

**Leander Independent School District**  
**Leander Middle School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

A gap exists in all tested areas between Economically Disadvantaged students and all students by a minimum of 12%. While the gap has decreased in Science and advanced scores have shown an increase, the overall gap continues to exist between groups identified in our system safeguards. Student performance and participation in advanced courses has resulted in college credit exam participation. In addition, participation in Algebra 1 continues to increase with 100% passing rate on Algebra EOC and 63% of Algebra 1 students scoring Advanced.

### Demographics Strengths

#### AP Spanish IV Pilot class

- 81% of students scored 3, 4, or 5 on AP exam
- 100% of students took the AP exam
- 63% of students in class are Economically Disadvantaged

#### Science

- 7% decrease in Gap when comparing 2014 and 2015 STAAR Science scores
- 13% increase in African American students scoring Advanced
- 4% increase in Hispanic students scoring Advanced
- 2% increase in Economically Disadvantaged students scoring Advanced

## Demographics Needs

### System Safeguards

#### Special Education

- Reading - 41%
- Science - 28%
- Special Education - 31%
- Writing - 22%

#### ELL

- Reading - 55%
- Writing 34%

#### Economically Disadvantaged

- Science - 59%
- Social Studies - 50%
- Writing - 54%

#### Hispanic

- Social Studies -55%
- Writing - 54%

# Student Achievement

## Student Achievement Summary

In our AP Spanish IV Pilot class 13 out of 16 students scored 3, 4, or 5 on AP exam. We have continued growing our advanced programs through additional students choosing more rigorous coursework. With the addition of block scheduling, teacher surveys have reported an increase in small group instruction and project based learning with the additional time. AVID and Gateway programs continue to fill all available sections due to the influx of applications.

## Student Achievement Strengths

- Index Scores increased in 3 out of 4 areas
- Algebra 1 Students achieved 100% passing rate on EOC with 63% of students scoring in Advanced range
- Full time AVID teacher, full time Gateway teacher, and additional QUEST teacher to support growing number of students enrolling in advanced programs.
- Math Student Growth in Quartile 2

### Index 1

- 2014 - 76
- 2015 - 76

### Index 2

- 2014 - 35
- 2015 - 38

### Index 3

- 2014 - 37
- 2015 - 42

### Index 4

- 2014 - 31
- 2015 - 34.2

## Student Achievement Needs

### Reading

- 2014 - 83%
- 2015 - 80%

### Science

- 2014 - 70%
- 2015 - 73%

### Social Studies

- 2014 - 66%
- 2015 - 66%

### Writing

- 2014 - 66%
- 2015 - 68%

### ReadiStep

- 2014 - 28.1%
- 2015 - 27.4%

## **School Culture and Climate**

### **School Culture and Climate Summary**

PBIS and CKH continue to be areas of common focus at Leander Middle School. Student survey results show a 1% decrease from 86% to 85% in students who report feeling safe in their learning environments. Parent survey results indicate that 87% of parents feel their students are safe at school. Trust Based Relational Intervention strategies have been implemented in small pilot groups, but will now be a campus-wide focus in professional development. These strategies were developed by Dr. Purvis at the TCU Child Development center with a focus on students who have experienced trauma. Student groups such as RADD and C2 will continue to support peer to peer training through classroom and school-wide lessons. Additional emphasis will be placed on Anonymous Alerts training in the 2015-2016 school year.

