

Nacogdoches Independent School District
McMichael Middle School
2016-2017 Campus Improvement Plan



Mission Statement

McMichael Middle School's mission is to provide outstanding educational and extracurricular opportunities for students in a safe, caring environment.

Vision

Nacogdoches ISD will educate and inspire everyone to achieve excellence.

Value Statement

A successful school is one that recognizes the value, talent, and potential of each individual child. It's important that administrators, teachers, and staff be committed to and consistently communicate a positive message that encourages students to take ownership of learning and invites parent and community partnership.

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Goal 2: The percentage of McMichael economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 16% to 30% by Spring 2021. Spring 2016 - 16% Spring 2017 - 20% Spring 2018 - 23% Spring 2019 - 27% Spring 2020 - 30% Spring 2021 - 38%	24
Goal 3: The percentage of District students graduating based on the 4-year Longitudinal Rate (Grade 9-12) will increase from 84.3% to 92% by 2021. Spring 2016 - 84.3% Spring 2017 - 85.8% Spring 2018 - 87.4% Spring 2019 - 88.9% Spring 2020 - 90.5% Spring 2021 - 92.0%	29
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Comprehensive Needs Assessment

Demographics

Demographics Summary

McMichael Middle School's student population is a reflection of the community's diversity. A long-term trend has been a steady increase in the number of Hispanic students - now the largest student ethnicity - more than 48% of the student population. 31% of students are African American and 18% are White. 82% of students are classified as economically disadvantaged. 25% of students are classified as English Language Learners, 8% Special Education, and 7% Gifted & Talented.

While many students from affluent families choose private school or the SFA charter school at elementary level, students from these families sometimes enter the public school system in middle school years attracted by extracurricular opportunities in Athletics, Band, Choir, Cheer, Dance, Robotics, Model UN, etc.

A significant number of children served by the campus come from the poorest neighborhoods in town or from poor rural environments. Generational poverty cuts across all demographics but is an especially common factor affecting African American students.

With current NISD zoning, McMichael Middle School serves most students who live "outside of the loop" - a broad area which often requires long bus rides to and from school for rural students.

Updated Demographics 2015-2016 School Year: 754 students: 411 Male 55%, 343 Female 45%; 82% Economically Disadvantaged, 25% ELL, 8% Special Ed., 7% Gifted & Talented; 31% African American, 49% Hispanic, 18% White, 2% Other

Demographics Strengths

Our Campus Council determined that one of our strengths is that we have ESL classe for Reading and Writing. .

Demographics Needs

Our Campus Council determined that our attendance could improve if we would include attendance into our PBIS incentive program.

Student Achievement

Student Achievement Summary

McMichael Middle School is rated "Met Standard" according to the 2015-2016 Texas Accountability System.

Index One (Student Achievement): Our campus score was 54%. That is the total percentage of exams passed by all students calculated by the total number of exams taken. Campus missed the target score of 60% by 6 points.

Index Two (Student Progress): Our campus achieved a score of 37 according to the accountability formula. It exceeded the target score of 30 by 7 points.

Index Three (Closing Performance Gaps): Our campus achieved a score of 26 according to the accountability formula. It met the target score of 26.

Index Four (Postsecondary Readiness): Our campus achieved a score of 21 according to the accountability formula. It exceeded the target score of 13 by 8 points.

Using the new accountability "systems safeguards" as a guide. Campus plans must target the following groups and subjects for improvement in student achievement.

- ELL Students - all subject areas
- Special Educations students - all subject areas
- African American students - all subject areas
- Hispanic students - Reading, Writing and Social Studies
- All Students - all subject areas except Science

Analysis of available data shows that there are a variety of factors contributing to poor rates of student achievement but the greatest factor is the number of students who are reading below grade level and/or lack strong vocabulary skills.

Student Achievement Strengths

McMichael also has Reading and Math Intervention classes open to up to 15 students per section. This is determined by both STAAR results and local data.

Student Achievement Needs

For student acheivement our Campus Council determined that we need enrichment activities for our African-American Students as well as our English Language Learners. They scored 38% and 37% respectively on all subjects for the 2016 STARR Tests. We need to collect specific data for participation by specific sub-populations from now on.

School Culture and Climate

School Culture and Climate Summary

There is significant school pride at McMichael Middle School. The campus benefits from being housed in the District's newest facility. A majority of seventh and eighth graders participate in some kind of extracurricular activity.

