

Crownover Middle School



Campus Improvement Plan 2016-17

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

At Ronny Crownover Middle School, we are committed to provide a positive and safe learning environment that encourages students to become lifelong learners. We will strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse student population.

School Vision

Dedicated to Students-Committed to Excellence

School Values

GRIT

- G=Growth Mindset
- R=Respect through Relationships
- I-Involvement through Service
- T=Time to Achieve

WIG 1: Crownover Middle School will increase Index 2 (Student Progress) by 10%, while meeting a 90% Met Standard rate for all students in all content areas, and increasing our Level III Advanced Performance by 10% in all content areas as measured by state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Common assessments will be redesigned to reflect the district's' new standards-based grading policy in all grade levels and for all core subjects; teachers will assess student performance and instructional strategies each marking period through performance on campus-based common assessments.	Campus-based common assessment; student work samples; AWARE data. ELA/Reading, Math, Science, and Social Studies Departments.			Campus-based common assessments and answer documents; AWARE student performance data for each grade level and content disaggregated by teacher and student sub-groups.	Analysis of student performance data reflected in AWARE (common assessments and district benchmarks) and student work samples; student performance reflected on STAAR assessments.	
All core content teachers will participate in weekly content meetings to develop common lesson plans to ensure vertical and horizontal alignment through the use of 5E lesson planning.	Administrators ELA/Reading, Math, Science, and Social Studies teachers			Agendas, sign-in sheets, and lesson plans.	Student work, common formative assessments, and common summative assessments.	Once per week. Ongoing
Weekly RtI Team Meetings will be held to identify and monitor student progress in all core classes in order to reduce achievement gap while focusing specifically on Economic Disadvantaged and Special Education student performance. *Addresses missed systems safeguard.	RCMS Core Content Staff, Administrators and Counselors			Team developed student lists, AWARE monitoring lists, PLC agendas, and teacher feedback.	Reduced number of students listed on RtI list.	Once per week. Ongoing
ELA/Reading teachers will utilize the Writer's Workshop model to implement student writing journals and establish 10- minutes of independent reading to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students including Economic Disadvantaged and Special Education students. *Addresses missed systems safeguards.	ELA/Reading Teachers and Administrators			Writing journals, classroom libraries, lesson plans, and student work.	AWARE Common assessments, teacher developed grading rubrics, student work samples, and STAAR assessments.	District developed ELA/Reading common summative assessments: Nov. and Dec.
Social Studies instructors will design	Teacher			Teacher created resources;	Analysis of student work and	Weekly lesson plan

WIG 1: Crownover Middle School will increase Index 2 (Student Progress) by 10%, while meeting a 90% Met Standard rate for all students in all content areas, and increasing our Level III Advanced Performance by 10% in all content areas as measured by state assessments.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
lessons/performance task targeting analytical thesis writing. Social Studies instructors will work with all students in the areas of thesis writing and improved academic vocabulary.	generated resources; curriculum guides and TEKS; primary source documents, maps, charts, and graphs. Social Studies Department and administration			student writing samples; student performance data, lesson plans, walkthroughs, and observations.	samples and performance tasks; student performance reflected on STAAR assessments.	check.
Performance Task: Social Studies will work to create performance task at all three grade levels that will gauge the growth of students and help develop writing.	Teacher-created performance tasks; curriculum guides; TEKS. Social Studies Department			Teacher-created performance tasks; 6th grade will create 2; 7th grade will create 5; and 8th grade will create 4; evident in lesson plans, walkthroughs, and observations.	Analysis of student performance through rubric grading and student work samples; student performance reflected in deeper analytical writing, deeper understanding of curriculum, reflected on STAAR assessments.	Weekly lesson plan check.
Implementation of Mega Math remediation class in addition to math class, for 6th, 7th, and 8th grade for students identified as needing additional support due to not meeting standard on Math STAAR tests the previous school year.	Math Department, Principal, Assistant Principals, and Counselors			Reflected on students' schedules and master schedule; ongoing Math PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, math common assessments, and Math STAAR assessments.	October: January: April:
Implementation of Accelerated Reading classes, in addition to ELA and Reading classes, for 6th, 7th, and 8th grade students including Economically Disadvantaged and Special Education sup-pops not meeting standard on Reading and /or Writing STAAR test(s) the previous school-year as determined by 2016 systems safeguards.	ELA/Reading Department, Principal, Assistant Principals, and Counselors			Reflected on students' schedules and master schedule; ongoing ELA/Reading PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, ELA/Reading common assessments, and Reading and/or Writing STAAR assessments.	October: January: April:

