

Bailey Middle School

2015-2016 Campus Improvement Plan



Spring Independent School District

To Be Completed by Central Administration

Reviewers:

Final Approval Date:

Name	Status	Name	Status	Name	Status	Name	Status

2015-2016 Site-Based Decision Making Committee
Roster & Meeting Dates
Campus Mission Statement

Mission

The mission of Bailey MS is to provide a safe learning environment and increase student achievement by:

- **Maintaining a collaborative culture across grade levels and departments;**
 - **Modeling respect and compassion;**
- **Providing appropriate challenges with respect to the various learners; and**
 - **Developing students' passion for learning.**

OUR Values

Responsibility for learning

Mutual respect

Do your part

Teaching the Way our Students Learn!

2015-2016 Site-Based Decision Making Committee Roster & Meeting Dates

Campus Vision Statement

Our vision is to prepare every student for successful entry into high school, college, and the workforce by upholding the Standard of Excellence while providing support to all members of the learning community.

**2015-2016 Site-Based Decision Making Committee
Roster & Meeting Dates**

Roster

<i>Required Position</i>	<i>Committee Member Name</i>	<i>Committee Member Signature</i>
<i>Chair Person</i>	<i>Tarrynce G. Robinson</i>	
<i>Teacher</i>	<i>Alison Pohlkotte</i>	
<i>Teacher</i>	<i>Kristin Lewis</i>	
<i>Teacher</i>	<i>Benjamin Rogers</i>	
<i>Teacher</i>	<i>Tim Nelligan</i>	
<i>Teacher</i>	<i>Christie Broussard</i>	
<i>Teacher</i>	<i>Ami Mai</i>	
<i>Non-Teaching Professional</i>	<i>Melanie Schmitz</i>	
<i>Parent</i>	<i>Jessica Leal</i>	
<i>Parent</i>	<i>Angelica Armendariz</i>	
<i>District Representative</i>	<i>Courtney Waters</i>	
<i>Community Member</i>	<i>Mr. & Ms. Guillot</i>	
<i>Business Partner</i>	<i>Greg Cleare</i>	

**2015-2016 Site-Based Decision Making Committee
Roster & Meeting Dates**

2015-2016 Meeting Dates

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>
Bailey Middle School	September 8, 2015	4:30-5:45
Bailey Middle School	November 5, 2015	4:30-5:45
Bailey Middle School	January 7, 2016	4:30-5:45
Bailey Middle School	March 4, 2016	4:30-5:45

2015-2016 Site-Based Decision Making Committee Roster & Meeting Dates

Data Sources Reviewed: <ul style="list-style-type: none"> STAAR Scores, Benchmarks, Grades, Attendance, Discipline records, Survey results, Climate survey, Master Schedule, Manning Table, Allotment of Funds, Sign-in Sheets, Calendars, Technology Infrastructure, eSchool, PBMAS, Staff development hours 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> We have a large and diverse student population Student demographics have remained steady over the past 3 years 	<ul style="list-style-type: none"> Staff demographics are not reflective of the student population Training on teaching urban learners. Increase the number of students prepared to exit Special Education Overrepresentation of Black students in SPED Implement GT identification and screening with fidelity Decrease the mobility rate Consistent school- wide systems 	<ul style="list-style-type: none"> Focus on hiring highly qualified teachers who are representative of the student population Examine exit criteria for SPED and ELL students and monitor current students for exit. Identify and ensure proper coding and testing of GT students
Student Achievement	<ul style="list-style-type: none"> PLC Weekly Sessions Lead4ward Model of data disaggregation Eduphoria trained teachers Istation reports readily available District support for Read 180 Math teachers trained in Tabor Rotations ELA teachers trained in workshop model 	<ul style="list-style-type: none"> RTI process and procedures Further training on data analysis Small group instruction coaching Additional Walk-throughs for classrooms Scheduled Interventions Tutorial Sessions ESL certification for all core teachers Teacher training to meet the needs of ESL students 	<ul style="list-style-type: none"> Purchase 2 teaching units to decrease class sizes and continue to run an A/B modified block schedule. (\$116,034.75) ST Math Program & training for at-risk students – school site license. \$27,000. General supplies for RTI effort including small group pull-outs during Enrichment (intervention period). \$749.00

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		<ul style="list-style-type: none"> System Safeguards Performance Rates 20 out of 36 = 56% 	
School Culture and Climate		<ul style="list-style-type: none"> Climate & Culture Committees Training on teaching the urban-learner Increase systems for consistency with parent and teacher communication Consistent student discipline Teacher accountability Consistent management strategies 	<ul style="list-style-type: none"> Training for all staff on CHAMPS Promoting opportunities for staff and student campus involvement
Staff Quality/ Professional Development	<ul style="list-style-type: none"> Majority ELA staff is ESL certified Diverse teaching experiences 	<ul style="list-style-type: none"> Increase core content staff ESL Certification to 100% Increase recruitment of highly qualified content teachers Train all content teachers on Sheltered Instruction Train all content teachers on planning rigorous lessons and critical thinking strategies Identify teachers early in the year and intervene according to their needs Train staff to better monitor student performance 	<ul style="list-style-type: none"> Training all staff in Sheltered Instruction Increase ongoing coaching using the observation/feedback model of Leverage Leadership by Paul Bambrick
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> Workshop model and Tabor Rotations support engagement and higher order thinking skills Common planning via PLCs 	<ul style="list-style-type: none"> ELL support in all subject areas Better designed assessments to accurately predict student achievement 	<ul style="list-style-type: none"> Accountability specialist to constantly monitor student performance Departmental and grade-level lesson plans will be turned in a week ahead of time and checked by administrators