However, there are still many students who are not active in school life. Many of these same students demonstrate significant apathy towards learning in the core areas. We also have many students who come from challenging home situations who may suffer emotional distress and disconnect, distrust as it relates to authority. Administration, teachers, and staff understand that we serve a challenging student population.

While administration and teachers have worked together to address discipline concerns and have been able to provide a reasonably safe environment, out-of-the-classroom discipline referrals and off-campus placements still occur at a high rate. Lack of self-discipline and motivation among students is often disruptive to the teaching environment and likely impacts student achievement in a negative way.

Gang activity, while it exists, is relatively minimal. While we have seen a moderate number of alternative school placements related to marijuana possession and/or use of alcohol on campus, teachers are concerned that use of a marijuana and other drugs may be more widespread than what is documented in incident reports. Counseling concerns include student "cutting" and student-to-student bullying. It has been discussed and is being considered that counselors are not able to counsel because of lack of time. Both counselors on campus have passed their LPC Certification Test and are earning hours to gain that certification.

School Culture and Climate Strengths

Our Campus Council determined that they feel that McMichael is a place where students want to be. Majority of students feel safe in the classrooms. That there are a variety of ways for students to get involved.

School Culture and Climate Needs

Our Campus Council determined that we need a survey for students and teachers about campus life/atmosphere. Our Campus Council determined that there needs to be clear and consistent plans and those plans need to be communicated. Continue with the implementation of PBIS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

98% of McMichael teachers were considered "highly qualified" in 2016-2017 according to Title One standards. Administration is fortunate to work with a core group of veteran teacher leaders who are dedicated to the success of McMichael students. In 2016-2017, there was a turnover of 1 new math teachers, 3 new social studies teachers, 3 new ELA teachers and 4 new science teachers.

New and new-to-the campus teachers were guided by a mentor teacher with the support of the District mentor teachers program. New teachers also attended District-sponsored "New Teacher Academy" meetings once monthly. Core curriculum teachers also belonged to an academic team which provided opportunities for collaboration, planning, parent communication, and discipline support.

There were many professional development opportunities. New and new-to-the campus teachers were required to participate in ELL training, Gifted and Talented training. We also offered training in CHAMPS, Literacy training in partnership with SFASU, Interactive Word Walls (Vocabulary Development in Science), campus technology seminars, several consultants, and data breakdown through Lead4Ward.

Veteran and new teachers have expressed concerns that some District requirements for new teachers are somewhat overwhelming and have suggested the District explore ways to offer required trainings over time in a more measured way.

Staff Quality, Recruitment, and Retention Strengths

We are fully staffed. Our teachers have a focus on student success.

Staff Quality, Recruitment, and Retention Needs

There is a need for staff to consistently enforce rules and procedures of McMichael Middle School.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McMichael teachers have collaborated with District leadership and colleague teachers from our sister school, Mike Moses Middle School, to create TEKS aligned curriculum and common assessments. In these collaborative process, teachers use data from assessments to evaluate the effectiveness of curriculum and instruction within their core content areas.

The District and campus have also added the Lead4Ward model to aide the teachers in the data analysis process. It has been communicated to the campus that it will take several years to have complete fidelity.

While our primary focus is improving instruction in the regular classroom, teachers utilize technology learning software for practice/intervention in Math & Reading. School-wide after-school tutorials are offered starting after the Christmas break; those tutorials have proved helpful to many students in their efforts to pass the STAAR exam.

For the 2016-2017 school year we have added an additional math interventionist to the staff. We will be providing math and reading interventions for 6th, 7th and 8th grade students during the school day scheduled as an elective class. We have added READ 180 as our curriculum for our Reading Intervention Course.

While perfect alignment of instruction with assessment is a work in progress, these collaborative efforts by teachers to develop effective curriculum and assessments are providing information and data to be used to increase likelihood of student success.

The campus continues to seek resources to support higher expectations for ELL and Special Education students.

Curriculum, Instruction, and Assessment Strengths

Our campus council determined that our strengths included how the campus did on Performance Indexes 2,3,4. That our attendance was good with 96.2% compared to 94.7% for the state. That 66% of our 8th grade students met the standard on the science test compared to 60% for the state. That our students continue to show progress even though 2 out of the 3 feeder schools that come to McMichael ar IR.

Curriculum, Instruction, and Assessment Needs

There is a need to improve our STAAR Test scores as they were below the district level who in turn are below the state level. One way this can be accomplished is by pushing our Advanced students to perform at the "advanced" level.