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
*Addresses missed systems safeguards.						
Implementation of Sheltered Instruction Reading classes designed with a sheltered co-teach model for ELL learners.	ESL Teachers, ESL Campus Coordinator, and Principal			Reflected on students' schedules and master schedule; ongoing ELA/Reading and ELL PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, ELA/Reading common assessments, and Reading and/or Writing STAAR assessments.	
Implementation of Read 180 remediation course for identified students showing significant gaps in ELA/Reading progress in addition to primary Reading course.	ELA/Reading Department, Special Education Department, Principal, Assistant Principals, and Counselors	SCE: \$60,000 FTEs: 1.0		Reflected on students' schedules and master schedule; ongoing ELA/Reading and Special Education PLC meetings to plan and discuss individual needs; progress monitoring based on student mastery of TEKS.	Progress reports, ELA/Reading common assessments, and REading and/or Writing STAAR assessments.	October: January: April:
Career and Technical Education department will provide core cross curricular opportunities to assist in closing achievement gaps that have real-world application, job-related 21st century work skills, and career related project-based learning	Technology, lesson plans, formal and informal assessments, student feedback, and core classes' scope and sequences, core PLC conversations and ideas, CTE curriculum, STEM opportunities along with Denton and			Teacher created lesson plans/activities; student work samples; instructional strategies to reflect core subject applications; walkthroughs and observations. CTE PLC conversations will be driven by adjustments and implementation of instructional strategies.	Lesson plans, informal/formal assessments, student participation in CTE activities, student feedback, and field trip participation; analysis of CTE students' performance on common assessments, district benchmarks, and STAAR assessments.	

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Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Corinth community resources. Career and Technical Education Instructors					
Implementation of Study Skills Class for all 6th grade students. Students will learn how to make wise decisions in regards to eating healthy, risky behaviors, study skills, note-taking, and public speaking.	Study Skills Teachers, Counselors, Guest Speakers, and Administration			Students' schedules, grades, lesson plans, walkthroughs, and observations.	Students' grades and campus surveys.	
Ongoing before and after school tutoring offered by individual core content teachers specifically targeting Economically Disadvantaged and Special Education students not meeting standard on Reading and/or Writing STAAR as determined by the 2016 Systems Safeguards. *Addresses systems safeguards.	Math, Science, ELA/Reading, and Social Studies Teachers			Tutorial sign-in sheets maintained by individual teachers.	Increase in student achievement as measured in regular core content classes; progress reports, 9-week report cards, campus common assessments, and STAAR testing.	October: January: April:

WIG 2: Crownover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of Parham Pages and Crownover News staff memos.	Principal and Assistant Principals			Weekly Newsletters for staff.	Teacher feedback and surveys	Weekly
Use of in-school announcements, school messenger, campus website, Twitter, and Facebook to routinely and regularly communicate with students, parents and staff.	Principal, Assistant Principals, and Counselors			Number of messages relayed to student, parents, and staff.	Parent, student, and staff survey. Increase community involvement.	
Implementation of CHAMPS behavioral expectations.	Administrators Counselors, and Classroom Teachers.			Beginning of the year staff training. Development of CHAMPS visuals Weekly student lessons. Weekly CHAMPS teacher emails and reminders	Students following CHAMPS behavioral expectations. Decreased student discipline.	
Implementation of Positive Office Referral	Administrators Counselors, and RCMS faculty and staff			Number of positive office referrals written by RCMS staff.	Decreased student discipline. Student and parent feedback.	Ongoing
RCMS will continue to promote a safe school climate and decrease all forms of violence by establishing expectations for behavioral norms, and by educating students about the types of violence, consequences of violence, and way to report violence.	Administrators Counselors, Classroom teachers, and presenters			Counselor created presentation of social-emotional curriculum per Texas House Bills during 6th grade Study Skills and 7th and 8th grade Naviance including: HB 121 Relationship Violence, HB 1386 Suicide Prevention and Mental Health, HB 1041 Sexual Abuse/Child Abuse, HB 1942 Bullying	Discipline reports, Cowboys who care reports, and student surveys. Individual counseling offered to students as needed.	September-January.

