

Pflugerville Independent School District

Pflugerville Middle School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Postsecondary Readiness



Mission Statement

The professionals at Pflugerville Middle School will work daily to create an environment that engages students, inspires learning and fosters student academic growth.

Vision

At Pflugerville Middle School we will inspire every student to think, grow, and succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population representation for the 2014-15 school population was:

- Asian: 7%
- African American: 15%
- Hispanic/Latino: 51%
- Two or more races: 3%
- White: 22%

Other Reporting Categories were as follows:

- Limited English Proficient: 17%
- Special Education: 11%
- Free Lunch: 44%
- Reduced Lunch: 11%

Demographics Strengths

At Pflugerville Middle School we made gains in the following categories:

All Students:

- 6th Grade Reading: ^8% to 80
- 8th Grade Reading: ^2% to 91
- Algebra and Biology EOC: 100% passing with significant numbers in the "Exceeds" category.

Hispanic Students:

- Writing 63% up from 59% last year
- Science 75% up from 68% last year
- Social Studies 67% up from 47% last year

Economically Disadvantaged Students:

- Writing 56% up from 54% last year
- Social Studies 57% up from 41% last year

Special Education Students:

- Social Studies 36% up from 18% last year

English Language Learners:

- Reading 65% up from 61% last year
- Mathematics 79% up from 74% last year
- Writing 53% up from 37% last year
- Science 58% up from 53% last year
- Social Studies 55% up from 15% last year

Demographics Needs

We need to make improvements with the following populations on campus:

- Special Education Students:
 - In all subjects students in this category were significantly below the 60% performance level to meet safe guard requirements

- English Language Learners:
 - students in this category were below the 60% performance level to meet safe guard requirements in Science and History
- All student groups will receive attention in the area of writing. The only student groups performing about the 60% safe guard level were White students, Asian students, and students of Two or More Races.

Student Achievement

Student Achievement Summary

Pflugerville Middle School earned 6 out of 7 state accountability Distinction Designations for the 2014-15 school year. The only distinction missed was closing the achievement gap. This is a focus for our campus this year as well.

Student Achievement Strengths

Pflugerville Middle School earned 6 out of 7 state accountability Distinction Designations for the 2014-15 school year.

At Pflugerville Middle School we made gains in the following categories:

All Students:

- 6th Grade Reading increased to 79% passing from 71% passing in 2013-14
- 8th Grade Reading increased to 91% passing from 89% passing in 2013-14
- Algebra I and Biology EOC: 100% passing with 78% advanced level performance in Algebra I and 94% advanced level performance in Biology
- Index 2 improvements in reading from 60% of students meeting or exceeding progress in 2013-14 to 64% in 2014-15. There was also an increase in students exceeding progress in reading from 15% in the prior year to 20% in 2014-15.
- Index 2 writing progress shows that 50% of students met or exceeded progress compared to their 4th grade writing performance

Hispanic Students:

- Science increased to 71% passing from 68% passing in 2013-14
- Social Studies increased to 68% passing from 47% passing in 2013-14

Economically Disadvantaged Students:

- Social Studies increased to 59% passing from 41% passing in 2013-14

Special Education Students:

- Social Studies increased to 24% passing from 18% passing in 2013-14

English Language Learners:

- Reading increased to 70% passing from 61% passing in 2013-14
- Writing increased to 42% passing from 37% passing in 2013-14
- Science increased to 65% passing from 53% passing in 2013-14
- Social Studies increased to 50% passing from 15% passing in 2013-14

Student Achievement Needs

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

- All student groups, African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners need significant attention in the tested area of Writing
- Special Education students need attention in Reading and Writing.
- ECD, African American and Special Education students must grow in Social Studies
- ECD, African American and Hispanic student groups need more attention to meet their yearly growth targets.

School Culture and Climate

School Culture and Climate Summary

The campus climate and culture began relatively strong for the 2015-16 school year. Out of the 84 professional staff positions on campus, we had to fill only 16 professional positions. This is below the previous 20+ positions for the last two summer interim periods between school years.