2015-2016 Site-Based Decision Making Committee Roster & Meeting Dates

	<ul style="list-style-type: none"> • Eduphoria data disaggregation 	<ul style="list-style-type: none"> • RTI paperwork needs centralization • Every teacher will have a common board configuration • Increase training on questioning strategies • Core checkpoints will be standardized and administered every three weeks • Lesson plans will be submitted a week in advance of instructional delivery and evaluated weekly by administration • Vocabulary instruction needs modifications for improvement in all subject areas • School wide systems for data tracking • Increase training on questioning strategies • Increase training on assessment design • Increase training on rotation model for all content areas • Increase training on backwards design 	
Family and Community Involvement	<ul style="list-style-type: none"> • High parent attendance at evening meetings such as Open House, Curriculum/Award Nights • Many chaperones for field trips were used in the band and choir this year 	<ul style="list-style-type: none"> • Use parent volunteers to increase participation • Begin to recognize Volunteer of the Month • PTO 	<ul style="list-style-type: none"> • Help the PTO grow and find additional ways to assist the campus. • Document parent volunteer time. • Create ESL parent programs. • Develop/plan for parent training sessions in library, and utilize parents to support the 1/2 time librarian

2015-2016 Site-Based Decision Making Committee Roster & Meeting Dates

	<ul style="list-style-type: none"> • Strong support of parents working the concession stand for athletic programs • Large number of community entities want to help 	<ul style="list-style-type: none"> • Put procedures in place for documentation of parent time volunteered working concession stand • There is a need for more parental support in ESL 	
School Context and Organization	<ul style="list-style-type: none"> • Opportunities are available for teachers to impact decisions; Site Based Meetings, etc. 	<ul style="list-style-type: none"> • More district support with staff to conduct district initiatives; ie READ 180 • Great effort needs to be made to ensure parents have a voice in school procedures and decision making • School expectations need to be made clear to students and staff; 2-3 word Phrases 	<ul style="list-style-type: none"> • Parents need to have more voice in making decisions regarding identified problems and solutions • Improve customer service to accommodate the needs of the parents by ensuring accurate messages are passed to the correct person in a timely manner
Technology	<ul style="list-style-type: none"> • Digital communication • Software availability • Assessment tracking • Digital Disaggregation of TEKS 	<ul style="list-style-type: none"> • Professional Development • Hardware access, specifically computers 	Incorporate technology into the classroom and secure experts on technology for professional development.

2015-2016 Site-Based Decision Making Committee Roster & Meeting Dates

Spring ISD Imperative: Reach Every Student						
Campus Goal 1: Bailey Middle School will increase its Index 1 Score from 65 to 70.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Lack of staff understanding of state and federal accountability systems	Implement campus-wide data talks using student data binders.	PD	Principal Administrators Instructional Specialist Accountability Specialist Department Chairs	<ul style="list-style-type: none"> • Leverage Leadership • Teach Like a Champion 	August 2015 – May 2016	Compute Index 1 calculations after each Core Checkpoint and Benchmark (Target 67 by January Benchmarks and 70 by STAAR)
Lack of instructional consistency among staff	Utilize instructional best practices in the classroom using the following resources: Teach Like a Champion and Marzano	TDA	All staff		August 2015-May 2016	Lesson plans will be checked weekly by administration with 100% of lessons including campus strategies

2015-2016 Site-Based Decision Making Committee Roster & Meeting Dates

Spring ISD Imperative: Excellence in Every School						
Campus Goal 2: Increase Index 3 score from 34 to 40						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Less than 10% in any of the accountable groups achieved advanced performance on any test.	Hold data conversations with each student and teacher to set specific goals.	TDA; PD	All Staff	Eduphoria Data Notebooks Data Posters	August 2015 – June 2016 every three weeks	Increase advanced performance in every group on every test by at least 5% points.
Lack of student engagement	Use Teach Like A Champion strategies in every classroom within the “I do We do You Do” Spring ISD model	SRS;PD	All Staff	Eduphoria forethought Teach Like a Champion	August 2015 – June 2016 with weekly lesson plan checks	100% of teachers have updated lesson plans
34% of students were unsuccessful on the 7th grade 2015 STAAR Reading test	For the targeted 141 students, they will have all four cores every day instead of just math and reading every day	TDA; ASD	All staff	Leveled Readers Data Notebooks	August 2015- June 2016	60% of students will increase their reading level by at least <u>2</u> levels.