### **School Culture and Climate Strengths**

- Support services coordinated by the campus to meet the needs of all students
- Backpack program for students in need of nutrition
- All staff trained in Trust Based Relational Intervention Strategies by TCU Child Development Center staff
- All staff trained in PBIS
- Campus wide CKH philosophy
- Counseling lessons each six weeks through classes
- Counselling lunch groups set up for student support

### **School Culture and Climate Needs**

- Additional training opportunities for parents in an effort to increase connection between home and school based on parent feedback
- Increase CKH implementation in classrooms based on decrease in student survey question regarding feeling safe in the classroom
- Provide additional opportunities for C2 members to present in classrooms and schoolwide
- Increase advertisement for CAPP counseling services for students in need of support



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We met our 2014-2015 goals for SLB implementation and WICOR as a means to rigor at LMS. LMS received the AVID designation of a "Highly Qualified" campus for the 2014-2015 school year. The AVID coaching cycle for demo strand will continue in 2015-2016. LMS has adopted the school-wide AVID binder system for the upcoming school year.

### **Curriculum, Instruction, and Assessment Strengths**

#### Student Learning Behaviors

- 95% of students responded "Agree" or "Strongly Agree" in response to understanding and using processes in their classrooms that address the SLBs.
- 94% of teachers responded "Agree" or "Strongly Agree" in response to understanding and using processes in their classrooms that address the SLBs.
- 94% of students understand daily learning targets based on 2015 learning walk data

#### WICOR

- Exceeded goal of 6% increase in teachers who responded "Agree" or "Strongly Agree" that students seek out rigorous coursework by 15% according to 2015 District Survey
- Established baseline at 70% of teachers using WICOR based on Learning Walk data
- AVID Site team fully functional with representation from all content areas and multiple grade levels

### **Curriculum, Instruction, and Assessment Needs**

#### SLB

- Continue implementation and analysis of effectiveness through Lesson Design format and Learning Walk data
- Increase feedback loop frequency

#### AVID

- Increase percentage of teachers using WICOR strategies with fidelity to 85%

- Implement school-wide binder system
- Increase communication with parents on AVID school-wide philosophy
- Increase visibility of Career and College opportunities beyond the fields that are most commonly referenced

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Leander Middle School continues to increase partnership with families and community through evening events, a bilingual office staff who meets and greets new and returning families, and a genuine approach to opening the school doors to all. We are proud of our growing PTA and parent volunteer numbers as well as the philanthropic efforts of our families helping families!

### **Family and Community Involvement Strengths**

- PTA membership increased by 100 members in 2014-2015.
- Volunteers tripled in 2014-2015.
- 83% of parents responded via survey that they felt encouraged to be on campus.
- 88% of parents responded via survey that they felt listened to and responded to by campus.

### **Family and Community Involvement Needs**

- Increase types of opportunities for parents to become involved when time/work schedule/transportation does not allow for parents to physically be at the school to participate.
- 82% of parents responded via survey that communication between home and school is adequate.
- Approximately 6% of LMS families participated in 2014 Family Engagement Night.

# Technology

## Technology Summary

Teacher-led technology pillar continues to draw membership from our staff with a focus on furthering integration of technology into core curricular areas. Professional development continues based on EdCamp style interest. This year our focus will refine to trainings on successful implementation of Google Classroom. Resources will expand beyond scheduled PD days, so teachers can access interest and skills based "Tech Cafe" times informally after school.

## Technology Strengths

- All staff training in Fall of 2015 on Google Classroom and Google Suite
- Secured individual licenses for every student and staff member to participate in Pluralsight online Code School for the 2015-2016 school year
- Two to One Lenovos for each Math classroom
- Teacher owned technology pillar monthly meetings to research and cross train on ways to integrate technology in the classroom

## Technology Needs

- Increased awareness of ongoing integration of technology in all lessons in preparation of individual device deployment in 2016.
- Increase basic level knowledge of Google Suite with students and teachers
- Provide additional support for teachers who choose to go paperless in the classroom

# 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
- AEIS longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- Community and student engagement rating 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
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or PLAN assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

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

## **Support Systems and Other Data**


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase Index 2 score from 38 to 40 to achieve Quartile 1 in that category.