Family and Community Involvement

Family and Community Involvement Summary

McMichael Middle School offers a variety of opportunities for parents to meet teachers, learn about campus activities and opportunities for students. Examples include 6th grade Orientation held August 13, 2016; Open House held September 26, 2016; McMichael Discovery Night held March 7, 2017, Attendance at each of these events exceeded one hundred parents and participation of parents corresponded with our student population in its diversity.

McMichael Middle School core content teachers are organized into academic teams. All teams were required to meet with parents to discuss academic and/or behavioral concerns as needed. These meetings took place throughout the year as documented in team binders.

There is a need for a more parents in the PTO to regularly provide encouragement to teachers and support for the school through manning our concession stand during athletic events, by providing teacher appreciation through lunches, recognition, and by providing supplementary funds for the purchase of school budget requests not funded otherwise. Parents also participated in our Campus Advisory group meetings.

While there are a few other home languages besides English or Spanish, the majority of non-English communication is needed for Spanish-speakers. We have Spanish-speaking paraprofessionals assisting in the classrooms, several Spanish-speaking teachers who strive to make Spanish-speaking families feel comfortable and welcome in the public school setting. Most major written communications are sent out in both English and Spanish.

Nacogdoches ISD and McMichael Middle School collaborate regularly with Stephen F. Austin University. Examples include an 8th grade Science field trip, use of SFA student tutors for our CHAMPS program, and selection of students to participate in the SFA STEM Academy. The campus also benefits from participation of SFA student teachers and interns.

Family and Community Involvement Strengths

We have several family events at our campus. We have Home Access Center for parents to see a students grades in real time. We have a high number of interns and student teachers from SFA.

Family and Community Involvement Needs

Our Campus Council determined that we need to make sure we have current contact information for all students. Even though we have events for parents we still need more parent involvement. Our Campus Council determined that while we do have Home Access Center we still need a higher percentage of families to use the program.

School Context and Organization

School Context and Organization Summary

Current master schedule allows students approximately 65 minutes of instruction each day in the core content for all grade levels. Additionally, 6th students also have an additional 30 minutes, 7th and 8th grades have an additional 45 minutes in an advisory period which is also used for RtI, work completion, reading, counselor and/or community guidance lessons, etc. Core content teachers have one 45-minute planning period and one 45-minute PLC period. Grade level teams and departments are able to meet during these times.

Students have a variety of electives to choose from: Band, Choir, Video Productions, Career Exploration, Teen Leadership, Technology applications, Art, P.E., Outdoor Education and Athletics. In 2014-2015 the campus added Spanish for high school credit. All grades participate in two electives. Those students in need of intervention are pulled from their electives for interventions. Electives teachers teach six 45-minute periods, have 45 minute conference periods throughout the day for planning, and also assist with lunch supervision.

Teacher leaders include academic team leaders, department chairs, electives team leader, ELL campus coordinator, Special Ed. campus coordinator, counselors, & instructional technology specialist. This group along with administrators meet sometimes as a whole group, sometimes by academic teams, and often individually to discuss campus issues and plans. Wednesday afternoons are dedicated to campus professional development and or faculty gatherings.

School Context and Organization Strengths

Master Schedule allows for adequate time for teachers for collaboration.

School Context and Organization Needs

Our Campus Council determined that while there are a core group of teachers that attend all faculty/staff meetings and collaborative times there is a need for the expectation to be that all teachers attend all faculty/staff meetings and that all teachers attend collaboration times.

Technology

Technology Summary

Technology at McMichael offers an array of opportunities for staff and students. All core classrooms are equipped with multimedia LCD projectors and smartboard networked to a computer to provide staff with an assortment of tools available to support effective instruction. Teachers can also check out iPads, Chromebooks for student use. A variety of applications such as IXL Math, Think Through Math, Study Island, Istation, iPad apps, Study Hall, and Google Drive (Cloud) are used to facilitate rigor and relevance in the classroom. The campus has a total of eight classroom computer labs (including the Library) and six smaller "mini-labs" to facilitate student use. The District has purchased Promethean Boards for most classrooms.

Teachers receive support for day-to-day problem solving and regular professional development for technology from a instructional technology specialist.

Staff levels of proficiency range from beginner to advanced. While some teachers are willing to take risks with new technology tools, the majority of teachers are cautious and operate only at their level of comfortable proficiency. Student learning in technology application takes place in some core area classrooms and is offered in technology electives. Some students have lots of opportunities to apply technology while others don't, so student levels of proficiency (like our teachers) vary widely.