WIG 2: Crowover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				Prevention. CHAMPS Cowboys who care		
RCMS will also increase levels of safety and security that promote wellness and resilience in students.	Administrators Counselors, SRO, RCMS faculty and staff			Participation in monthly safety drills	100% accuracy in executing safety drills.	Monthly
Family Fiesta Night will expand to include activities for Math, Science, Reading, Social Studies, and Career and Technical Education classes. The event is designed to bring students and families together and increase participation and performance in all academic areas.	RCMS- Faculty and staff			Student/teacher created games/activities; participation logs, photos, and videos.	Student/parent surveys. Increased participation.	November 15, 2016
Ryan's Story presentation to promote anti-bullying awareness for student, parents, and staff.	Crisis Counselor and Principal			Oct 24th and 25th for parent and student presentations.	Parent, student, and staff survey. Decrease in number of student conflicts during the school year.	
Student council will conduct three school-wide dances during the school year to promote student involvement	Student council sponsors and student members			Dances set on campus master calendar	Student attendance and student feedback	Ongoing
RCMS will continue to offer after school clubs.	Teachers Principal Assistant Principals			Implementation of NJHS, Student Council, Minecraft, G.O.A.L, Arts and Craft Club, Once upon a page book Club, Debate, Pep Squad, Cheerleading, Robot Club, I am Second, Cowboys Who Care, Academic UIL, Spanish Club, StopMo Club, and Jr.	Increase student attendance. Student feedback through campus surveys. Student participation in club activities	

WIG 2: Crownover Middle School will develop a positive campus culture through events, programs, and timely and effective communication with students, staff, and parents as measured by campus and district surveys.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
				Thespian Club. Club dates posted on RCMS Calendar. Website links posted on RCMS web-page under activities.		



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

STAAR Data, School Report Card, Safeguards, and Staff and Parent Surveys.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> ● Tutorial Attendance ● Re-Assessment process in place ● RtI well established between teams and campus administration ● Academic success in all core subjects ● STAAR Designation earned in Social Studies due to Level III Advanced Measures. 	<ul style="list-style-type: none"> ● Continue to close the gap in student achievement between sub-pops across all contents. ● Develop support systems to improve writing scores across all sub-pops.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none"> ● Based on the information received, RCMS will focus on improving individual student progress. ● Writing scores across all sub-pops demonstrates a need to evaluate the instructional strategies used in ELA and Reading classes. ● Scores also indicate that individual students must be targeted for early intervention. ● The data demonstrates a need to focus on individual sub-pop such as Special Education and LEP students.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

	2015-16		2014-15		2013-14		2012-13		2011-12	
Student Attributes	#	%	#	%	#	%	#	%	#	%
Total Enrollment	959	100%	944	100%	917	100%	1013	100%	972	100%
At-Risk	323	34%	244	26%	209	23%	158	16%	158	16%
Economically Disadvantaged	222	23%	258	27%	236	26%	174	17%	174	18%
ELL	59	6%	45	5%	25	3%	27	3%	27	3%

G/T	151	16%	128	14%	123	13%	126	12%	126	13%
Section 504	172	18%	171	18%	167	18%	182	18%	182	19%
Special Education	85	9%	84	9%	83	9%	67	7%	67	7%
Student Demographics	2012-13		2013-14		2014-15					
	#	%	#	%	#	%				
Total Enrollment	1019	100%	900	100%	936	100%				
African American	84	8%	83	9%	84	9%				
Hispanic	174	17%	163	18%	185	20%				
White	707	69%	605	67%	613	65%				
American Indian	12	1%	6	1%	5	1%				
Asian	34	3%	29	3%	29	3%				
Pacific Islander	1	0%	0	0%	1	0%				
Two or More Races	7	1%	14	2%	19	2%				
Asian	0	0%	0	0%	0	0%				
Pacific Islander	0	0%	0	0%	0	0%				
Two or More Races	1	2%	2	3%	2	3%				