**Summative Evaluation:** 2016 STAAR results in Reading, Math, Science, and Social Studies






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Use Quintile data to administer small group instruction in 90 Minute ELA classrooms in order to personalize instruction based on skills deficits and areas of enrichment.	1, 3, 8, 9	Administrators, Instructional Coach, ELA teachers, District Facilitators	Increase 7th Grade STAAR ELA performance to move performance from Quartile 4 to Quartile 2.			
				Funding Sources: 211 Title I - \$900.00		
2) Use Quintile data to administer small group instruction in 90 minute Math classrooms in order to personalize instruction based on skills deficits and areas of enrichment.	1, 3, 8, 9	Administrators, Instructional Coach, Math teachers, District Facilitators	Increase all STAAR Math performance to Move from Quartile 2 to Quartile 1			
				Funding Sources: 199 - General Funds		
						



**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** Increase % of teachers and students who indicate they "Strongly Agree" or "Agree" that students seek out and engage in rigorous coursework to at least 90% in the Spring 2016 District survey data.

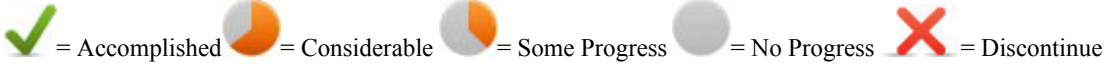
**Summative Evaluation:** 2016 District survey data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) AVID WICOR strategy used in all core areas to increase rigor for all.</p>	2	AVID Site Team, Instructional Coach, Administrators, AVID Demo Coaches, AVID teacher	WICOR Learning Walk data, feedback from AVID Coach visits			
<p><b>System Safeguard Strategies</b></p> <p>2) Schoolwide AVID Binder approach to organization of and processing learning for all students.</p>	1, 2, 3, 9	AVID Site Team, AVID teacher, core teachers, AVID coaches	Team and Department Meeting Notes, Professional Development and AVID Site Team Agendas			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 3:** Increase % of AP Spanish IV students earning college credit hours by scoring a 3, 4, or 5 on 2016 College Board AP exam by 10%.






**Summative Evaluation:** 2016 College Board AP Spanish IV exam

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Purposeful recruiting; three part, conference-based retention protocol for qualified students in Gateway, Quest, AVID, Pre-AP, PACE, and Algebra 1 courses, AP Spanish IV	6	Administrators, Counselors, Instructional Coach	Increase in number of course sections due to higher enrollment, PSAT 8/9 and AP College Board Scores			
						

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Decrease performance gap between identified under-performing groups in System Safeguards and "All Students" by a minimum of 10%.


**Summative Evaluation:** Spring 2016 STAAR data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Provide guided PLC department planning to include a Lesson design cycle with embedded intervention and challenge components and small group instruction opportunities.</p>	2, 3, 4, 5, 8, 9, 10	Teachers, Administrators, Title I Coordinator, Instructional Coach	Lesson Design template, Learning Walk Data, Department meeting minutes, Access Code and Compass Learning data			
Funding Sources: 211 - Title I - \$60340.00						
<p><b>System Safeguard Strategies</b></p> <p>2) Analyze student data including district common assessments, STAAR results, TELPAS, past core area grades, DRA, SRI and QRI to determine best supports for struggling students.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	RTI Team representatives, GAP Campus Committee, Administrators, Counselors, Instructional Coach	STAAR, TELPAS, District Assessments, SRI, and QRI, Access Code and Compass Learning data			
Funding Sources: 211 - Title I - \$3400.00						
<p><b>System Safeguard Strategies</b></p> <p>3) 6th, 7th and 8th grade daily 90 minute block opportunities in ELA and Math which include intentional and frequent small group instruction time.</p>	1, 2, 3, 4, 8, 9	RTI Team representatives, GAP Campus Committee, Administrators, Counselors, Instructional Coach, Title Teachers	STAAR, TELPAS, District Assessments, SRI, and QRI, Access Code and Compass Learning data			
Funding Sources: 211 - Title I - \$178151.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 2:** Increase Post Secondary (Index 4) % for African American and Hispanic students by a minimum of 10%.