School Culture and Climate Strengths

The greatest strengths revealed by the climate survey conducted in Spring 2015 were:

- Collaborative opportunities and support structures for collaboration among teachers;
- Helpful feedback about teacher work;
- Satisfaction with personal and campus vision alignment

School Culture and Climate Needs

Areas of greatest concern:

- Satisfaction with a feeling of staff input was low;
- Satisfaction with leadership on the campus was lower than expected;
- Satisfaction with administration on campus was lower than expected;
- Student discipline concerns were noted;

This feedback points to a need for more consistent messaging of ideas and increased opportunities for staff input.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality has stayed relatively unchanged despite high turnover in the last couple of years. For the 2015-16 school year, 15 out of 84 staff members had to be replaced from the prior year.

Staff Quality, Recruitment, and Retention Strengths

All core content staff are currently working toward their ESL certification to better meet the needs of our student population.

Staff Quality, Recruitment, and Retention Needs

We must find a way to improve our writing and performance of students participating in the special education program through staff development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Over the last couple of years we have made progress in the areas of Curriculum, Instruction and Assessment. Weekly PLC conversations centered entirely on curriculum, delivery of instruction, and assessment are a non-negotiable on our campus. Our shift to the T-TESS rubric has allowed us to continue to give specific feedback regarding curriculum delivery. Our teachers believe in the continuous improvement concept.

Our PLC conversations must take on the additional facet of literacy instruction as it relates to individual subjects. We must learn how to include open-ended sections to our assessments and give students meaningful feedback to assist their growth with critical writing and written reasoning.

Curriculum, Instruction, and Assessment Strengths

Our teachers have embraced the backward design concept of assessment development.

Curriculum, Instruction, and Assessment Needs

We must work on developing a more global understanding of our curriculum and how all middle school curriculum interrelates.

Family and Community Involvement

Family and Community Involvement Summary

Our family and community involvement has remained consistently low over the last couple of years. We are consistently exploring ways to improve our community connections. We are not focused on simply physical participation. We are increasing our digital footprint in a continued effort to solicit feedback.

Family and Community Involvement Strengths

Our PTO has been very supportive of all school efforts.

This year we have have embraced the following ideas to improved our community involvement:

- In addition to quarterly CAAC meetings, the principal has agreed to monthly principal chats as an open forum for the community
- The campus is increasing its digital footprint in the community with weekly updates of the website, Twitter, Facebook, and push notifications through Remind.
- The campus has formed a partnership with ACC to host adult ESL and GED courses on the campus Monday-Thrusday.

Family and Community Involvement Needs

We must still develop a way to bring more parents in to the building so that they see the campus as a community learning center for them as well.

School Context and Organization

School Context and Organization Summary

The major goals for the campus and the district revolve around literacy with specific focus in the area of writing. These goals are communicated and supported through District launches and the new district curriculum and partner campus learning.

School Context and Organization Strengths

PLC times are aligned to allow full departmental involvement and conversation about target selection and performance. Teachers were fully informed of their part in being a literacy instructor and have embraced the idea.

School Context and Organization Needs

We need to continue to develop ways to ensure that teacher voices are a part of leadership decisions.

Technology

Technology Summary

Our technological capacity is high and we are improving thanks to the school bond that passed. With the exception of major exams, staff are expected to make all assessment grades available digitally to the community. There are training needs here that must be met. Our campus has moved headlong into the Google cloud environment to improve sharing and collaborative opportunities using technology.

Technology Strengths

Staff will create and maintain a digital resource for parents to access 24/7. Our teachers are embracing Bring Your Own Device (BYOD) strategies in the classroom.