Areas identified by teachers and staff for growth in the use of technology are: (1) increase technology applications used to communicate with parents (i.e.; Home Access Center) (2) professional dedevelopment to increase capacity of teachers to utilize available technology tools to support effective instruction;

Technology Strengths

Our Campus Council determined that McMichael has adequate technology for our faculty and students. McMichael has 7 full computer labs. Some of our teachers use Remind 101 for their classes. McMichael uses several online platforms.

Technology Needs

Our Campus Council determined that our teachers need more technology support. The district needs to respond to teacher needs quicker with technology support. Our campus needs to have more devices so that our ratio of student to device will be closer to 1 to 1.

Our Campus Council determined that while we have technology support on campus through our technology specialist there is a need for the development for improved technology instructional support through the development of a technology leaders on campus. They also determined that while we have a high number fo devices on campus there is a need for more so we can approach a 1 to 1 ratio.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of all McMichael students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 10% to 27% by 2021.

Spring 2016 - 10%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%














Spring 2021 - 27%

Performance Objective 1: The percentage of all McMichael students in Grades 6-8 achieving 80% proficiency or above on curriculum-based assessments for Reading/Writing will increase from 12% to 21% by the end of 2017-2018.

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading; Curriculum-Based Assessments-Writing

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Sign-in sheets, agendas, copies of training/meeting materials, evaluation data.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Increase quality Tier 1 instruction through consistent staff development, and support	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Copy of campus professional development plans, mentoring documentation, walk-through data				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Monitor instruction to insure the district scope and sequence is implemented with fidelity	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Walk-through data, agendas/documentation from leadership team meetings.				

State System Safeguard Strategy Federal System Safeguard Strategy 4) Continue to align assessments with the district scope and sequence	1, 2, 3, 4, 8, 9	Principal, AP for curriculum and instruction, dept. heads, curriculum specialists	Campus assessment data (benchmarks, curriculum-based assessments), agendas/documentation from leadership team meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 5) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian	Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes				
State System Safeguard Strategy Federal System Safeguard Strategy 6) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal	Sign-In Sheets, agendas, copies of training materials, minutes of PLCs				
State System Safeguard Strategy Federal System Safeguard Strategy 7) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal	Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: The percentage of all McMichael students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 10% to 27% by 2021.

Spring 2016 - 10%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%












Spring 2021 - 27%

Performance Objective 2: The percentage of McMichael students in Grades 6-8 achieving 80% proficiency or above on STAAR-aligned District benchmarks and curriculum-based assessments for Mathematics will increase from 17% to 23% by the end of 2017-2018.

Evaluation Data Source(s) 2: Benchmarks/Curriculum-Based Assessments-Mathematics

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Sign-in sheets, agendas, copies of training/meeting materials, evaluation data.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Increase quality Tier 1 instruction through consistent staff development, and support	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Copy of campus professional development plans, mentoring documentation, walk-through data				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Monitor instruction to insure the district scope and sequence is implemented with fidelity	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Walk-through data, agendas/documentation from leadership team meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 4) Continue to align assessments with the district scope and sequence	1, 2, 3, 4, 8, 9	Principal, AP for curriculum and instruction, dept. heads, curriculum specialists	Campus assessment data (benchmarks, curriculum-based assessments), agendas/documentation from leadership team meetings.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian</p>	<p>Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-In Sheets, agendas, copies of training materials, minutes of PLCs</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>7) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The percentage of all McMichael students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 10% to 27% by 2021.

Spring 2016 - 10%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%












Spring 2021 - 27%

Performance Objective 3: The percentage of McMichael students in Grades 8 achieving 80% proficiency or above on STAAR-aligned District benchmarks and curriculum-based assessments for Science will increase from 17% to 23% by the end of 2017-2018.

Evaluation Data Source(s) 3: Benchmarks/Curriculum-Based Assessments-Science

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Sign-in sheets, agendas, copies of training/meeting materials, evaluation data.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Increase quality Tier 1 instruction through consistent staff development, and support	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Copy of campus professional development plans, mentoring documentation, walk-through data				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Monitor instruction to insure the district scope and sequence is implemented with fidelity	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Walk-through data, agendas/documentation from leadership team meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 4) Continue to align assessments with the district scope and sequence	1, 2, 3, 4, 8, 9	Principal, AP for curriculum and instruction, dept. heads, curriculum specialists	Campus assessment data (benchmarks, curriculum-based assessments), agendas/documentation from leadership team meetings.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian</p>	<p>Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-In Sheets, agendas, copies of training materials, minutes of PLCs</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>7) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The percentage of all McMichael students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 10% to 27% by 2021.