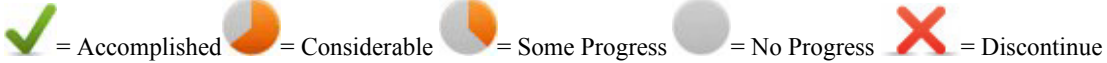
**Summative Evaluation:** 2015 PSAT data and 2016 STAAR data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Technology is used across campus to enhance learning opportunities and a more blended approach to curriculum.		Campus technology pillar, Campus Tech Facilitators, Instructional Coach, Principal	Learning Walks, STaR Chart			
2) Identify students for advanced coursework through PSAT 8/9 data and schedule students in advanced courses by semester 2.		Counselors, Instructional Coach	PSAT 8/9 data			
						

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 3:** Increase number of AP Spanish IV sections from one section to two sections for second year of implementation.


**Summative Evaluation:** Student enrollment data 2015-2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Analyze student data including district common assessments, STAAR results, TELPAS, past core area grades, DRA, SRI and QRI to determine which students qualify for advanced coursework.		Administrators, Counselors, Teachers	Enrollment in AP Spanish IV increases			
<b>System Safeguard Strategies</b> 2) Provide late tutorial buses two days per week to increase support time for students taking on more challenging coursework.	1, 8	Title 1 Coordinator, Principal, Instructional Coach	Spring 2016 AP Scores at a 3, 4 or 5			
Funding Sources: 80-199 State Compensatory Education - \$4959.00						
						

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 1:** Increase % of students and teachers who utilize process that address the seven student learning behaviors with frequency to 95%.


**Summative Evaluation:** Learning walk data and 2016 District survey data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) PLCs will gather and analyze feedback from students, colleagues, Instructional Coach and administrators and design more rigorous lessons to reflect feedback-based improvements on SLB implementation.</p>		Department Chairs, Instructional Coach, Principal	Learning Walk data, Leadership meeting minutes, department agendas			
<p><b>System Safeguard Strategies</b></p> <p>2) Provide guided PLC department planning to include a Lesson Design cycle with embedded SLB components and Learning Targets.</p>	1, 8, 9	Administrators, Instructional Coach	Learning walk data, Meeting Minutes, Lesson design template, student progress data			
Funding Sources: 199 - General Funds						
						

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** Increase % of students and teachers who can identify and articulate the daily learning objective to 95%.






**Summative Evaluation:** 2016 District survey and learning walk data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development for all staff on Learning Targets		Administrators and Instructional Coach	Learning Walks			
2) Lesson Design Templates created by each department which incorporate daily learning objectives through AVID EQ model.						
						

## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** At least 95% of students and parents will respond "Strongly Agree" or "Agree" to survey questions related to feeling safe in the classroom and on campus

**Summative Evaluation:** 2016 District Survey


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide counselors planning time and classroom time to meet with all students in order to provide proactive coping strategies.	1, 9	Principal, Lead Counselor	Anonymous Alerts data, counselor sign in sheet			
2) LMS Winter Career day and SLC night.	1, 6, 10	Counselors, Principal, Title 1 Coordinator	Parent and student feedback after the event			
Funding Sources: 211 - Title I - \$950.00, 211 - Title I - \$750.00						
<b>System Safeguard Strategies</b> 3) Leadership Team Book Study on, "Culturally Responsive Teaching and the Brain" to increase teacher strategies when working with a diverse population.	1, 4	Principal, Administrators, Instructional Coach	PBIS quarterly discipline data trend reports, 2016 System Safeguard data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 4:** Whole Student: Students are healthy, safe and engaged