Technology Needs

We have many teachers that will need to learn the new grading system (FOCUS) on campus and that must embrace the Google suite of apps that would improve their collaborative and communicative abilities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 1: During the 2015-16 school year all students will become proficient readers of various text types by meeting or exceeding the 2016 STAAR Satisfactory Performance standards. Additionally, 70% of all students will meet or exceed the 2016 STAAR Reading growth measure for Index 2.

Summative Evaluation: 2016 STAAR Reading results

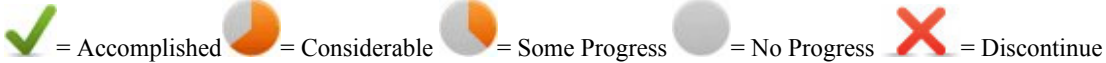
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PLC teams will meet at least 3 days per week to discuss data, plan common assessments, and plan best practice lessons	1, 2, 3, 4, 5, 8, 9	PLC Team Leaders; Department Chairs	Master Schedule; Lesson Plans				
System Safeguard Strategies 2) Weekly PLCs will discuss the implementation of SPED strategies within the classroom to address students identified as performing below expectation.	1, 2, 3, 4, 5, 8, 9	Admin. Team; Instructional Coaches, PLC Team Leaders; Department Chairs	PLC Agendas				
System Safeguard Strategies 3) All CARE/ELL/SPED Resource students will have access to Achieve 3000 to further bolster reading objectives related to expository text.	1, 2, 3, 4, 8, 9, 10	Teachers/Administration	Students will show progress through monitoring each quarter.				
System Safeguard Strategies 4) Core teachers will utilize WICOR strategies from AVID for note taking, organization, philosophical chairs, etc. to enhance the learning of students in their classrooms. All classroom teachers will utilize the AVID 5 as a common language for text annotation.	2, 3	AVID Site Team; Administration; Instructional Coach; Teachers	Observation; Classroom postings; student performance on DA and STATE assessments.				
5) Interdisciplinary Teams will meet at least once a week to discuss cross curricular connections with current topics of learning. They will also discuss student learning and behavioral issues.	2	Grade level principal and counselor	A reduction in student failure rates and a reduction in time out of class for students due to behavioral issues.				
System Safeguard Strategies 6) An Instructional Coach for ELA remains partially funded by Title I							
System Safeguard Strategies 7) A late bus will be available 3 days a week for the entire year to make sure that students who need to stay after school for extra help have a safe way home.		Administration	Ridership records.				

<p align="center">System Safeguard Strategies</p> <p>8) The campus will continue a Learning Recovery Plan (LRP) that will start at the first three weeks of the school year and coincide with all IPRs. Students that do not pass at an IPR are to stay for additional tutorials in that subject for 2 of the next 3 weeks to demonstrate content mastery. These targeted students will stay until 4:50 PM and teachers will be paid for their time out of contract (extra duty pay).</p>	1, 2, 3, 6, 9, 10	Teachers and Administration	Failure rates should decline from the initial three weeks to the 9 week reporting period.				
Funding Sources: 199 - General Fund: SCE - \$5000.00, 211 - Title I-A - \$4000.00							
<p>9) Students will attend Summer Bridge in 2016 further their learning from the 2015-16 school year in the area of literacy.</p>	7, 9	Summer Bridge personnel	Students demonstrating success at 2016 startup.				
<p align="center">System Safeguard Strategies</p> <p>10) Special Education students will receive consistent co-teaching in the classroom to increase their exposure to grade level content. Content Mastery will be closed to increase available personnel for classroom inclusion opportunities. The co-teacher in each instance will be a part of the content PLC daily to enhance content and delivery understanding.</p>	1, 2, 3, 4, 8, 9, 10	Administration; Instructional Coaches; Special Education Coordinator	Special Education student performance gains on District and State assessments.				
<p align="center">System Safeguard Strategies</p> <p align="center">Federal System Safeguard Strategies</p> <p>11) Binders will be purchased for students in CARE/GAME (Reading and Math intervention) so that students have materials that they need to be successful in Tier II coursework.</p>	9	Admin	Students will have binders.				
Funding Sources: 199 - General Fund: SCE - \$332.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 2: During the 2015-16 school year 70% of all students will meet or exceed the 2016 STAAR Math growth measure for Index 2.