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> • Diverse campus • Continue to increase the number of students identified as Gifted and 	<ul style="list-style-type: none"> • Increasing growth in our sub-pops • Increased growth in the number of students that are economically

Talented	disadvantaged and at-risk as identified through PEIMS
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Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- RCMS must continue to seek current professional development and programs that meet the needs of our diverse learners in order to decrease identified barriers.
- RCMS must continue to seek best practices through the use of Positive Behaviors Support Systems to assist students in areas identified as high need.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Informal data review and K12 Insight.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
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<ul style="list-style-type: none"> ● 2 Parents are acting members of the Campus Leadership Team- these member are also members of RCMS PTA; 1 community member of the CLT. ● Parent survey through K-12 Insight allows for open ended feedback from parents ● Principal open door policy ● High PTA membership rate ● Community partnership with Corinth Police Department and Lake Cities Fire Department is utilized in safety planning. ● 86% of parents/staff surveyed fell RCMS encourages parent volunteers (K12) ● 86% of parents/staff surveyed feel RCMS respects family input (K12) ● Post-secondary education partnerships exist with University of North Texas, North Central Texas College, and Texas Woman's University. These partnerships are utilized to educate students about opportunities and financial resources available to them after high school. ● Cross Pointe Community Church provided students in need with back packs, binders, school supplies, and gift cards for holiday assistance. ● Mental health partnerships exist with a variety of entities in the community which allow for counseling referrals and putting families in touch with needed resources such as food and clothing. 	<ul style="list-style-type: none"> ● Increase communication from administration. ● 54.5% of students feel their family comes to their events at school (District Counseling survey).
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Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none"> ● RCMS will continue to improve in the area of communication for students, parents, and staff. It has been identified that communication must be timely and consistent. ● These areas will be addressed through PTA Newsletter, Staff communication (Parham Pages and Crownover news), website, Twitter and Facebook.
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- RCMS must identify a key staff member that facilitates campus communication effectively through the various vehicles already established on campus.



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Previous master schedule, campus and district surveys, teacher and administrative meetings.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Teachers are advocates for the students● Teachers are willing to identify areas of concern and work together to develop an action plan to best support all learners.● PLC meetings scheduled regularly.	<ul style="list-style-type: none">● Information availability needs a central location.● Develop a system designed for teacher feedback.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● Revisit with faculty and staff, the development of the mission, vision, and collaborative commitments.● Introduce the campus Theme (Road Trip...Our Adventure Begins Now!) and Motto- GRIT.● Development of Faculty Notebook.● Evaluate current systems in place to ensure effectiveness and efficiency.



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

District level counseling survey (6th and 7th grade response, Fall 2015 Gallup Student Poll and Results, and K-12 Campus Culture & Climate survey.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Safe Learning Environment</p> <ul style="list-style-type: none"> ● 97% of teachers, staff & parents indicated RCMS is a safe school (insight). ● 92% of teachers, staff, & parents believe student are aware of safety procedures. ● 78% of all parents indicated begin aware of safety and security procedures. <p>Good Citizenship</p> <ul style="list-style-type: none"> ● 92.2% of students believe they are encouraged to make positive health decisions. ● 92.2% of students believe they are encouraged to accept responsibility for their choices/actions. ● 82.3% of students believe they are taught skills related to empathy, decision-making, problem solving, communication, and conflict resolution. <p>District Counseling Survey</p> <ul style="list-style-type: none"> ● 90.3% of student feel teachers treat each other with respect. ● 84.8% of students give RCMS and “A” or “B” for interpersonal relationships. ● 86.7% of student feel school is welcoming. ● 88.2% of students feel they belong at this school. <p>K12 Insight Parent & Teacher/Staff Responses</p> <ul style="list-style-type: none"> ● 94% of respondents believe student have an adult at school that will help them with a problem. ● 86% of respondents believe students are treated fairly regardless of race, religion, etc. ● 88% of respondents believe administration is courteous when they have a concern. 	<p>Safe Learning Environment</p> <ul style="list-style-type: none"> ● 11.7% of students do NOT feel safe in the locker room. ● 11.4% of student do NOT feel safe in the bus lane. ● 15.3% of student do NOT feel safe in the restroom. ● 38.5% of students do NOT feel safe from verbal abuse, harassment, teasing, and bullying. ● 22.4% of student do NOT feel safe from physical violence. <p>District Counseling Survey</p> <ul style="list-style-type: none"> ● 76.9% students feel there is an adult at school who cares about them. ● 83.7% of students feel they are treated with respect while at school. ● 81.3% of students feel they are treated fairly. ● 78.2% of students give RCMS and “A” or “B” for school environment. <p>K12 Insight Parent & Teacher/Staff Responses</p> <ul style="list-style-type: none"> ●