**Performance Objective 2:** Receive No Place for Hate designation

**Summative Evaluation:** No Place for Hate designation by ADL

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Leadership Team conducts a book study on "Culturally Responsive Teaching and the Brain" which targets SLB strategies as a way to move dependent learners to independent learning.	1, 2, 3, 4, 8, 9	Department chairs, Team leaders, Administrators	Book club meetings, Google Classroom discussion thread			
2) Increase schoolwide C2 opportunities to educate campus on paths to kindness and proactively supporting peers.		C2 students and sponsors, Principal	C2 Meeting agendas			
3) Provide ongoing training based on TCU Child Development TBRI program for all Leander Middle School staff.		Administrators, GOALS teacher, PBIS Committee	PBIS discipline data			
Funding Sources: 211 Title I - \$1000.00						
						

**Goal 4:** Whole Student: Students are healthy, safe and engaged

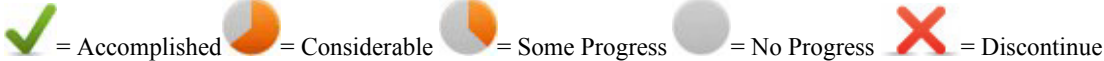
**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed		PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
	Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class		PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
	Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)		Campus CATCH Team	Evaluation of Campus CATCH Plan			
	Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.		PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
	Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan		Principal	Campus Class Schedule			
	Funding Sources: 199 - General Funds					
						

**Goal 4:** Whole Student: Students are healthy, safe and engaged

**Performance Objective 4:** Enhance student and teacher learning by promoting technology training opportunities throughout the year.

**Summative Evaluation:** Learning Walk data, STaR Chart

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Google Suite professional development on blending learning plans for all staff.		Campus Tech, District Tech, Instructional Coach, Principal	Learning Walk Data			
2) Campus-based teacher cross training on web-based and App-based teaching tools.		LMS Tech Pillar, Campus Tech, District Tech, Principal	Technology Pillar minutes, professional development agendas			
3) Develop campus expectations for the use of Google classroom, classroom websites, and technology integration as communication and collaborative tools.		LMS Tech Pillar, Campus Tech, Principal, Administrators, Instructional Coach	Learning Walks, Technology Pillar minutes, agendas, STaR chart			
						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Use Quintile data to administer small group instruction in 90 Minute ELA classrooms in order to personalize instruction based on skills deficits and areas of enrichment.
1	2	1	AVID WICOR strategy used in all core areas to increase rigor for all.
1	2	2	Schoolwide AVID Binder approach to organization of and processing learning for all students.
1	3	1	Purposeful recruiting; three part, conference-based retention protocol for qualified students in Gateway, Quest, AVID, Pre-AP, PACE, and Algebra 1 courses, AP Spanish IV
2	1	1	Provide guided PLC department planning to include a Lesson design cycle with embedded intervention and challenge components and small group instruction opportunities.
2	1	2	Analyze student data including district common assessments, STAAR results, TELPAS, past core area grades, DRA, SRI and QRI to determine best supports for struggling students.
2	1	3	6th, 7th and 8th grade daily 90 minute block opportunities in ELA and Math which include intentional and frequent small group instruction time.
2	3	2	Provide late tutorial buses two days per week to increase support time for students taking on more challenging coursework.
3	1	1	PLCs will gather and analyze feedback from students, colleagues, Instructional Coach and administrators and design more rigorous lessons to reflect feedback-based improvements on SLB implementation.
3	1	2	Provide guided PLC department planning to include a Lesson Design cycle with embedded SLB components and Learning Targets.
4	1	3	Leadership Team Book Study on, "Culturally Responsive Teaching and the Brain" to increase teacher strategies when working with a diverse population.