Spring 2016 - 10%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%












Spring 2021 - 27%

Performance Objective 4: The percentage of McMichael students in Grades 8 achieving 80% proficiency or above on STAAR-aligned District benchmarks and curriculum-based assessments for Social Studies will increase from 17% to 23% by the end of 2017-2018.

Evaluation Data Source(s) 4: Benchmarks/Curriculum-Based Assessments-Social Studies

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Sign-in sheets, agendas, copies of training/meeting materials, evaluation data.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Increase quality Tier 1 instruction through consistent staff development, and support	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Copy of campus professional development plans, mentoring documentation, walk-through data				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Monitor instruction to insure the district scope and sequence is implemented with fidelity	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Walk-through data, agendas/documentation from leadership team meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 4) Continue to align assessments with the district scope and sequence	1, 2, 3, 4, 8, 9	Principal, AP for curriculum and instruction, dept. heads, curriculum specialists	Campus assessment data (benchmarks, curriculum-based assessments), agendas/documentation from leadership team meetings.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian</p>	<p>Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-In Sheets, agendas, copies of training materials, minutes of PLCs</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>7) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The percentage of all McMichael students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 10% to 27% by 2021.

Spring 2016 - 10%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%












Spring 2021 - 27%

Performance Objective 5: The percentage of McMichael economically disadvantaged students in Grades 6-8 achieving 80% proficiency or above on curriculum-based assessments for Reading/Writing will increase from 10% to 20% by the end of 2017-2018.

Evaluation Data Source(s) 5: Curriculum-Based Assessments-Reading; Curriculum-Based Assessments-Writing

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Sign-in sheets, agendas, copies of training/meeting materials, evaluation data.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Increase quality Tier 1 instruction through consistent staff development, and support	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Copy of campus professional development plans, mentoring documentation, walk-through data				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Monitor instruction to insure the district scope and sequence is implemented with fidelity	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum and Instruction, Dept. Heads	Walk-through data, agendas/documentation from leadership team meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 4) Continue to align assessments with the district scope and sequence	1, 2, 3, 4, 8, 9	Principal, AP for curriculum and instruction, dept. heads, curriculum specialists	Campus assessment data (benchmarks, curriculum-based assessments), agendas/documentation from leadership team meetings.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian</p>	<p>Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-In Sheets, agendas, copies of training materials, minutes of PLCs</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>7) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The percentage of McMichael economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 16% to 30% by Spring 2021.

Spring 2016 - 16%

Spring 2017 - 20%

Spring 2018 - 23%

Spring 2019 - 27%

Spring 2020 - 30%










Spring 2021 - 38%

Performance Objective 1: The gap between the percentage of McMichael African American students and the percentage for the highest performing student group meeting the State minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 33% to 20% by the end of 2017-2018.

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data	1, 2, 3, 8, 9	Principal, AP for Curriculum/Instruction, Department Heads, Reading Interventionist, Math Interventionist, Teachers	Intervention schedules, campus reassessment data, agendas/documentation from leadership team meetings				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Monitor, refine, and implement a comprehensive Response to Intervention (RtI) process	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Campus RtI Coordinator	Decrease in student failure rates, sign-in sheets, agendas, planning documents from Campus RtI Coordinator				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian	Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-In Sheets, agendas, copies of training materials, minutes of PLCs</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The percentage of McMichael economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 16% to 30% by Spring 2021.

Spring 2016 - 16%

Spring 2017 - 20%

Spring 2018 - 23%

Spring 2019 - 27%

Spring 2020 - 30%










Spring 2021 - 38%

Performance Objective 2: The gap between the percentage of McMichael ELL students and the percentage for the highest performing student group meeting the State minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 36% to 22% by the end of 2017-2018.

Evaluation Data Source(s) 2: Curriculum-Based Assessments-Reading

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data	1, 2, 3, 8, 9	Principal, AP for Curriculum/Instruction, Department Heads, Reading Interventionist, Math Interventionist, Teachers	Intervention schedules, campus reassessment data, agendas/documentation from leadership team meetings				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Monitor, refine, and implement a comprehensive Response to Intervention (RtI) process	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Campus RtI Coordinator	Decrease in student failure rates, sign-in sheets, agendas, planning documents from Campus RtI Coordinator				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian	Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-In Sheets, agendas, copies of training materials, minutes of PLCs</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The percentage of McMichael economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 16% to 30% by Spring 2021.

