teacher retention rates				
7) 3 teachers per grade level (k-4) will attend ESL Training and pass the ESL Supplemental test	3	ESL District Coordinator and campus administration	ESL certifications in SBEC				
Funding Sources:							
8) In 2015-2016, teachers serving Limited English proficient students will be provided with professional development on second language acquisition and best practices for English language learners.	3, 4, 5, 10	ESL District Coordinator and campus administration	Professional Development PPTs and materials, Training sign in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








Goal 4: To spend money wisely, efficiently, and equitably by maintaining a Superior rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy

Goal 5: To increase student achievement by developing and implementing programs for social and emotional learning.

Performance Objective 1: Develop and implement PBIS, a systematic approach to student discipline.

Evaluation Data Source(s) 1: Decrease in discipline referrals.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collaborate, develop and communicate campus-wide discipline plan to all stakeholders to decrease discipline office referrals by 20%.	8	Administration, Grade level teacher Representatives	Eschool Plus to track discipline data and analyze the data for trends and patterns.				
Funding Sources: 199-7 -General Operating - 2000.00							
2) Provide on-going professional development to ensure proper implementation of the campus-wide discipline plan	4, 5, 8	Administration, Grade level teacher Representatives	Track discipline data and analyze the data for trends and patterns.				
Funding Sources: 199-7 -General Operating - 1000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: To increase student achievement by developing and implementing programs for social and emotional learning.

Performance Objective 2: Implement PK-12 counseling and social assistance program that meets state guidelines that will lead to an increase in student success

Evaluation Data Source(s) 2: Student survey, STAAR scores

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement and evaluate an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, and system support.	10	Administration, Campus Counselor	*Submitted Program *Stakeholder Evaluation Survey *Student contact logs *Schedule of guidance classes				
	Funding Sources: 199-7 -General Operating - 800.00						
2) Provide training to increase staff awareness, recognition of issues of maltreatment and sexual abuse of children as well as prevention techniques and options for affected students.	4, 10	Counselor	Training Completion records				
3) Provide protocols to ensure we are in compliance with HB 1942, which include prevention, identification, response to and reporting of bullying.	10	Counselor and Assistant Principal	Report of number of bullying incidents. This number should be minimal and should not escalate to the level of an intervention plan.				
4) Provide protocols in reporting student(s) showing signs of depression (HB 1386 - Early Mental Health Intervention and Suicide Prevention).	10	Counselor					
5) Provide support to students and families identified through the McKinney Vento program	10	Counselor					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: To increase student achievement by developing and implementing programs for social and emotional learning.

Performance Objective 3: Develop a plan to meet the needs of Homeless students

Evaluation Data Source(s) 3: Completed plan

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	Counselor	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
2) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students at every campus to improve academic progress, attendance, and graduation rates.	9, 10	Counselor	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review				
3) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.	9	Counselor	9-weeks report card grades, Attendance reports of homeless students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Analyze CBA, STAAR, & Stride data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.
1	2	1	Analyze CBA, STAAR, and iStation data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.
1	3	1	Analyze CBA, STAAR, and benchmark data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Analyze CBA, STAAR, & Stride data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.
1	2	1	Analyze CBA, STAAR, and iStation data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.
1	3	1	Analyze CBA, STAAR, and benchmark data to identify strengths and weaknesses to determine professional development needs and student needs; specifically those of our special education population.

State Compensatory

Personnel for Rolling Meadows Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blackburn, Maria	RTI Teacher	SCE	1
Low, Kim	RTI Teacher	SCE	1
Lozano-Johnson, Cristina	RTI Facilitator	SCE	1
Patterson, September	RTI 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 Metzger 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 3-5).
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 Metzger 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. Teachers deliver at least four technology integration projects.
2. Teachers will create and maintain campus web pages.
3. 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.
2. Collect and utilize student data to determine appropriate tiers and interventions.
Develop and implement parent involvement activities that support the campus goal of increasing student performance.

- 3.
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.

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. Training with Science consultant, Ms. Minnux-Wilkes.
2. Tutoring
3. Homework Assistance Center

Behavior Intervention

1. Ripple Effect for In-School Suspension
2. Alpha Phi Fraternity Mentoring Program

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.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Erika Garza	Principal
Administrator	Arturo Olivares	Assistant Principal
Business Representative	Mike Leroy	Whataburger General Manager
Classroom Teacher	Dwan Joseph	Teacher
Classroom Teacher	Michele Molleda	Teacher
Classroom Teacher	John Ramirez	Teacher
Classroom Teacher	Melissa Wicker	Teacher
District-level Professional	Sandra Guevara	Special Education Coordinator
Non-classroom Professional	Cristina Lozano-Johnson	RTI Facilitator
Paraprofessional	Karen Shumate	PE Aide
Parent	Katherine Maloto	Parent
Parent	Patricia Shelly	Parent

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$1,900.00
1	2	3	Computers, Internet, Books		\$0.00
1	4	2			\$0.00
1	5	2			\$1,000.00
1	5	3			\$3,300.00
5	1	1	PBIS Training-Region 20		\$2,000.00
5	1	2	Subs for Region 20 Training		\$1,000.00
5	2	1	Awards/Guidance Program Instructional Materials		\$800.00
Sub-Total					\$10,000.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5			\$5,070.00
1	5	7	Registration Fee for Margaret Kilgo Workshop		\$1,580.00
Sub-Total					\$6,650.00
195-6 Bilingual/ESL State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7	ESL funds to pay for test		\$0.00
Sub-Total					\$0.00
Grand Total					\$16,650.00