Summative Evaluation: 2016 STAAR Math Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PLC teams will meet at least 3 days per week to discuss data, plan common assessments, and plan best practice lessons	1, 4	Administration and Instructional Coaches.	Walkthrough data and performance on local and district assessments culminating in STAAR 2016 results.				
System Safeguard Strategies Federal System Safeguard Strategies 2) Binders will be purchased for students in CARE/GAME (Reading and Math intervention) so that students have materials that they need to be successful in Tier II coursework.	9	Admin	Students will have binders.				
	Funding Sources: 199 - General Fund: SCE - \$332.00						
							

Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 3: All PMS students will be proficient written communicators by meeting or exceeding 2016 STAAR Satisfactory performance standards. Additionally 60% of all students will meet or exceed the STAAR 2016 writing growth measure for Index 2.


Summative Evaluation: 2016 STAAR Writing results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>1) The creation and adoption of a common language with regard to the writing process.</p>	1, 2, 3, 4, 8, 9	Administration, Instructional Coaches and English Language Arts Teachers	Formative and summative data that measures student writing outcomes as well as an actual document that shows the common language.				
<p>System Safeguard Strategies</p> <p>2) Continual data focus utilizing District Assessments, common assessments and ultimately STAAR.</p>	1, 3, 4	Administration; Instructional Coaches; ELA Teachers	Student performance gains on District Assessments and State STAAR Results.				
<p>System Safeguard Strategies</p> <p>3) There will be a commitment from core departments to a reflective or summary writing 3 days a week.</p>	1, 8, 9	Administration; Instructional Coaches;	Student performance gains on District Assessments and State STAAR Results. Lesson plan documents.				
<p>System Safeguard Strategies</p> <p>4) Special Education students will receive consistent co-teaching in the classroom to increase their exposure to grade level content. Content Mastery will be closed to increase available personnel for classroom inclusion opportunities. The co-teacher in each instance will be a part of the content PLC daily to enhance content and delivery understanding.</p>	1, 2, 3, 4, 8, 9, 10	Administration; Instructional Coaches; SPED Campus Coordinator	Special Education student performance gains on District and State assessments.				
<p>5) All student groups (African American, Hispanic, Economically Disadvantaged and English Language Learners) will receive consistent data focus (local and district assessment reviews) regarding written performance as the district implements new curriculum to support writing. Teacher Lesson plans will be reviewed weekly to determine levels of writing included and student writing samples will be brought to PLC meetings to calibrate implementation levels and performance expectations.</p>	1	Instructional Coaches and Administration.	Improved performance on local and state assessments in writing.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 4: On the 2016 STAAR Science Assessment 80% of students will meet or exceed the 2016 STAAR Satisfactory Performance standards.


Summative Evaluation: STAAR 2016 performance results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PLC teams will meet at least 3 days per week to discuss data, plan common assessments, and plan best practice lessons	1, 4	Administration and Instructional Coaches.	Walkthrough data and performance on local and district assessments culminating in STAAR 2016 results.				
2) Science teachers will utilize WICOR strategies from AVID for note taking, organization, philosophical chairs, etc. to enhance the learning of students in their classrooms. All Science teachers will utilize the AVID 5 as a common language for text annotation.	1, 4	AVID Site Team; Administration; Instructional Coach; Teachers	Observation; Classroom postings; student performance on DA and STATE assessments.				
							

Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 5: On the 2016 STAAR Social Studies Assessment 80% of students will meet or exceed the 2016 STAAR Satisfactory Performance standards.