# Title I

## Schoolwide Program Plan

The Leander Middle School school-wide program operates under the commitment to all students that we will meet each student where they are academically, and take them to their highest learning potential. Our campus coordinates all programs in order to best serve our students. We provide continuous learning opportunities to staff, students, and parents while partnering with our community to make LMS a place of pride and accomplishment.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Schoolwide vision that includes the following:

- Relevant and enriching TEKS based curriculum with a focus on learning for all
- Trust-based culture with a focus on the whole child
- Ongoing data analysis to drive decision making in order to close the achievement gap

### 2: Schoolwide Reform Strategies

- Extended Math and English Language Arts blocks 90 minutes each day for additional time on task.
- Targeted skills building extended learning opportunities two days per week after school with core teachers (late transportation provided)
- Small Group Instruction in all core areas

### 3: Instruction by highly qualified professional teachers

- Verification through Leander ISD Human Resources of highly qualified certification for every staff member on campus
- Frequent opportunities through campus and district to attend strategy and researched based professional development
- Opportunity for teacher mentor/buddy system which includes time to observe master teachers

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

- Trust Based Relational Intervention systems schoolwide with ongoing professional development 4 times per year
- Small Group Instruction professional development with a focus on intervention 4 times per year
- Targeted Reading Strategies and Intervention ongoing training

## **5: Strategies to attract highly qualified teachers**

- Verification through Leander ISD Human Resource department of highly qualified candidates prior to interviews
- LISD HR representation in University-based educator career fairs
- LISD HR representation on local university educator preparation panels

## **6: Strategies to increase parental involvement**

- Winter career day with 50 presenters and family student led conferences to follow
- Written and oral bilingual communication
- Translator services at all parent nights
- Active PTA and Volunteer drives to increase parent participation

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

- Leander ISD early preparation through "Parents as Teachers" program
- Leander ISD professional development for early childhood educators that aligns with Kindergarten skills
- Early and frequent district communication regarding early preparation strategies for incoming students

## **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**

- PLC department focus on Lesson Design Cycle and data driven instructional decision making
- Ongoing analysis of student progress data (including discipline trends) through Leadership and PBIS teams
- Ongoing PD on Quintile Analysis

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

- Campus Gap Team identifies students in need of support
- Academic grade level teams review RTI student needs, create new strategies, and analyze effectiveness of existing strategies
- Access Code Reading program integrated in Small Group and Workshop Model in order to close reading gaps

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

- Title 1 Program
- Homeless Liaison through Leander ISD
- Partnerships with community-based youth outreach programs

- Campus nurse student trainings on health and wellness as well as diabetic maintenance and prevention strategies

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Asha Austin	Teacher	Title I	1
Chris Tarbet	Instructional Coach	Title I	1
Jennifer Dean	Teacher	Title I	1
Jenny Grow	Teacher	Title I	1



# Addendums

**042 LEANDER MIDDLE SCHOOL  
Campus Demographic Summary  
2015 - 2016 School Year  
Principal: CHRISTINE SIMPSON**

<b>Teaching Staff</b>				
<b>Total</b>	<b>Average Years Experience</b>	<b>New to District</b>	<b>New to Profession</b>	<b>New to Campus</b>
74	8.4	13	5	4

<b>Grade</b>	<b>Total</b>	<b>%</b>
06	289	31.8%
07	323	35.5%
08	298	32.7%
<b>Campus Total</b>	910	

<b>Economically Disadvantaged</b>		
N	519	57.0%
Y	391	43.0%

<b>Students with Disabilities</b>		
N	756	83.1%
Y	154	16.9%

<b>At Risk Students</b>		
N	296	32.5%
Y	614	67.5%

<b>Ethnicity</b>		
ASIAN	11	1.2%
BLACK	43	4.7%
HISPANIC/LATINO	347	38.1%
AMERICAN INDIAN	2	0.2%
TWO OR MORE RACES (MULTI)	25	2.7%
HAWAIIAN OR PACIFIC ISLANDER	5	0.5%
WHITE	477	52.4%