Spring 2016 - 16%

Spring 2017 - 20%

Spring 2018 - 23%

Spring 2019 - 27%

Spring 2020 - 30%








Spring 2021 - 38%

Performance Objective 3: The gap between the percentage of McMichael students served through Special Education and the percentage for all McMichael students who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 29% to 17% by the end of 2017-2018.

Evaluation Data Source(s) 3: Curriculum-Based Assessments-Reading

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data	1, 2, 3, 8, 9	Principal, AP for Curriculum/Instruction, Department Heads, Reading Interventionist, Math Interventionist, Teachers	Intervention schedules, campus reassessment data, agendas/documentation from leadership team meetings				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Dept. Heads, IT Coordinator, Librarian	Walk-through data, sign-in sheets, agendas, data-analysis documentation, copies of training materials, coaching notes, meeting minutes				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)	1, 2, 3, 4, 8, 9	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal	Sign-In Sheets, agendas, copies of training materials, minutes of PLCs				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal</p>	<p>Sign-in sheets, agendas, copies of training materials, copy of campus PLC expectations, minutes of PLCs</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>									

Goal 3: The percentage of District students graduating based on the 4-year Longitudinal Rate (Grade 9-12) will increase from 84.3% to 92% by 2021.

Spring 2016 - 84.3%

Spring 2017 - 85.8%

Spring 2018 - 87.4%

Spring 2019 - 88.9%

Spring 2020 - 90.5%

Spring 2021 - 92.0%

Performance Objective 1: The percentage of McMichael students in grade 6 failing any core subject area each six weeks (without duplication) will decrease from 30% to 15% by the end of 2017-2018.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Incorporate additional ways to celebrate academic excellence at the campus levels	2, 6	Principal, APs, Counselors, Dept. Heads, IT Coordinator, Librarian	Agendas, Calendar of activities				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Implement a method in which each student creates and monitors his or her own academic and social goals throughout the school year.	1, 2, 6, 8, 9	Dept. Heads, Teachers, Counselors, Social Workers	Teacher Reports, student sample folders				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 3: The percentage of District students graduating based on the 4-year Longitudinal Rate (Grade 9-12) will increase from 84.3% to 92% by 2021.

Spring 2016 - 84.3%

Spring 2017 - 85.8%

Spring 2018 - 87.4%

Spring 2019 - 88.9%

Spring 2020 - 90.5%

Spring 2021 - 92.0%

Performance Objective 2: The percentage of McMichael students in grades 6-8 with more than one office referral will decline from 23% to 17% by the end of 2017-2018.

Evaluation Data Source(s) 2: Discipline Referral Data from Student Information System

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Explore and focus on methods of meeting the physiological needs of economically disadvantaged students that can impede academic achievement (food, shelter, clothing)	1, 2, 10	Counselors, Social Workers, Nurse	Log sheets from counselors, social workers, nurses				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Provide social skills instruction to all students weekly through multiple delivery methods (classroom, small group, large group, school activities/settings)	2, 9, 10	Principal, Associate Principal, Assistant Principal, Counselors, Social Workers	Campus schedules of social skills instruction, list of campus social skills instruction activities, discipline referral data				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 4: Improve School Climate and Culture

Performance Objective 1: McMichael Middle School will have at least 50% of the parents/guardians participate in at least one special activity designed for families and community by the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: Sign-In Sheets from events

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
State System Safeguard Strategy Federal System Safeguard Strategy 1) Develop strategies for better communication between campus, parent, and community stakeholders	1, 2, 6	Leadership Team	Sign-in sheets, agendas, copies of training materials, minutes of planning meetings, documentation co communication efforts				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Provide additional training for all teachers in effectively communicating with parents	1, 2, 4, 6, 9, 10	Principal, AP for Curriculum and Instruction, Associate Principal, Assistant Principal	Sign-in sheets, agendas, training documentation				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Explore and implement effective ways to educate parents on how to support students in academics (e.g. mandate parent conferences to complete registration for transition grades)	1, 6, 9, 10	Leadership Team	Sign-in Sheets, agendas, research information, meeting documents				
4) Recruit, screen, and utilize more parents and community members as volunteers for one or more campus activities	1, 6, 10	Principal, Associate Principal	List of community/parent volunteers and activities completed, sign-in sheets, agendas, meeting artifacts for training				
5) Provide all staff members, especially those assigned campus offices, with training to insure a friendly, inviting atmosphere for all stakeholders	1, 6	Principal, Building Secretary	Sign-In Sheets, agendas, training documents, participant evaluations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Improve School Climate and Culture

Performance Objective 2: McMichael Middle School will have at least 50% of its student body participate in academic, athletic, fine art extracurricular activities or student clubs/programs by the end of the 2016-2017 school year.