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Spring ISD Imperative: High Performance from Every Employee						
Campus Goal 3: All core staff will be trained in Sheltered Instruction.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
16% of ELL students passed 7th grade writing	7th grade teachers will use Sheltered Instruction strategies to address writing needs of ELL students	PD;TDA	ELA	PEG Writing Multilingual Dept		50% of ELL students will pass STAAR writing in 2016.
Surveyed staff do not feel comfortable implementing ELL strategies in their content areas	Campus will have monthly checkpoints for understanding and implementation of ELL strategies.	HQS; PD	ELL Coordinator	Sheltered Instruction training	Monthly August 2015 - June 2016	By June 2016, 100% will demonstrate mastery in implementation of ELL strategies.
Few students exit from the ELL Program.	Campus will identify students that could be exited from ELL program by spring 2016.	PD	ELL Coordinator		Every six weeks	By June 2016, there will be a 10% increase in the number of ELL students exited.

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Spring ISD Imperative: Engaged Stakeholders in Every Community						
Campus Goal 4: Increase parent involvement during the school day.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
The PTO is small and new.	Meet with PTO monthly to help plan recruitment and activities.	PI	PTO Liason	Increase opportunities for parental involvement. Administration actively participates in PTO.	Monthly	PTO will have at least 25 active members by June 2016.
Lack of Parent Volunteer activities.	Create a parent volunteer calendar.	PI	Parent Liason	Multiple parental events held consistently- Coffee with the Principal Pastries with Parents	Monthly	Parental volunteers will increase by 75% from last school year
	Have committees with varying interests for parents.					
Lack of parent involvement and knowledge of parent resources.	Create a parent corner where parents can find resources and find meaningful ways to help their students.	PI	Parent Liason	Increase opportunities for parental involvement. Administration actively participates in PTO.	Monthly	Increase in the number of dads and participation in various events at the school.

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Spring ISD Imperative: Opportunities and Choice for Every Family						
Campus Goal 5: Increase college-readiness indicator by increasing the score on Index 4 from 22 to 30.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title 1 School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how)</i>	<i>For each action, list the Title 1 component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when)</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal</i>
Less than 10% advanced performance in any subject.	Academic contract for all Pre-AP/GT students with the expectation being: 1. Maintain an 80% average in any pre-AP/above grade-level class. 2. Maintain above an 85% average on all Pre-AP/above grade-level assessments.	PD	GT Coordinator	Additional training on Bloom's Taxonomy.	Weekly	100% of Pre-AP/GT students will maintain an 80% academic average and 85% assessment average in all Pre-AP/above grade-level classes.
Pre-AP instruction is not differentiated from regular instruction.	Lesson plans will be examined to include the expectation of Pre-AP classes having increased rigor and increased levels of questioning.	PD; ASD	Administrators	Teaching with Rubrics and Higher order thinking	Weekly	100% of Pre-AP/Above grade-level lessons will include an enrichment section clearly differentiating the difference between Pre-AP and regular.
Current GT students are not being held accountable and existing high students are not identified as GT.	1. Any staff member teaching Pre-AP classes will complete GT training or update. 2. Identification process for GT	PD	GT Coordinator	Effective use of Bloom's Boards and Higher order question stems.		All GT students will be currently identified, served, and identified.

**2015-2016 Site-Based Decision Making Committee
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	students will be utilized.					

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Title I Ten School-wide Components:

CNA – Comprehensive Needs Assessment	SRS – Reform Strategies	HQS – Instruction by Highly Qualified Teachers	PD – High Quality Professional Development	SAT – Strategies to Attract HQ Teachers
PI – Strategies to Increase Parental Involvement	T – Transition	TDA – Teacher Decision-Making Regarding Assessments	ASD – Effective and Timely Assistance to Students	CSP – Coordination and Integration

1. Use a school-wide planning team to create a school culture that engages staff in a data driven process to conduct a **comprehensive needs assessments**.
2. School uses school-wide **reform strategies** that foster a systematic approach that ensures the learning needs of all students are met.
3. Create a highly effective school that has **highly qualified staff** that makes learning a priority for all students.
4. Intentionally target **professional development** strategies that ensure teaching staff, as well as others who support learning, are prepared to address the needs of all learners.
5. Address the needs of students by staffing our campus with **highly qualified staff** that has the experience and the knowledge necessary to address the unique contextual issues inherent to our campus.
6. Use meaningful and various **parental involvement** strategies that engage all parents in supporting student learning that occur in the home and at school.
7. Create a **transition** plan that helps smooth the transitional process from one grade level to the next grade level as well as one grade span to the next grade span.
8. Incorporate a data-driven instructional process that relies on standardized or statewide testing, as well as classroom and informal assessment tools to provide staff with professional development to assist them in **using and generating a variety of data forms**.
9. Use structures that address the needs of every child and **identify struggling students** as well as implement targeted strategies to support student learning through routine data analysis.
10. Coordination and integration of federal, state, and district programs.

Spring ISD Imperatives:

1. Reach Every Student
2. Excellence in Every School
3. High Performance from Every Employee
4. Engaged Stakeholders in Every Community
5. Opportunities and Choice for Every Family