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Based on the findings, RCMS will focus on developing a culture of transparent, yet consistent and effective communication for students, parents, and staff. This will include daily morning announcements, faculty and staff weekly memos to include the Parham Pages and Crownover news.
- Campus calendar re-developed- important dates and information is provided in the faculty notebook.
- Communication will extend to students and parents through email, phone calls, school messenger, twitter, Facebook and school website.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Staff attendance rates, retention rate, and turnover rate?

Staff Demographics	2012-13		2013-14		2014-15		
	#	%	#	%	#	%	
Total Enrollment	66.1	100%	64.3	100%	59.4	100%	
African American	7	11%	4	6%	3.4	6%	
Hispanic	2.3	3%	2.3	4%	2.2	4%	
White	55.8	84%	56	87%	51.9	87%	
American Indian	0	0%	0	0%	0	0%	
Asian	0	0%	0	0%	0	0%	
Pacific Islander	0	0%	0	0%	0	0%	
Two or More Races	1	2%	2	3%	2	3%	
Teacher Attendance	#	Days	Teachers	Total Days	%		
August	4	6	66	396	1%		
September	65	21	66	1386	5%		
October	113	22	66	1452	8%		
November	97	16	66	1056	9%		
December	44	14	66	924	5%		
January	66	18	66	1188	6%		
February	79	21	66	1386	6%		
March	95	17	66	1122	8%		
April	123	20	66	1320	9%		
May	90	19	66	1254	7%		
	776			11484	7%		
2015-16 Attrition	64	5	8%		7 Total change with added FTE's		

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● New staff members go through orientation during our teacher in-service week.● New teachers complete a first year academy that meets quarterly for the entire school year. <p>What systems are in place to build capacity and support the notion of continuous improvement?</p> <ul style="list-style-type: none">● Weekly newsletter articles● T2 teacher submissions● Admin regularly provides teachers with substitutes for Ed. Leave days● Provide PLC opportunities● Support “outside of classroom” events such as Fiesta Family Night, Super Saturdays, and 8th grade History Boot Camp.	<ul style="list-style-type: none">● Increase diversity of the staff● Improve teacher attendance

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● RCMS will identify and support new teaching and coaching staff.● Each new staff member will be assigned a content-related mentor.● New teaching staff will participate in the New Teacher Academy.● Continue to monitor staff absence rate to ensure district policies and expectations are followed.
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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

STAAR, Common Assessments, Rtl Meetings.
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Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none">● Strength in Mathematics Achievement STAAR scores.● STAAR Academic Achievement in Social Studies due to Level III student performance.● Accountability performance well about state minimum requirements.	<ul style="list-style-type: none">● Did not meet safeguard standards in the area of STAAR Writing due to student performance in the subgroups Economically Disadvantaged and Special Education.● Did not meet safeguard standards in the area of STAAR Reading due to student performance in the subgroup Hispanic.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none">● RCMS will identify students classified in the different subgroups.● RCMS will develop a tracking system to monitor all student progress to include the subgroups identified through Safeguards as not meeting standard.
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Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Teacher survey and observations.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<p>Professional development provided to staff</p> <ul style="list-style-type: none"> ● Genius Hour- An introduction of Genius Hour will be given along with activities and resources that can be used in the classroom. ● Chromebook Training-A quick tutorial on how to check out the labs and how to properly take care of the new Chromebooks. Teachers learned how to properly use Chromebooks. ● Google Docs-Exploring the applications of Google Docs and Google Classroom ● Office 365- Overview provided of the new MS Office 365 	<p>Barriers identified</p> <ul style="list-style-type: none"> ● Time ● Attitudes and beliefs ● Assessment ● Inadequate knowledge and skills <p>Often with proper resources,, teachers often struggle with an inadequate knowledge of specific technology. For many teachers, technology can be a frightening concept.</p>