Summative Evaluation: 2016 STAAR Social Studies Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>1) PLC teams will meet at least 3 days per week to discuss data, plan common assessments, and plan best practice lessons</p>	1, 4	Administration and Instructional Coaches.	Walkthrough data and performance on local and district assessments culminating in STAAR 2016 results.				
<p>2) Social Studies teachers will utilize WICOR strategies from AVID for note taking, organization, philosophical chairs, etc. to enhance the learning of students in their classrooms. All Science teachers will utilize the AVID 5 as a common language for text annotation.</p>	1, 4	AVID Site Team; Administration; Instructional Coach; Teachers	Observation; Classroom postings; student performance on DA and STATE assessments.				
<p>System Safeguard Strategies</p> <p>3) A late bus will be available 3 days a week for the entire year to make sure that students who need to stay after school for extra help have a safe way home.</p>	1, 2, 9	Administration	Ridership Records				
							

Goal 2: PfISD Learning Communities will provide a safe and nurturing school environment.

Performance Objective 1: Pflugerville Middle School will reduce student behaviors that result in placements out of the learning environment for the 2015-16 school year by 10%.

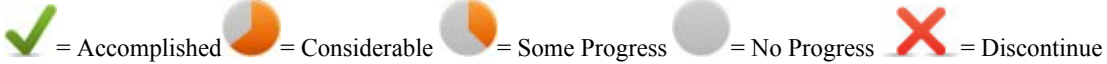
Summative Evaluation: Review of PEIMS discipline data. In 2014 there were a total of 559 ISS placements, 165 OSS placements and 42 DAEP Placements.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All professional staff members will be trained with Capturing Kids Hearts by the end of the 2015-16 school year.	4	Principal	Professional Development logs				
2) The PAWSS committee will meet at least quarterly to review discipline data and provide feedback to campus regarding performance and suggestions for improvement.	2	Principal; PAWSS committee	PEIMS data at the end of the 2015-16 school year.				
							

Goal 3: PfISD will attract, develop, and retain world class educators committed to serving each student.

Performance Objective 1: Pflugerville Middle School will retain 90% of staff from the 2015-16 school year to the 2016-17 school year.


Summative Evaluation: Review staff retention statistics at the beginning of the 2016-17 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff will be evaluated using the new state system. Additionally, core teachers will receive 1 unannounced observation. This strategy will monitor quality instruction and provide feedback for growth.	2, 3, 4, 5, 10	Instructional coaches; Administration	Evaluation data.				
System Safeguard Strategies 2) Weekly PLC meetings will discuss the implementation of ELL/SPED strategies within the classroom to address students identified as performing below expectation.	1, 2, 3, 4, 8, 9, 10	Instructional coaches; Administration	PLC Agendas				
3) Teacher satisfaction with work environment and supervisors will be recorded as positive through staff surveys.		Central Admin and Campus Admin	Campus climate surveys				
							

Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.

Performance Objective 1: Throughout the 2015-16 school year, Pflugerville Middle School will hold a monthly "Principal Chat" to provide a forum for stakeholder feedback with the community.


Summative Evaluation: Calendar of school year communications will reflect monthly meetings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The principal will hold monthly forums for all stakeholders to present issues and questions for resolution or further discussion.	6	Principal	Campus/Community climate survey indicators of principal accessibility.				
							

Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.

Performance Objective 2: During the 2015-16 school year, Pflugerville Middle School will disseminate weekly regular multimedia sources to foster accurate and timely communication with all stakeholders.


Summative Evaluation: Review of website, Remind 101 communications, and Facebook pages as well as traditional sources of communication that include, but are not limited to, mailing home all report cards and community evenings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Principal will provide timely updates of all media forms to ensure real time information exchanges.	6	Principal	Review of agendas and multimedia sources.				
2) Administration will monitor digital traffic to determine level of usage by community. The goal is an increase of traffic by 10% over the previous year.	6	Administration	Digital Data traffic will be increased by 10% over previous year's statistics.				
3) The administration will coordinate quarterly awards ceremonies with the student celebration committee to recognize student achievement.	6	Administration	Proof of ceremonies.				
4) PMS will hold two parent nights where students will be taught about a course guide and how to sign up for transition courses. This will apply to 5th and 8th graders. We will provide finger foods both evenings as well as a readiness pack to promote student success.	6	Administration	Sign-in Sheet, Agenda, Meeting minutes				
	Funding Sources: 211 - Title I-A - \$2048.00						
							

Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 1: The 2015-16 master schedule will reflect a dedication to Professional Learning Communities that provide each professional classroom staff member opportunities to collaborate with peers to consistently monitor and improve classroom performance through professional conversations and learning about curriculum, instruction, and assessment.