<b>Gender</b>		
FEMALE	428	47.0%
MALE	482	53.0%

<b>Gifted and Talented</b>		
N	763	83.8%
Y	147	16.2%

<b>English Language Learners</b>		
N	819	90.0%
Y	91	10.0%

<b>Students in Bilingual Program</b>		
N	910	100.0%

<b>Students in ESL program</b>		
N	819	90.0%
Y	91	10.0%

LMS (042)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Lesson design	Increase % of students and teachers who understand and use processes in their classes that address the seven student learning behaviors to at least 80% of teachers and 87% of students as measured by Spring 2015 district survey. (Currently 78% of faculty and 85% of students indicated "Strongly Agree" or "Agree")	Met Goal - 95% of students and 94% of teachers responded Agree or Strongly Agree	Continue professional development with teachers and classroom systems that support the SLBs
	Learner engagement			
	High yield strategies	Increase % of teachers who indicate they "Strongly Agree" or "Agree" that students seek out and engage in rigorous coursework to at least 65% in Spring 2015 district survey. (Currently 59% of faculty indicated "Strongly Agree" or "Agree")	Met Goal - 80% of teachers responded Agree or Strongly Agree that students seek opportunities to enhance their learning	Implement Lesson Design template in PLCs which include opportunities to enrich and challenge
<b>Eliminating the Achievement Gap</b>	Essential learning aligned to TEKS	Increase % of ELL students who scored "Satisfactory" in Writing by at least 5%; Reading at least 10%; Math at least 10%; Science 8%; and Social Studies at least 10% as measured by 2015 STAAR. (Currently 45% -Writing; 57% - Reading; 50% - Math; 37% - Science; 30% - Social Studies)	Did Not Meet - Scores decreased in Reading, Writing, and Science	Revisit current structure of inclusion vs. pull out services and increase minutes on task in one class period through block scheduling.
	Plan for intervention / challenge	Increase % of Special Education students who scored "Satisfactory" in Writing by at least 4%; Reading at least 7%; Math at least 4%; Science 4%; and Social Studies at least 4% as measured by 2015 STAAR. (Currently 46% -Writing; 53% - Reading; 53% - Math; 46% - Science; 36% - Social Studies)	Did Not Met Goal - Scores decreased in all areas	Revisit current structure of inclusion vs. pull out services and increase minutes on task in one class period through block scheduling.
	High yield strategies	Increase Post Secondary (Index 4) % for African American students by at least 7% (currently 18%), and Hispanic students by at least 4% (currently 26%) as measured by 2015 STAAR.	Met Goal for African American students by an increase of 10%	Increase number of CCR activities to bring awareness to families and students

LMS (042)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>College and Career Readiness</b>	Learner engagement	Increase % of College and Career Ready 8th grade students as measured by ReadiStep by at least 7%. (Currently 28.1%)	Did Not Meet Goal - 27.4% as measured by ReadiStep	Whole campus training on PSAT model and how it ties to curriculum
	Lesson design	Establish baseline % of core academic teachers using WICOR strategies to raise rigor for all students in 2014-2015.	Met Goal - baseline established at 70% of teacher data from walks indicated evidence of WICOR	Further campus wide professional development on WICOR
	High yield strategies	Increase % of students who "Exceeded Progress" as measured by 2015 STAAR to at least 10% in Math and at least 7% in Reading. (2014- 10% in Math, 13% in Reading)	Did Not Meet Goal - Exceeded progress remained at 13%	Increase use of campus wide WICOR as well as opportunities for advanced courses
<b>Focus on Whole Student</b>	Supportive learning environment	Increase the frequency of student-led whole school activities that create a healthy awareness for a safe, drug-free school culture for students to at least four per semester.	Met Goal	Continue support of C2, RADD, and Student Council
	Collaboration (Student)	At least 95 % of students will respond to "Strongly Agree" or "Agree" to survey questions regarding feeling safe in the classroom and 90% on campus. (Currently 93% classroom, 86% campus)	Did Not Meet Goal -	Create and implement teacher to student feedback loop specific to feeling safe in the classroom