Evaluation Data Source(s) 2: Sign-In Sheets, Student Schedules

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Feb	May	Aug	Nov
1) Create greater enrichment and advanced curricular opportunities for applicable students	1, 2, 9, 10	Principal, GT Coordinator, UIL Coordinator, Associate Principal, Assistant Principal	List of opportunities, enrollment data for each activity, any available evaluation data				
2) Increase communication with and survey students regarding how to increase parent/family and community involvement in the schools and utilize the data to drive improved public relations and communication	1, 2, 6, 10	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal	Sign-in sheets, minutes, copies of survey data/results				
3) Study and reduce barriers to student participation in all co-curricular and extracurricular activities	1, 2	Leadership Team, Club Sponsors, Fine Arts Directors, UIL Sports Coaches	Record of Participation.				
4) All professional development, parent & family engagement activities, and programs/services for students funded through local, state, and federal sources are coordinated to maximize program impact, including SCE; Title I, Part A; Title II, Part A; Title III, Part A; Title I, Part C (Migrant); and Title IV.	1, 2, 4, 6, 9, 10	Principal, AP for Curriculum/Instruction, Associate Principal, Assistant Principal, Club Sponsors, Fine Arts Directors, UIL Sports/Academic Coaches	Budgets are expended in a timely manner to benefit students in the current (fiscal) school year.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	1	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	1	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	1	4	Continue to align assessments with the district scope and sequence
1	1	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	1	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	1	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	2	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	2	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	2	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	2	4	Continue to align assessments with the district scope and sequence
1	2	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	2	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	2	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	3	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	3	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	3	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	3	4	Continue to align assessments with the district scope and sequence

Goal	Objective	Strategy	Description
1	3	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	3	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	3	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	4	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	4	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	4	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	4	4	Continue to align assessments with the district scope and sequence
1	4	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	4	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	4	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	5	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	5	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	5	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	5	4	Continue to align assessments with the district scope and sequence
1	5	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	5	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	5	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments
2	1	1	Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data

Goal	Objective	Strategy	Description
2	1	2	Monitor, refine, and implement a comprehensive Response to Intervention (RtI) process
2	1	3	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
2	1	4	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
2	1	5	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
2	2	1	Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data
2	2	2	Monitor, refine, and implement a comprehensive Response to Intervention (RtI) process
2	2	3	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
2	2	4	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
2	2	5	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
2	3	1	Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data
2	3	2	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
2	3	3	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
2	3	4	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
3	1	1	Incorporate additional ways to celebrate academic excellence at the campus levels
3	1	2	Implement a method in which each student creates and monitors his or her own academic and social goals throughout the school year.
3	2	1	Explore and focus on methods of meeting the physiological needs of economically disadvantaged students that can impede academic achievement (food, shelter, clothing)
3	2	2	Provide social skills instruction to all students weekly through multiple delivery methods (classroom, small group, large group, school activities/settings)

Goal	Objective	Strategy	Description
4	1	1	Develop strategies for better communication between campus, parent, and community stakeholders
4	1	2	Provide additional training for all teachers in effectively communicating with parents
4	1	3	Explore and implement effective ways to educate parents on how to support students in academics (e.g. mandate parent conferences to complete registration for transition grades)

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	1	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	1	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	1	4	Continue to align assessments with the district scope and sequence
1	1	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	1	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	1	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	2	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	2	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	2	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	2	4	Continue to align assessments with the district scope and sequence
1	2	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	2	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	2	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	3	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	3	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	3	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	3	4	Continue to align assessments with the district scope and sequence

Goal	Objective	Strategy	Description
1	3	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	3	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	3	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	4	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	4	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	4	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	4	4	Continue to align assessments with the district scope and sequence
1	4	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	4	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	4	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
1	5	1	Facilitate more collaboration and communication that focuses on instituting rigorous instruction to raise student performance to Level III
1	5	2	Increase quality Tier 1 instruction through consistent staff development, and support
1	5	3	Monitor instruction to insure the district scope and sequence is implemented with fidelity
1	5	4	Continue to align assessments with the district scope and sequence
1	5	5	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
1	5	6	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
1	5	7	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments
2	1	1	Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data