Summative Evaluation: Review master schedule design.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All Grade level and Department academic subjects will have a common planning time 3 days a week to continue PLC development	2	Admin Staff	Master schedule copy				
							

Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 2: During the 2015-16 school year, Pflugerville Middle School will implement the Pflugerville 5 with fidelity.


Summative Evaluation: Regular evaluation data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will daily incorporate the Pflugerville 5 in their daily practice.		Admin and Instructional coaches	Lesson plans and observations.				
							

Goal 5: PflISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 3: During the 2015-16 school year, Pflugerville Middle School teachers will implement the new district developed curriculum.


Summative Evaluation: 2016 STAAR Performance

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Instructional Coaches attend PLC Cadre meetings and provide PD to content to teachers.	4	Administrator, Instructional Coach, Teachers	Staff rosters/sign-in of PD sessions; teacher lesson plans reflect district curriculum				
2) Instructional Coaches and teachers are intentional in planning instruction using the curriculum and lesson plans reflect alignment of instruction with curriculum.	3	Administrator, Instructional Coaches, Teachers	Teacher lesson plans reflect the utilization of the new district curriculum; walkthrough data indicate lessons align with curriculum				
							

Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 4: All students will receive anti-bullying information and recourse if found to be a in the position of victimization.

Summative Evaluation: Record of anti-bullying training.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Counselors will present anti-bullying presentation to students.		Admin and counselors	Schedule of completion.				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Weekly PLCs will discuss the implementation of SPED strategies within the classroom to address students identified as performing below expectation.
1	1	3	All CARE/ELL/SPED Resource students will have access to Achieve 3000 to further bolster reading objectives related to expository text.
1	1	4	Core teachers will utilize WICOR strategies from AVID for note taking, organization, philosophical chairs, etc. to enhance the learning of students in their classrooms. All classroom teachers will utilize the AVID 5 as a common language for text annotation.
1	1	6	An Instructional Coach for ELA remains partially funded by Title I
1	1	7	A late bus will be available 3 days a week for the entire year to make sure that students who need to stay after school for extra help have a safe way home.
1	1	8	The campus will continue a Learning Recovery Plan (LRP) that will start at the first three weeks of the school year and coincide with all IPRs. Students that do not pass at an IPR are to stay for additional tutorials in that subject for 2 of the next 3 weeks to demonstrate content mastery. These targeted students will stay until 4:50 PM and teachers will be paid for their time out of contract (extra duty pay).
1	1	10	Special Education students will receive consistent co-teaching in the classroom to increase their exposure to grade level content. Content Mastery will be closed to increase available personnel for classroom inclusion opportunities. The co-teacher in each instance will be a part of the content PLC daily to enhance content and delivery understanding.
1	1	11	Binders will be purchased for students in CARE/GAME (Reading and Math intervention) so that students have materials that they need to be successful in Tier II coursework.
1	2	2	Binders will be purchased for students in CARE/GAME (Reading and Math intervention) so that students have materials that they need to be successful in Tier II coursework.
1	3	1	The creation and adoption of a common language with regard to the writing process.
1	3	2	Continual data focus utilizing District Assessments, common assessments and ultimately STAAR.
1	3	3	There will be a commitment from core departments to a reflective or summary writing 3 days a week.
1	3	4	Special Education students will receive consistent co-teaching in the classroom to increase their exposure to grade level content. Content Mastery will be closed to increase available personnel for classroom inclusion opportunities. The co-teacher in each instance will be a part of the content PLC daily to enhance content and delivery understanding.
1	5	1	PLC teams will meet at least 3 days per week to discuss data, plan common assessments, and plan best practice lessons