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none"> ● Our members would like to explore the technology needs for our campus based on each individual department. ● We would like to determine the desired learning targets and outcomes from each department and develop a way to track these goals with department leads. ● We would also like to identify teachers that could lead their team and this campus in the area of Digital Citizenship.



Summary of Priority Needs

Demographics...

- RCMS must continue to seek current professional development and programs that meet the needs of our diverse learners in order to decrease identified barriers.
- RCMS must continue to seek best practices through the use of Positive Behaviors Support Systems to assist students in areas identified as high need

Student Achievement...

- RCMS will identify students classified in the different subgroups.
- RCMS will develop a tracking system to monitor all student progress to include the subgroups identified through Safeguards as not meeting standard

School Culture and Climate...

- Based on the findings, RCMS will focus on developing a culture of transparent, yet consistent and effective communication for students, parents, and staff. This will include daily morning announcements, faculty and staff weekly memos to include the Parham Pages and Crownover news.
- Campus calendar re-developed- important dates and information is provided in the faculty notebook.
- Communication will extend to students and parents through email, phone calls, school messenger, twitter, Facebook and school website.

Staff Quality, Recruitment and Retention...

- RCMS will identify and support new teaching and coaching staff.
- Each new staff member will be assigned a content-related mentor.
- New teaching staff will participate in the New Teacher Academy.
- Continue to monitor staff absence rate to ensure district policies and expectations are followed.

Curriculum, Instruction, and Assessment...

- Based on the information received, RCMS will focus on improving individual student progress.
- Writing scores across all sub-pops demonstrates a need to evaluate the instructional strategies used in ELA and Reading classes.
- Scores also indicate that individual students must be targeted for early intervention.
- The data demonstrates a need to focus on individual sub-pop such as Special Education and LEP students.

Family and Community Involvement...

- RCMS will continue to improve in the area of communication for students, parents, and staff. It has been identified that communication must be timely and consistent.
- These areas will be addressed through PTA Newsletter, Staff communication (Parham Pages and Crownover news), website, Twitter and Facebook.
- RCMS must identify a key staff member that facilitates campus communication effectively through the various vehicles already established on campus.

School Context and Organization...

- Revisit with faculty and staff, the development of the mission, vision, and collaborative commitments.
- Introduce the campus Theme (Road Trip...Our Adventure Begins Now!) and Motto- GRIT.
- Development of Faculty Notebook.
- Evaluate current systems in place to ensure effectiveness and efficiency.

Technology...

- Our members would like to explore the technology needs for our campus based on each individual department.
- We would like to determine the desired learning targets and outcomes from each department and develop a way to track these goals with department leads.
- We would also like to identify teachers that could lead their team and this campus in the area of Digital Citizenship.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Amy Miller
Teacher	Tamra Woods
Teacher	Alecia Dockery
Teacher	Stephanie Young
Teacher	Dana Taylor
Teacher	Brittany Dinsmore
Campus-Based Nonteaching Professional	Jennifer Carter
Campus-Based Para or Operations Staff Rep	Fawnda Dooley
District-Level Professional	Dwight Goodwin
Parent Rep	Julie Sneed
Parent Rep	Marci Templen
Community Rep	Andrea Perrin
Community Rep	Fred Perrin
Business Rep	Marcus Mote
Business Rep	Loch

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
September 22, 2016	3:45 p.m.	RCMS Library
September 26, 2016	3:45 p.m.	RCMS Library