Goal	Objective	Strategy	Description
2	1	2	Monitor, refine, and implement a comprehensive Response to Intervention (RtI) process
2	1	3	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
2	1	4	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
2	1	5	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
2	2	1	Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data
2	2	2	Monitor, refine, and implement a comprehensive Response to Intervention (RtI) process
2	2	3	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
2	2	4	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
2	2	5	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
2	3	1	Provide quality, timely, and intentional interventions followed by reassessment to insure student growth revealed through analysis of district assessment data
2	3	2	Increase the level of consistency in implementing the curriculum and in delivering instruction through data-driven professional development, training, monitoring, and coaching
2	3	3	Provide department leaders professional development that focuses on purposeful and effective implementation of professional learning communities (PLCs)
2	3	4	Set and monitor campus expectations for consistent implementation of effective professional learning communities (PLCs) with fidelity in all core departments.
3	1	1	Incorporate additional ways to celebrate academic excellence at the campus levels
3	1	2	Implement a method in which each student creates and monitors his or her own academic and social goals throughout the school year.
3	2	1	Explore and focus on methods of meeting the physiological needs of economically disadvantaged students that can impede academic achievement (food, shelter, clothing)
3	2	2	Provide social skills instruction to all students weekly through multiple delivery methods (classroom, small group, large group, school activities/settings)

Goal	Objective	Strategy	Description
4	1	1	Develop strategies for better communication between campus, parent, and community stakeholders
4	1	2	Provide additional training for all teachers in effectively communicating with parents
4	1	3	Explore and implement effective ways to educate parents on how to support students in academics (e.g. mandate parent conferences to complete registration for transition grades)

State Compensatory

Budget for McMichael Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6118	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,129.94
6100 Subtotal:		\$30,129.94
6200 Professional and Contracted Services		
6249	6249 Contracted Maintenance & Repair	\$3,320.00
6293	6295 Printing Costs - Locally Defined	\$350.00
6299	6299 Miscellaneous Contracted Services	\$1,975.00
6200 Subtotal:		\$5,645.00
6300 Supplies and Services		
6329	6329 Reading Materials	\$4,756.00
6399	6399 General Supplies	\$39,425.00
6300 Subtotal:		\$44,181.00
6400 Other Operating Costs		
6411	6411 Employee Travel	\$13,510.00
6494	6494 Reclassified Transportation Expenses	\$8,374.00
6499	6499 Miscellaneous Operating Costs	\$2,500.00
6400 Subtotal:		\$24,384.00

Personnel for McMichael Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Linda McKnight	Dyslexia Teacher	199	.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy White	Curriculum Instructional Coach	211	1
Shena Smith	Interventionist	211	1
Tammy McDonald	Instructional Technologist	211	1
Teri Choate	Teacher	211	.2
Terri King	Interventionist	211	.69

Campus Advisory Council

Committee Role	Name	Position
Administrator	Tim Mullican	Principal
Administrator	Nancy White	Curriculum Instructional Coach
Classroom Teacher	Amanda Bankston	Math Department Head
Classroom Teacher	Laura Sage	Teacher
Classroom Teacher	Sue Makatura	Teacher
Classroom Teacher	Teri Choate	Special Ed. Teacher
Non-classroom Professional	April Grady	Counselor
Classroom Teacher	Camille Gipson	SS Department Head
Classroom Teacher	Maria Almendarez	SS Teacher
Classroom Teacher	Sarah Eddins	Science Interim Department Head
Classroom Teacher	Rendi Knight	Science Teacher
Non-classroom Professional	Tammy McDonald	Instructional Technologist
Classroom Teacher	Tammy Briley	Elective Department Head
Classroom Teacher	Mark Wallace	Elective Teacher
Classroom Teacher	Ami Cecil	Deaf Education Teacher
Parent	Shonica Garrett	Parent
Classroom Teacher	Jon Newkirk	Teacher
Parent	Robin Smith	Parent
District-level Professional	Andi Howell	District Reading Specialist
Business Representative	Garth Hinze	Business Owner
Community Representative	Kyle Easley	Church Pastor
Community Representative	Peggy Jasso	Community Member
Business Representative	Mercedes Franks	Public Library Director