Goal	Objective	Strategy	Description
1	5	3	A late bus will be available 3 days a week for the entire year to make sure that students who need to stay after school for extra help have a safe way home.
3	1	2	Weekly PLC meetings will discuss the implementation of ELL/SPED strategies within the classroom to address students identified as performing below expectation.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	11	Binders will be purchased for students in CARE/GAME (Reading and Math intervention) so that students have materials that they need to be successful in Tier II coursework.
1	2	2	Binders will be purchased for students in CARE/GAME (Reading and Math intervention) so that students have materials that they need to be successful in Tier II coursework.

Title I

Schoolwide Program Plan

Title I funding allocation will reflect expenditures toward the campus need of improvement in Language Arts/Reading performance for the 2015-16 School year. The expenditures will reflect a focus on all students, but will specifically address lower performing groups identified as English Language Learners and students demonstrating Special Education needs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2014-15 Performance data indicates a clear need to improvement with students in the areas of Reading and Writing with particular focus on our students categorized as Economically Disadvantaged, African American, Special Education, and/or English Language Learners. Special Education students will receive additional attention in all other academic areas as the campus did not meet target goals with this population in any area of the STAAR in 2014-15.

2: Schoolwide Reform Strategies

All teachers will meet a minimum of three times weekly in Professional Learning Community meetings. The Master Schedule was specifically designed to provide not only grade level content teachers a common planning time, but ensured that ALL content area teachers have a common planning time to ensure a cohesive actionable curriculum is provided by the district. One meeting a week is specifically designed to bring all core teachers together to discuss department and grade level goals and strategies and provide an arena to share ideas and best practices. These meetings are led by administration and instructional coaches to guide conversation and provide support.

The campus has embraced the teaming of students for all non-PreAP students. This provides students, in most cases, with a common set of professionals that will monitor their progress and meet collaboratively to diagnose difficulties that may arise over the course of the year and to develop a collaborative solution.

All CORE classroom teachers will work toward receiving the ESL certification that is geared toward proven practices for engaging English Language Learners, but has practical application for all students.

All CARE/ELL/SPED teachers will have access to Achieve 3000 which is a web-based resource that gives students and teachers in the prescribed classes. This program specifically targets expository (informational) text experiences as this is an area of lower performance for all students as evinced by trends in state testing performance over the last couple of year.

3: Instruction by highly qualified professional teachers

All teachers at Pflugerville Middle School will be highly qualified as a condition of employment. Additionally, the principal has informed all current personnel that the campus expectation is that all CORE classroom staff will also obtain an ESL endorsement as a condition of employment on the campus beyond Summer 2016.

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

At Pflugerville Middle School there are multiple and on-going professional and community supports planned for the 2015-16 school year.

- There will be bi-weekly staff meetings where the principal or other designated staff will lead staff through trainings about best practices throughout the year. The principal has committed to the staff that these meetings will not be designed to simply disseminate information; rather, the meetings will have a compact learning goal that reinforces identified needs on the campus.
- The campus principal has communicated to staff an expectation that all assignments classified as Assessment Grades (excluding exams) will be made available digitally to parents.
- All campus instructional staff will be trained in the Capturing Kids Hearts model by the end of the academic year as this programatically has a positive impact on student and teacher relational capacity.
- Best practices and applications will weekly be presented, discussed, reinforced and monitored in weekly PLC meetings.
- Math, Science, ELA/History have the ongoing support of instructional coaches on campus to improve professional practices.
- ALL teachers using Achieve 3000 receive a minimum of 2 staff development days regarding the implementation of the program.
- In a partnership with Austin Community College, adult ESL and GED courses are conducted Monday-Thursday weekly for the entirety of the school year.

5: Strategies to attract highly qualified teachers

Pflugerville Middle School will continue to support the district in the prescribed compensation model, as well as, promote a campus climate that encourages professional flexibility, freedom and support.

6: Strategies to increase parental involvement

The campus has committed to multiple strategies to increase parental involvement and support.

- The campus will weekly update the school webpage with information critical to parents.
- The principal will use Remind.com to push bursts of critical information to parents and will monitor the membership to gauge growth and support.
- The campus will utilize Facebook and Twitter to weekly notify parents of events on the campus to attract attendance and participation. Traffic will be monitor to learn most effective strategies and grow membership.
- The principal has committed to quartely CAAC meetings and the broad announcement of those meetings to improve volume of membership.
- The principal has committed to quarterly Principal Chats to provide the community a public forum to bring questions and concerns to the school.
- There will be quarterly awards ceremonies to celebrate student achievment to which parents are invited.
- There will be a campus organization showcase held in conjunction with the school book fair to encourage parental attendance.

- Food for various parental/school events will be funded with Title I funds identified for the same purpose. (\$1886.32)

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

The AVID program at Pflugerville Middle school specifically targets students that may be under performing and seeks to give them the tools that they will need to be successful in secondary and post-secondary educational opportunities. Additionally, AVID strategies will begin to be pushed out school wide.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The weekly PLC meetings provide teachers with multiple opportunities to discuss, design and deconstruct performance on campus common assessments, as well as, district and state assessments. Teachers have been, and will continue to be, coached on assessment design and execution, as well as, be appraised of the most recent research regarding those practices.

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

At Pflugerville Middle School, we believe the MOST effective intervention for students experiencing difficulty occurs right in the classroom. There is a campus focus on the concept of the mini-lesson and small group intervention model for daily use. Teachers are taught how to distill their message into a concise and focused experience for students. They then have extension activities for students that demonstrate mastery. This is a part of lesson design. They are also taught how to work with students in a small setting during the class to intervene with students right at the moment of difficulty.

For students that experience difficulty and do not demonstrate mastery over longer periods of time, teachers will use the following resources:

- Team Time establish for a student's common core of teachers to discuss trending in multiple settings and seek solutions
- The campus Learning Recovery Plan for students that do not show mastery on tri-weekly Individual Progress Reports
- Training on the PSST/RTI process for students that continue to demonstrate lack of mastery to determine if more serious issues underly the problem
- Special Education students will be grouped in smaller class settings with a true co-teaching approach

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

The campus utilizes State Compensatory Funds, as well as, Title I Funds to finance and support:

- Additional Instructional Coach for the campus to guide and assist teachers in best practices
- Provide for an after-school bus three days a week throughout the year for students that cannot stay for tutorials if they do not have a way home
- Provide for additional resources to impact identified targets i.e. Achieve 3000
- Local/District opportunities for staff development

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nwando Clyburn	CARE Teacher		1

2015-2016 Campus Advisory Committee

Committee Role	Name	Position
Administrator	Robert Stell	Principal
Classroom Teacher	Sonya Jackson	Teacher
Parent	J. Bailey	Parent
Parent	A. Carrasco	Parent
Parent	J. Odegaard	Parent
Parent	S. Wiley	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SIOP training		\$0.00
1	1	3	Achieve 3000		\$4,000.00
Sub-Total					\$4,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Achieve 3000		\$0.00
1	1	8	LRP Credit Recovery Pay		\$5,000.00
1	1	11	Binders		\$332.00
1	2	2	Binders		\$332.00
Sub-Total					\$5,664.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Achieve 3000		\$8,000.00
1	1	4	Summer Bridge		\$7,000.00
1	1	6	Instructional Coach		\$65,000.00
1	1	7	After School Bus		\$4,000.00
1	1	8	Buses		\$4,000.00
4	2	4	Food and Readiness Materials including drawstring back pack		\$2,048.00
Sub-Total					\$90,048.00
Grand Total					\$99,712.00